



Universidad
de Navarra

Asignatura: Business Communication 1 (F. Económicas)

Guía Docente

Curso académico: 2015-16

Presentation

<http://www.unav.edu/asignatura/bcommunication1econom/>

Business Communication

Business communication I gives students a thorough grasp of the principles involved in business communication. It makes them familiar with the most usual formats and genres through which spoken and written communication is carried out in the business context. Finally, Business Communication gives them practice in the essential areas of: presentation, intercultural communication, marketing and crisis communication.

ECTs: 6

Professors: Xavier Oliver: xoliver@unav.es (coordinator)

Mónica Recalde: mrecaldev@unav.es

Schedule: Tuesday: 1-3 pm. Wednesday: 1-3. Room 14

Courses: 3th, 4th, 5th, 6th

Semester: 1st

Subject: Optativa

Grade: International Degree of Management, Global Management and Law Double Degree

Lenguaje: English (every classes)



competencies

Basic Competencies (Management and Economics)

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

General Competencies (Management and Economics)

GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

Specific Competencies (Management)

SC5. Understanding the concept of strategy within a business.

SC6. Analyzing the design of a business's goals and strategies.

SC8. Developing case studies on subjects related to economics and business.

Specific Competencies for Elective Subjects (Economics)

SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.

SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

Educational activities



The course follows a mixed methodology based on: **1. Lectures, 2. Practical classes and workshops, and 3. Simulations of real business tasks.**

- **Lectures: 20 hours.** Specific bibliography and resources.
- **Workshops: 12 hours.** To practice business communication skills. They are critical to the success of every organization despite its size, location, and its mission. Business communication practices assist the company in achieving its objectives by informing, persuading and building a good reputation as well.
- **Oral presentation in groups: 8 hours.** Improve the basic competence of oral communication.
- **Business cases: preparation 10 hours.** The professor put in ADI a business case to discuss in the following class
- **Study: 50 hours.** To prepare the business cases and the oral presentations in groups.
- **Classes: 60 hours** In classes the units of the programme will be developed.
- **Total: 150 hours**

Bibliography and other resources

Bibliography:

[Find these books at the Library](#)

Locker, O. et al. (2004). Business Communication. Building Critical Skills. McGraw-Hill

Thill, J.V. and Bovée, C.L. (1999). Excellence in Business Communication. Prentice-Hall

Ober, S. (1992). Contemporary Business Communication. Houghton Mifflin Company.

Other resources:

www.dmnews.com

www.eventmarketer.com

www.marketingprofs.com

@X@buscador_unika.obtener@X@

Programme

1. Presentation



2. Who does a company communicate with? Identification of stakeholder groups: customers/clients; employees; investors and normative entities; interest groups and general public. What different media, genres and styles are used.
3. Workshop 1: Oral communication. Personal Brand
4. Workshop 2: Oral communication. Group presentation
5. Workshop 3. Oral communication. Non verbal communication
6. Luxury brands
7. Low cost brands
8. Cult brands
9. Crisis communication
10. Negotiation
11. Reputation

Evaluation

Convocatoria ordinaria:

- **Leadership communication (Xavier Oliver):** 80% (Participation in class: 60%, individual exercises: 20%).

Individual and group exercises 20%: resolution of cases with original proposals specifying the relation to the theory, individual practices will be assessed taking into account the correct theoretical as well as the presentation.

Examples: BBVA case, Apple case (in ADI)

Participation 60%: Individual interest is manifest both in attendance, as the questions to the teacher, will be valued comments that may add content to the agenda and the proper resolution of cases.

- **Workshops (Mónica Recalde):** 20% (Presentation task: 15%, participation in class: 5%)

Presentation task 15%: Will be assessed both formally and content. Regarding the form of oral presentation ability, reasoning, the correct resolution and the format of presentation. In terms of content, a clear structure, supported by data and research, well grounded and original proposals.

Examples: individual oral presentation and group presentations

Participation 5%: Individual interest is manifest both in attendance, as the questions to the teacher, will be valued comments that may add content to the agenda and the proper resolution of cases.



Retaken

- In case of failing the course: final exam 100%

Office hours

Wensdays 15.00 h -16.00 h (previously ask by email).

Office: 2210.

Timeline

2-3 September. Unit 1. Introduction.

9-10 September. Workshop 1: Personal Brand

16-17 September. Unit 2. Who does a company communicate with? Identification of stakeholder groups

23-24 September. Workshop 2. Group presentation

30 October. Luxury brands

7-8 October. Low cost brands

14-15 October. Workshop 3. Non verbal communication

21-22 October. Cult brands

28-29 October. Cult brands

4-5 November. Crisis communication

11-12 November. Negotiation

18-19 November. Reputation

25-26 November. Summary



Universidad
de Navarra

Asignatura: Methods in valuating firms (F. ECONÓMICAS)

Guía Docente

Curso académico: 2015-16

Introduction

<http://www.unav.edu/asignatura/methosvaluatingeconom/>

Methods in valuating firms (F. ECONÓMICAS)

Faculty: Ciencias Económica y Empresariales

Número of credits: 6 ects

Idiomas: English

Professor:

Antonio Aparicio Alonso (aparicioalonso@gmail.com) : 64 years old, Ingeniero de Caminos/Civil Engineer Madrid, MBA IESE Barcelona, Worked 7 years in JPMorgan, Madrid and New York, and 14 years in Banco Santander performing investmens, divestmens, shareholders relationships and right and bond issues.

Competences

Basic Competencies (Management and Economics)

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

General Competencies (Management and Economics)

GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.



Specific Competencies for Elective Subjects (Economics)

SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.

SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

SC11. Acquiring knowledge, skills and abilities that are complementary to education and training in economics and business.

Specific Competencies for Elective Subjects (Management)

SC08. Developing a more sophisticated understanding of accounting techniques.

SC15. Acquiring knowledge, skills and abilities that are complementary to education and training in economics and business.

Program

1: The risks and rewards in the financial world.

2: Shareholder remuneration: The dividends and the capital gains. Future dividends. The cash flow.

3: Interest rates and the yield curve

4: Free cash flow, cash flow to equity. The difficulty to estimate future cash flows. The net working investment-NWI

5: Senior securities, subordinated, preferred, convertible

6: The residual value. Gordon and Saphyro. When is not applicable, when can have sense.

7: Short term fixed income markets

8: The cost of capital. The cost of debt. The weighted cost of capital- WACC

9: The Capital Asset Pricing Model-CAPM. The risk free rate. Different opinions, The regression of the market returns and the returns of specific shares. The beta. The volatility and the market risk.

10: Government and corporate bonds The levered beta and the unlevered beta.

11: The private investors and the institutional investors, how they operate. The technical analysis and the fundamental analysis, The sell side analysts and the buy side analysts.



12: The equity markets. The Different participants. The analysts

13: The price earnings ratio- PER-, a relative value of shares. Main factors that explain its growth.

14: The accounting consolidation. The goodwill, the equity method of accountig, the minority interests and the provisions for reduction of the value of portfolios of shares.

15: The dilutive acquisitions. The relationship between the PER of the acquiror and the one of the acquiree. The control premium, the illiquidity discount and the country risk market premium.

16: The market risk premium. the difficulty to measure it. Different opinions.

17: Mutual funds. Other institutional investors

18: The shareholder value creation. How to translate this concept into practical policies. either at business levels or at financial level.

19: Risk capital, Development capital, other sources of private capital

20: Public offerings

21: The mergers and acquisitions. The tender offers.

Assessment

- **Class attendance will be controlled.**
- -The grade will have three components:
 - - For students that **attend 80% of the classes** and deliver the weekly answers to the cases :
 - Weekly answers and class participation -----30%
 - Team work- in groups of three-----20%
 - Final exam-----50%
 - Or the below mentioned weighting if resulting in a higher grade.
 - -For students that fail to attend 80% of the classes and do not deliver the weekly answers:
 - Weekly answers and class participation-----10%
 - Team work-in groups of three-----20%
 - Final exam-----70%

Where and When



The classes will take place in the Edificio Amigos, September through November every monday from 17 to 19 hours- aula 14, and every tuesday from 12 to 14 hours -aula 7

Bibliografy and resources

[Find this book at the Library](#)

- Investment Valuation: Tools and techiques for determinig the value of any asset. Aswath Damodaran, 1996. Ed. Gestión 2000

@X@buscador_unika.obtener@X@

Office hours

Monday 19-20 and Tuesday 10-12 h

Office: 2110 at Edificio Amigos

Educational activities

Every week:

-The professor will deliver a new case and some questions to be answered by the studend by the following week

-At the beginning of each class, the student delivers in writting his/her answer to the questions posted the previous week.

-Class discussion and solution of the week case.

-The professor will describe some of the issues related to valuation of companies and financial markets-see program.

At the end of November the appointed team of three will deliver its paper related to the valuation of a listed company. The team and the company to be valuated will be decided by the professor.

Opcionality in each of the grades to be obtained

The subject is optative for Ade, Ade+derecho, Economia and Economia+derecho.



Programa

Edite su contenido aquí

Actividades formativas

Edite el contenido aquí

Evaluación

Edite el contenido aquí

Bibliografía y recursos

Edite el contenido aquí

@X@buscador_unika.obtener@X@

Horarios de atención

Edite el contenido aquí

Contents

Please find the attached today's powerpoint.

Please find attached the assignment below.

Session 2 will deal With assets and customer assets companies can build brand using digital marketing.

To prepare, please read the following articles, while thinking of the following question:

"How can companies use digital marketing techniques to craft and direct Their brand messaging."

Reading Links:

1. [Social Media Strategy Coca Cola](#) (Links to an external site.)
2. [The History of GoPro](#) (Links to an external site.) - This is an interactive newspaper article. Please Carefully follow it, watch the video etc.
3. [The Consumer Decision Journey](#) (Links to an external site.)

Videos to watch:

1. <https://www.youtube.com/watch?v=GUEZCxBcM78> (Links to an external site.)
2. <https://www.youtube.com/watch?v=A3PDXmYoF5U> (Links to an external site.)



3. <https://www.youtube.com/watch?v=scV5cV44gWI> (Links to an external site.)
4. <https://www.youtube.com/watch?v=wTcNtgA6gHs> (Links to an external site.)

Please find some examples of quality papers here. These will give you an idea of what I am looking for in a paper. I would recommend you to take a look at the following papers before submitting a regrade request.

The break down for the questions were as such:

Q1: 4 points

Q2: 4 points

Q3: a) 2 points

b) 3 points

Overall quality: 2 points

Total: 15 points

This session will look at how the organization of the physical world impacts our behavior in the virtual world, and what do online business businesses encounter when they start operating.

Two research papers are attached to this module. Please consider the following question for class:

What was the first e-commerce transaction on the Internet?

Due date: October 7 Wednesday

In this session we will discuss another friction being eliminated by the Internet for e-commerce, resulting in the long tail of supply products, and the spatial long tail of consumer demand.

Please read the following article (1), and the two additional articles (2,3) attached as preparation for class:

1. [The Long Tail \(Links to an external site.\)](#)
2. [\(Links to an external site.\)From Niches to Riches: Anatomy of the Long Tail](#)

Don't forget to answer the quiz question!



This session will talk about Homophily and Influence, two very important concepts when considering how new products and services diffuse online and offline.

Please refresh your memory of the assigned readings which were also in the lists of the two previous sessions.

In this session we will consolidate our understanding and summarize what we have learned about the online environment and what makes consumers switch to purchase online and what influences them.

To prepare for this class, please access the two readings attached.

In this session we will look at the concept of network effects and the two sided market business model.

These models are behind what made Google, Airbnb, Uber and Dropbox (to name a few) very successful.

More importantly, it's what makes dating website tick. And Tinder "swipe" (I guess?).

The topic is fascinating. Businesses who try this model face big rewards along with big risks.

Please read the 2 attached articles, and try to make your mind which story do you "buy" about Uber's valuation and growth - is it the NYU Finance professor, the Uber investor, or none of them?

<http://fivethirtyeight.com/features/uber-isnt-worth-17-billion/>

<http://abovethecrowd.com/2014/07/11/how-to-miss-by-a-mile-an-alternative-look-at-ubers-potential-market-size/>

This session will analyze Webvan, a colossal dotcom era failure, with great applicability these days.

It is very important to prepare well for this case discussion:

1. Please read the webvan case and articles posted in this module
2. Pick an online grocer that delivers to the Madrid/Barcelona Area (examples can be found here <http://moneysaverspain.com/online-supermarkets-spain/>) and fill out your cart with the following items. You don't have to buy anything of course, but please reach as far as you can in the process. Note the experience and the final price
1 box Kellogg's Special K/Raisin Bran; 1 liter of regular milk; instant coffee; 1KG boneless chicken breast; 1L Sprite soda; Lay's potato chips; 5 bananas; spaghetti; pint of Ben & Jerry's; Garnier/Pantene Shampoo; 2 lemons; plastic cups and 1 KG seedless grapes.
3. Please answer these questions and submit a short write up before class begins (less than 300 words). This is an individual assignment and will count towards participation.
 1. What will it take for the Webvan business model to earn a return?
 2. Who is the target market for Web ordering/home-delivery?
 3. What kinds of information is Webvan able to collect on its subscriber households?



How might this information be used to serve its customers? How might it serve manufacturers?

4. Compare the business models of each of the grocery services described in the case. Which elements do you think have most appeal to the target customer? Which aspects are easily replicated, and which elements will be hard to replicate? Which company has the winning model?
5. What activities does Webvan perform in the physical world and which in the digital world? Which of these two domains has the greater potential for consumer value creation? What are the core competences required to excel in each domain? Could two different firms perform these activities, one an information specialist and one a physical service specialist, or are they necessarily executed together?
6. Market penetration of home delivery services is quite small, even in markets like Boston where several services have competed for a number of years. What is Webvan's break-even penetration? How easy will it be to attain it

Take a break after the midterm!

No readings!

In this session we will discuss curated and subscription commerce businesses, which seemed very "hot" until quite recently.

These two articles talk about Birchbox which is a curated subscription service that is doing very well, and Fab.com which was a curation based e-retailer that has fallen by the way side.

<http://www.forbes.com/sites/allenadamson/2012/09/12/birchbox-like-apple-and-amazon-and-google-is-a-hit-because-its-founders-hit-on-the-right-question/>

<http://www.businessinsider.com/how-billion-dollar-startup-fab-died-2015-2>

While reading the two attached articles, please try to think of the following guiding questions:

1. What types of products and services are fit for these types of business models?
2. Are there any industries or product types which are ready for disruption using these models?
3. What are the challenges facing a subscription or curation startup? How would you solve them?

In this session we will delve into collaborative consumption and "sharing economy" startups, which are typically a type of a two-sided market.

The Economist article is just two years old, and so much has changed as you will see in the TIME article.

Please take a glance at the AAA brochure's data for mid-size sedan ownership.

For class, please prepare for the following discussion questions:

1. What is required for a "sharing economy" business to function properly? What will make it grow fast?



2. Where do Airbnb and Uber generate value? Do they add value to a consumer or save on costs?
3. What industries/businesses are in your opinion ripe for a collaborative disruption? How would you market this product?
4. What are the risks facing a sharing economy business? How can the company mitigate them?

Please find the slide deck attached.

Please find the slide deck attached.

Please find the slide deck attached.

In this session we will discuss one of the fastest emerging industry (and trend) in the online world - different models and methods for content generation that spawn big businesses and completely disrupt traditional media companies.

In my opinion, this is where we will see a lot of innovation in the next few years.

Please read the attached readings, and try to think of the following questions:

1. What has traditionally been the biggest challenge for a media company? How was the business model built for books, music, films and newspapers? Why?
2. What were advertisers looking for when they ran a campaign on TV, or in magazines?
3. Try to think of other media topics/subjects which are ripe for disruption.

Some warning is due: Jenna Marbles is a comedian. Her content is NSFW and can be quite offensive.

Feel free to skip it if you prefer to.

Digital Promotion (a.k.a Online Advertising or AdTech) is one of the most exciting topics and industries online.

It has lots of technology, it is full of jargon, has lots of hard technical problems, but also raises ethical issues, questions of privacy, net neutrality and what not.

In the end, however, advertising is what makes many products on the Internet free, so the benefits may outweigh the cost.

The topic itself is quite large and can easily take up an entire course - I will try to introduce you to the key ingredients facing marketers today when designing and running online campaigns.

This session will serve as an intro to different technologies and platforms we will discuss in the next few sessions.



Please read the two attached research papers, while preparing to discuss the following questions:

1. What is fundamentally different from a consumer point of view between an email and a keyword search on Google?

(e.g, Do they have different goals? Do they happen in different contexts? etc.).

2. From a marketer's point of view, what is the difference between an email ad (or targeted email sent to someone) vs. showing a Google ad? Do they both fit to sell the same products at the same contexts?

3. What metrics are important to measure the success of these campaigns? How will you measure them?

Given how much time we all spend on social media, it is interesting to note that the effects of online word of mouth and of social media advertising are quite small. Sometimes even non-existent.

On top of that, social media is a double edged sword - consumer response and interaction can turn negative very quickly and in unpredicted ways.

The two articles I attached describe a few case studies where social media worked and didn't work for different firms.

While reading these article, please consider the following questions:

1. Can you think of examples where you were influenced to purchase or try a product through social media?
2. Do you notice the different types and formats of facebook advertising? Are they effective for you?
3. What kind of content do you share on social media? What issues sometimes inhibit you from sharing content?

Online:

In this session we will try to look at how online (and TV) advertising impacts consumer behavior online.

We will analyze ad attributes, consumer segments and other important parameters.

While reading the papers and articles, please try to think of the following discussion questions:

1. What are possible goals of online advertising. How would you measure them?
2. For each goal, what types of ads work best? Why?
3. Which consumers are impacted the most by which types of ads and campaigns? Are they the consumers you would like to attract?

Mobile:

Given the amount of time we (and the world) spends on online advertising, it is interesting to find out that mobile advertising doesn't work so well.

We also see the trend of mobile commerce growing faster and faster, and in addition we see a clear



move towards chat and messenger apps in the past few years.

If advertising doesn't work so well, marketers need to rethink their strategies for promoting products, and if space on a device is limited, even the product itself (and the price) need to be rethought compared to desktops (and the real world).

In this session we will discuss mobile marketing, mobile advertising and the usage of apps for marketing.

I added 3 short reading articles that describe some interesting phenomena we see.

While reading the articles, try to think of the following:

1. How is mobile different than desktop? Except its physical size, what other issues and user behaviors are different?
2. Is mobile a push or pull medium?
3. How can one make money on a mobile device? Are these the same strategies that one would follow on a desktop?

In this session we will try to understand if there is a formula for "virality" or for making content and products spread through offline and online word of mouth (WOM).

There is a one attached research paper and one interesting article by TechCrunch. The link to the article is here:

<http://techcrunch.com/2011/12/26/eight-ways-go-viral/>

The findings are quite interesting, since virality can be somewhat engineered.

For class, please try to think of the following:

1. What was the last "viral" video you saw?
2. How did you hear about it?
3. Did you share it?
4. What made you like or dislike it? What made you share or not share it?

We will be reviewing the Sephora case attached in the module. Please read carefully and think critically about Bornstein's decisions. You will be asked to make recommendations about how Bornstein can improve Sephora's digital marketing efforts based on the concepts that we have learned this semester.

Please submit a written hard copy of the answers to these following questions. The total assignment should be between 500-700 words. Please be precise and concise in your answers. This will be due at the beginning of class on Wednesday:



1. Assuming she receives the additional funding, how should Bornstein allocate her budget across the various digital categories? Given that the additional funding requested must be shifted from Sephora's other marketing spending, where would you propose to cut? Why (reference theories and concepts from class so far)?
2. What do you make of Sephora's digital and social media efforts as of the fall of 2010? Was it wise in your opinion to create Beauty Talk as a separate social platform to Facebook? In what ways did the review system help Sephora and what positive benefits did it yield?
3. As Sephora increasingly dabbles with digital marketing and social media, which competitors should the company be most worried about and why?
4. What metrics do you propose Sephora Direct use to measure the success of its digital efforts going forward?
5. What should be the strategic goal of Sephora's digital and social marketing programs? How can Bornstein satisfy the CEO's desire to "win" in the digital space?

Session 2 will deal With assets and customer assets companies can build brand using digital marketing.

To prepare, please read the following articles, while thinking of the following question:

"How can companies use digital marketing techniques to craft and direct Their brand messaging."

Reading Links:

1. [Social Media Strategy Coca Cola](#) (Links to an external site.)
2. [The History of GoPro](#) (Links to an external site.) - This is an interactive newspaper article. Please Carefully follow it, watch the video etc.
3. [The Consumer Decision Journey](#) (Links to an external site.)

Videos to watch:

1. <https://www.youtube.com/watch?v=GUEZCxBcM78> (Links to an external site.)
2. <https://www.youtube.com/watch?v=A3PDXmYoF5U> (Links to an external site.)
3. <https://www.youtube.com/watch?v=scV5cV44gWI> (Links to an external site.)
4. <https://www.youtube.com/watch?v=wTcNtgA6gHs> (Links to an external site.)

These two articles talk about Birchbox which is a curated subscription service that is doing very well, and Fab.com which was a curation based e-retailer that has fallen



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by the way side.

<http://www.forbes.com/sites/allenadamson/2012/09/12/birchbox-like-apple-and-amazon-and-google-is-a-hit-because-its-founders-hit-on-the-right-question/>

<http://www.businessinsider.com/how-billion-dollar-startup-fab-died-2015-2>

Here are two articles and an information pamphlet on driving costs in 2014. The pamphlet is for pure interest to see how much people in general are spending on their cars. Please read the other two as they will be necessary to prepare for the questions!

The case study is attached below. The links are here:

<http://www.reuters.com/article/2013/06/18/net-us-amazon-webvan-idUSBRE95H1CC20130618>

<http://www.wsj.com/articles/rebuilding-historys-biggest-dot-come-bust-1421111794>

For those having problems accessing the Wall Street Journal article, it is also attached in PDF below.

Please read and have a general understanding of the findings.

Please find the CLV calculations in this excel file. If you do not have excel, you can open this in google spreadsheets with no problem!

This is a very interesting and fun read about Facebook targeted ads. Enjoy:)

<http://mysocialsherpa.com/the-ultimate-retaliation-pranking-my-roommate-with-targeted-facebook-ads/>

Discussions

You can post any general questions regarding the class here. Please help each other by answering each other's questions when possible. I will check the forum regularly. For time sensitive questions, email me directly.



Universidad
de Navarra

Asignatura: Project Management (F.Económicas)

Guía Docente

Curso académico: 2015-16

Introduction

<http://www.unav.edu/asignatura/pmanagementeconom/>

Project Management (F.Económicas)

When the Steering Committee of a company decides to move from one situation to another in any area of management of the company (engineering, production, information systems, finance, etc..) is necessary to carry out a project.

The projects generate significant investment for the company and involve several departments, customers and suppliers, which implies the need to comply with requirements, deadlines and costs. Failure to make a success of the projects produced significant losses, being the main economic and prestige or image, of the staff and the company involved.

All companies make each year different projects with deep impact over their operations. The heads of various departments and areas that make up the company must be trained and prepared to be able to manage them.

The aim of the course is to provide students with knowledge and tools for the proper design, monitoring, closure and evaluation of projects. Such knowledge includes technical and management aspects.



Duration: First Semester **Course:** 3rd and 4th

Credits: 6 ECTS (European Credit Transfer System)

Type of course (compulsory, optative): Optative

Language: English

Schedule: Monday 15:00-17:00, Classroom 01, Thursday 19:00-21:00, Classroom A04

Teacher's office: 2020, Amigos Building

General Information

ECTS credits: 6

Undergraduate degree (s): Degree in Business Administration and Degree in Economics

Module: Organization and Business Management.

Subject: Organization and Production.

Profile: Business.

Department: School of Economics and Business Administration

Type of course: Optative

Competences

This course aims to make students able to manage a project of any kind of discipline, managing their staff, customers, suppliers and other stakeholders to obtain the goals of scope, planning and cost required.

Basic Competencies :

- BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.
- BC4. Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.



General Competencies:

- GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

Specific Competencies for Elective Subjects (Economics)

- SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.
- SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

Specific Competencies for Elective Subjects (Management)

- SC10. Developing a more sophisticated understanding of business in theory and practice in areas such as administration and decision making.
- SC11. Developing a more sophisticated understanding of basic tools for the planning, programming and control that make business activity possible.

Program

TOPIC 1: BASIC CONCEPTS

- Definitions and features.
- Business strategy and projects.
- Types of projects.
- Management and life cycle of a project.
- Project management categories.

TOPIC 2: FUNDAMENTAL COMPONENTS OF PROJECTS

- Project goals.
- External and internal competitors.
- Project Manager experience areas.
- Knowledge Areas.
- Expectations of success.

TOPIC 3: PROJECT MANAGEMENT SYSTEMS



- Standard structure and documentation.
- Some methodologies.
- Process concept.
- Knowledge project management.

TOPIC 4: PROJECT MANAGEMENT FRAMEWORK

- Project and Organization Lifecycle.
- Project Management processes.
- Manage multiple projects.
- Trends in Project Management.

TOPIC 5: PROJECT SELECTION FACTORS

- Compilation scope requirements.
- Compliance deadlines.
- Financial scope.
- Deviation cost.
- Analysis of results.

TOPIC 6: TOOLS PROJECT MANAGEMENT TECHNIQUES.

- Planning. Gantt diagrams.
- Pert Method: Calculation of Critical Pathways.
- Process software tools for project management.
- Project documentation creation.
- Project presentation creation.

TOPIC 7: HUMAN PROFILES IN PROJECTS.

- The figure of internal or external customer.
- The composition of the team itself.
- Suppliers management .
- Combination of different profiles and their individual and group management.

TOPIC 8: INITIATION PROCESSES.



- Business Case.
- Feasibility Study.
- Opportunity defense.
- Stakeholders in the project.
- Project Charter: design and sizing.

TOPIC 9: PLANNING PROJECTS

- WBS analysis.
- Time: Gantt.
- Determination of Costs.
- Project Team.
- Risk Analysis.
- Quality Control.
- Procurement Management.

TOPIC 10: IMPLEMENTATION, MONITORING AND CLOSING.

- Milestones and checkpoints.
- Follow-up Meeting Management.
- Decision-making and Negotiation.
- Error Control.
- Validation of deliverables.
- Evaluation and learning lessons.

TOPIC 11: TRADING SITUATIONS IN PROJECTS.

- Decision making.
- Customer presentation
- Reporting crisis events.
- Types of Negotiations.
- Errors in projects

Educational Activities



Classroom activities:

1. On-campus classes (40 hours). In these classes the most important aspects of the topics included in the program will be explained. Students must attend these classes with the documentation supplied to them.
2. Supervised projects (independently and in groups) (20 hours); various exercises and case studies provided will be discussed and resolved. Students must attend these sessions having studied the contents of the classes taught by the teacher. In some of these sessions students will be asked to solve an exercise (or a case) and give a presentation. Also carry out activities based on a simulation of a project in which the practical classes may also be worked in a computer room. Development work done on the entire project: students will have to develop this activity in groups, and present it in class.
3. Assessment (1.5 hours).

Non-classroom activities.

The student will spend about 30 hours working with the subject material, understand the concepts explained in the classes taught, exercises, prepare the case studies make the group work, and study for exams.

Assessment

The final grade for the course is determined by the weighted average obtained from the following notes:

December announcement:

1. Class participation, supervised projects: 10%
2. FYP Presentation and Defense: 55%
3. Final in-class assessment of theoretical and practical content: 35%

June announcement:

1. FYP Presentation and Defense: 40%
2. Final in-class assessment of theoretical and practical content: 60%

In the announcement for June, jobs may be submitted in addition to those made during the course to increase the grade obtained in the exercises and works.

Bibliography and Resources



- Project Management Institute, Inc. (2008). A Guide to the Project Management Body of Knowledge (PMBOK® Guide), Fifth Edition. [Find it in the Library](#)
- Michael S. Zambrusky (2008). A Standard for Enterprise Project. [Find it in the Library](#)
- Larry Richman (2011). Improving Your Project Management Skills. [Find it in the Library](#)
- R. Camper Bull (2010). Moving From Project Management to Project Leadership. [Find it in the Library](#)
- Larry Richman (2011). Successful Project Management.
- Richard Newton (2006). Project Management Step by Step. [Find it in the Library](#)

@X@buscador_unika.obtener@X@

Office Hours

Dropbox (web application) and ADI is used to share work and projects. The teacher via email usually answers questions in real time. Students make appointments via e-mail (rarely needed).



Universidad
de Navarra

Asignatura: Sport and Brands (F. ECONÓMICAS)

Guía Docente

Curso académico: 2015-16

Presentación

@X@url_amigable.obtener@X@

Sport and Brands (F. ECONÓMICAS)

Academic Year 2015/16

Fall Semester (September-December 2015)

This is an optional course for Grado studies (Bologna program) and for exchange students

Professor: Francesc Pujol

Optional Course

3rd/4th year course.

Language of instruction. English (Advanced Active English knowledge required)

Credits: 3 ECTS

Semester: Fall Semester 2015.

Teaching Hours: Thursday, 10am to 12am

Classroom : 14, Ed. Amigos

Students Receiving Hours: Wednesday 10am to 12am, and 5pm to 6pm

Objectives

In Sport and Brands we will provide a business and economic analysis of professional sports, as well as the economic lessons we can obtain from analyzing the organization and behaviour of sport competitions. The focus of this subject is mainly oriented business related issues, like sponsorship and branding. We will concentrate our analysis in leading sport competitions and sport events mainly from an European perspective.

Basic Competencies (Management and Economics)



BC4. Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.

General Competencies (Management and Economics)

GC6. Communicating results and analyses useful in economics and business, both verbally and in writing.

Specific Competencies for Elective Subjects (Economics)

SC02. Understanding more specialized areas of economic theory that may be used to address relevant social issues such as health, sports and development.

Specific Competencies for Elective Subjects (Management)

SC02. Understanding more specialized areas of economic theory that may be used to address relevant social issues such as health, sports and development.

Syllabus

1. Sport as Business: Local vs Global Brands
2. Sources of brand power of sport brands
3. Sport Brands & the Social Media
4. Sponsorship as Co-Branding
5. The legacy of mega sport Events.
6. Intangible Assets in Sport Business
7. Corruption in Sports: Doping

Evaluation

65% Course project: oral and written presentations during the semester. Thus, class attendance is required to pass the course.

10% Written questions at the end of each class

25% Final exam (December 2015).

The grading of the students presentations will be leveraged by a factor, according to class attendance and participation. 100% provides a factor 1.1; 80-99% participation points provides factor 1; 70-79% gives a factor 0.9; 60-69% gives a factor 0.75. Less than 60% provides a factor 0.5.



Retake exam, if failed (June 2016)

65% oral and written presentations during the semester in class.

35% Final exam.

If students do not present the assignments during the semester it is quite impossible to pass the course in the retake session, as the final exam counts 30% and it is not possible to redo the assignments after the course ends, as assignments require presenting them in front of the class.

Assignments

Course project #1: Brand power and social media profile of my sport individual

Objective:

To provide insights of the brand power of your sport star based on impact in the internet and the social media. To show the behavior followed in the official Facebook account.

Structure:

This is a power point presentation, divided in three parts

- Measures of brand power.
- Social media platforms.
- Facebook profile of activity

You are free to organize the content of each section following your preferences, but I share some guidelines that could be useful to follow:

Measures of brand power. Internet and social media impact

Use the data you collected about your sport star in Task 2, combined with the information I will bring back to you presenting your data as ranked in comparison with all the other athletes analyzed by your colleagues.

Start with the "Bio profile" as emerging from Google Trends 2010-15 (from Task 2). Show the "Interés a lo largo del tiempo" graph, commenting the time trend and the main events of his/her career within this period (peaks of interest).

You could also comment here the recent, short term results about most talked events this last month on Twitter, using the information from Topsy (Task 2).

Then use the other information from Google Trends (compared to Iniesta) to assess how powerful your sport player is globally and in some specific markets. You could use also the information from country of origin of Facebook fans. Best information will come when using also the ranking information about this data, that I will provide to you.



Next element helping to assess the brand power of your sport star is to provide information about followers/fans in the main social media platforms: Facebook, Twitter, Instagram. Again, it will be useful to add the ranking data I will provide to you.

Social media platforms. Portfolio and engagement

In this second section you will provide info about which social platforms are more important for your sport star, based again in the comparative analysis with other sport stars, that I will provide to you. This section is built with the info coming from Task 1 survey.

You will show here the main metrics of activity and engagement of each social media platform, from Task 1 survey (TW: tweets published, retweets, Tweet activity, FB: likes, PTAT, engagement rate, IG: followers, publications)

Facebook profile of activity

The aim of this third section is to show how you sport star is using the social media to create and communicate a strong personal brand.

The process consists in monitoring and codifying the content of the last 100 Facebook posts (you can choose more than 100 if you want). We want to learn which type of content they are sharing about themselves, in order to identify the personal brand they are helping to create thanks to the use of Facebook.

The categories that you could consider are:

- Football, basketball, tennis game content.
- Before the game content
- After the game content
- Training
- Trophies, championship celebration
- With fans
- With family
- With friends
- With celebrities
- Fashion
- Promoting sponsors
- Promoting social causes
- Other

You will present the main stats concerning the type of content shared by you sport star on Facebook. You will comment the most salient results. Please refer specially to examples of how your sport star is promoting engagement with fans and promoting sponsors.



You will provide your own personal assessment on how well he/she is doing in creating a powerful and attractive personal brand thanks to the content shared on Facebook.

If you are interested, you could also have a look at the type of content shared on Twitter to see if the sport star is following the same content strategy or if, conversely, Twitter is used for other purpose. This is optional.

Format

You will use a power point. There is no extension limit. If you chose a presentation showing only the main results or images, please add notes to the slide in order to helping me understand the content.

Deadline

Please send by email your power point presentation to fpujol@unav.es before Wednesday 28th October, 11am.

As explained in class, I will select some of the ppt presentations, that will be presented orally in class, Thursday 29th October. Presenters will have a maximum of 7 minutes for presenting. As many parts of the presentations will be very similar to other students, the selected presenters will focus the presentation on the key elements of section 2 and 3 and the interesting specificities of section 3. I will announce who the presenters are next week, between Wednesday night and Thursday morning.

Annex

If there is someone missing the surveys from Task 1 and/or 2, they are essential for your analysis. You can find them at the Trello course blackboard or here. Please fill them.

Task 1

https://docs.google.com/a/unav.es/forms/d/1BbvCO9dvU8n7jsacgYcl88cAV6NEBdVIHjlyf3_GWLw/viewform

Task 2

<https://docs.google.com/a/unav.es/forms/d/1PPZFTUsbqnJ5-4wGNBMg3pxHmgT4sKUQAYRDXGW9VpQ/viewform>

I will send as soon as possible the tables with the rankings of task 1 & 2 data. Even without this data you can complete section 3 and prepare some elements of section 1 & 2



Kind of Subject: Optional

International Degree in Management and Economics

First Semester

Competencies

Objectives

- * Develop a business plan.
- * Understand and assess real initiatives for entrepreneurship.
- * Understand the theoretical aspects of Entrepreneurship.

Basic Competencies (Management and Economics)

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

General Competencies (Management and Economics)

GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.

Specific Competencies for Elective Subjects (Economics)

SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.

SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

Specific Competencies for Elective Subjects (Management)

SC10. Developing a more sophisticated understanding of business in theory and practice in areas such as administration and decision making.

SC11. Developing a more sophisticated understanding of basic tools for the planning, programming and control that make business activity possible.

Program



[Chapter 1: Introduction to Entrepreneurship](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 2: Recognizing Opportunities and Generating Ideas](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 3: Feasibility Analysis](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 4: Writing a Business Plan](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 5: Industry and Competitor Analysis](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 6: Developing an Effective Business Model](#)

[Learning Objectives](#)

[Chapter Quiz](#)



[Chapter 7: Assessing a New Venture's Financial Strength and Viability](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 8: Building a New-Venture Team](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 9: Getting Financing or Funding](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 11: Unique Marketing Issues](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 12: The Importance of Intellectual Property](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 13: Preparing for and Evaluating the Challenges of Growth](#)

[Learning Objectives](#)

[Chapter Quiz](#)



[Chapter 14: Strategies for Firm Growth](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 15: Franchising](#)

[PowerPoints](#)

[PowerPoints](#)

Educational activities

A. - Lectures: 30 hours

These classes will explain the most important aspects of the Outline. At the end of each chapter, documents that the teacher considers necessary will be put in ADI. It is recommended that the student answer those questions at the end of each subject. Any questions can be check with the professor.

2. - Group work: 15 hours

Throughout the course the students, in groups, will have to present and defend a business idea in several tests in order to make an almost real fundraising process for their project.

3. - Student Personal work: 30 hours.

Time devoted to study the subject and preparation of training activities, this includes the work that students should develop for a team work project

Assessment

Evaluation. December



- If Participation (20%)+ Project (80%) is $> 7,5$ points. You don't need to take the exam and your grade will be 80% project+20% participation
- If Participation (20%)+ Project (80%) is $< 7,5$ You need to take the exam and then the grading system will be as it was before.

- 1.FINAL EXAM: 30%
- 2.PROJECT: 50%
- 3.PARTICIPATION. 20%

In June the participation will not be considered in the evaluation. The grade will calculate with team work and June Exam.

$$FG (\text{june}) = (\text{Project} + \text{Final Exam})/2$$

Bibliography and resources

Main Book:

Entrepreneurship, Global Edition. Bruce R. Barringer and Duane Ireland. Pearson. July 2015

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Office Hours

- Wednesday from 9:00 to 11:00
- Room: 2110
- Amigos Building

Students must send an email before coming to office hours

Contenidos



Asignatura: Fiscalidad (F.Económicas)

Guía Docente

Curso académico: 2015-16

Presentación

<http://www.unav.edu/asignatura/fiscalidadeconom/>

Fiscalidad (F.Económicas)

- Nombre de la asignatura: Fiscalidad
- Facultad: Económicas
- Titulación: Grado en Administración y Dirección de Empresas
- Curso: Tercero
- Duración: Semestral (segundo semestre)
- Número de créditos: 6 ECTS
- Profesores que la imparten:
 - Prof. D. Juan Hermida Santos
 - Prof. Dr. Eugenio Simón Acosta
- Tipo de asignatura: Optativa
- Idioma en que se imparte: Castellano

Competencias

Competencias básicas (ADE y ECO)

CB3) Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética

Competencias generales (ECO y ADE)

CG2. Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial

CG5. Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial



Competencias específicas optativas (ECO)

CE04) Conocer el lenguaje jurídico.

CE05) Leer e interpretar textos jurídicos

CE07) Profundizar en los conocimientos y/o habilidades de áreas propias del estudio de la actividad empresarial tales como, por ejemplo, la contabilidad, las finanzas, la dirección de proyectos, el control de calidad, etc.

Competencias específicas optativas (ADE)

CE04) Conocer el lenguaje jurídico.

CE05) Leer e interpretar textos jurídicos.

CE08) Conocer de forma más avanzada las técnicas contables

Programa

Lección 1: ordenación jurídica de la actividad financiera y fuentes normativas

— La actividad financiera: concepto, contenido y caracteres jurídicos. La ordenación jurídica de los ingresos y gastos públicos.

— Concepto y clases de fuentes. La Constitución. Las fuentes comunitarias: la aplicación directa del Tratado y de las Directivas comunitarias. Los tratados internacionales. Leyes orgánicas. Leyes ordinarias. La ley de presupuestos. Decretos-leyes. Los decretos legislativos. Los reglamentos. Otras fuentes (circulares, la costumbre y el precedente).

Lección 2: principios constitucionales financieros

— Los principios materiales de justicia tributaria: generalidad (exenciones), capacidad económica, igualdad, progresividad tributaria y no confiscatoriedad. El principio de provocación de costes: concepto y coordinación con la capacidad contributiva. — Otros principios constitucionales en materia financiera: autonomía y suficiencia de las haciendas territoriales, solidaridad. — Principios formales: el principio de reserva de ley: concepto, clases y extensión de las materias reservadas. Reserva de ley y principio de preferencia de ley.

estructura jurídica del tributo

Lección 3: concepto y clases de tributos

— Los ingresos públicos y sus clases: ingresos patrimoniales y tributos. Concepto y caracteres del tributo. — Clases de tributos: impuesto (concepto, caracteres y clases); contribuciones especiales (concepto y naturaleza jurídica); tasas. Precios públicos. Exacciones parafiscales.

Lección 4: elementos de la obligación tributaria

— El hecho imponible: concepto (objeto material y hecho imponible). Naturaleza jurídica. Estructura. Efectos de su realización (exención y no sujeción).



— Sujetos pasivos y obligados tributarios: Sujetos activos. Sujetos pasivos y demás obligados. Los entes sin personalidad como sujetos pasivos. Capacidad y representación. Domicilio. Contribuyente. Sustituto del contribuyente. Responsables. Repercusión y transmisión de la deuda. El retenedor y el obligado a efectuar ingresos a cuenta. Los sometidos a deberes de información tributaria y otros deberes de colaboración.

— La prestación tributaria: Concepto. Tributos de cuota fija y de cuota variable. Base imponible. Determinación y estimación de la base. Base liquidable. La comprobación de valores. Tipo de gravamen. La deuda tributaria y sus elementos.

EL SISTEMA TRIBUTARIO DEL ESTADO Y LA EMPRESA

Lección 5: estructura del sistema impositivo vigente

— La imposición sobre la adquisición y posesión de riqueza: estructura actual de la imposición directa. — La imposición sobre el gasto de la riqueza: régimen y estructura de la imposición indirecta.

Imposición Directa

A) Impuesto sobre la Renta de las Personas Físicas

Lección 6: naturaleza, hecho imponible y exenciones

Naturaleza y caracteres del impuesto. Aspecto material del hecho imponible. Aspecto temporal. Aspecto espacial. El elemento subjetivo del hecho imponible. Exenciones.

Lección 7: rendimientos gravados, ganancias patrimoniales y rentas imputadas

— Rendimientos del trabajo. Rendimientos de capital. Rendimientos de actividades económicas

— Ganancias y pérdidas patrimoniales. Imputación de rentas: inmuebles urbanos, transparencia fiscal internacional, derechos de imagen.

Lección 8: cuantificación del impuesto

— Base imponible: Valoración y estimación de los elementos de la renta. Mínimo personal y familiar. Base imponible y base liquidable.

— Cuota íntegra estatal. Cuota íntegra autonómica o complementaria. Deducciones y cuota líquida. Cuota diferencial: deducciones por doble imposición, por pagos anticipados y cuotas imputadas.

Lección 9: tributación familiar. pago anticipado. deberes formales

El régimen de tributación familiar conjunta. El deber de declarar. Liquidación e ingreso. Retenciones, ingresos a cuenta y pagos anticipados. Deberes formales.

B) Impuesto sobre Sociedades

Lección 10: regimen general del impuesto

— Introducción, naturaleza y ámbito de aplicación. La renta gravable en el IS: rendimientos de actividades económicas, rendimientos de bienes, incrementos y disminuciones de patrimonio.

— Hecho imponible: aspecto material (remisión), aspecto espacial y aspecto temporal (período impositivo y devengo). Sujetos pasivos y sujetos exentos.

— Base imponible: regímenes de determinación. Ingresos computables y gastos deducibles. La valoración de los ingresos y los gastos. Imputación temporal de ingresos y



gastos.

— Deuda tributaria: Tipos de gravamen y cuota íntegra. Deducciones y bonificaciones.

— Deberes formales y gestión del impuesto: Declaración y autoliquidación. Pagos fraccionados y retenciones e ingresos a cuenta.

Lección 11: regímenes especiales

—El régimen de las agrupaciones de interés económico y uniones temporales de empresas.

—Instituciones de inversión colectiva.- Transparencia fiscal internacional. —Tributación consolidada de los grupos de sociedades. —Sociedades cooperativas. — Régimen especial de las operaciones de reestructuración empresarial (fusiones, escisiones, aportaciones de activo y canje de valores). —Empresas de reducida dimensión. —Entidades parcialmente exentas. —Otros regímenes especiales.

C) Impuesto sobre la Renta de no residentes

Lección 12: el impuesto sobre la renta de no residentes

—Antecedentes: la obligación real de contribuir en los impuestos personales sobre la renta.

—Tributación de los establecimientos permanentes. —Tributación de las rentas obtenidas sin mediación de establecimiento permanente. —El gravamen especial sobre bienes inmuebles de entidades no residentes (hecho imponible, sujetos pasivos, exenciones, base, tipo, cuota y gestión del impuesto).

D) La imposición patrimonial

Lección 13: impuesto sobre el patrimonio

La imposición del patrimonio personal: antecedentes (el Impuesto Extraordinario sobre el Patrimonio de las Personas Físicas). Aspecto material del hecho imponible. Exenciones. Sujetos pasivos. Devengo. Base imponible: valoración de bienes y deudas. Base liquidable. Cuota. Declaración, liquidación y pago. Obligación real de contribuir.

E) La imposición sobre las adquisiciones gratuitas de riqueza

Lección 14: impuestos sobre sucesiones y donaciones

La tributación de las adquisiciones gratuitas: antecedentes históricos. Hecho imponible. Sujetos pasivos. Base imponible: el caudal hereditario, su integración y atribución a los herederos y legatarios. Base liquidable. Tarifas: estructura y aplicación. Normas especiales de liquidación.

Imposición Indirecta

A) La imposición sobre el tráfico no empresarial

Lección 15: impuesto sobre transmisiones patrimoniales onerosas

Tributación del tráfico patrimonial. Principios generales del impuesto. Transmisiones onerosas: hecho imponible; sujetos pasivos y responsables; valoración de los bienes y derechos transmitidos; deuda tributaria; exenciones.

Lección 16: impuestos sobre operaciones societarias y actos jurídicos documentados

—Operaciones societarias: finalidad del gravamen; concepto de sociedad; hechos imponibles; exenciones; sujetos pasivos; bases y tipos. —Actos jurídicos documentados: naturaleza jurídica y origen histórico; documentos notariales; documentos mercantiles; actuaciones administrativas.

B) La imposición sobre el tráfico empresarial

Lección 17: el impuesto sobre el valor añadido

—Introducción: el Impuesto sobre el Valor Añadido en la C.E.E., razones de su implantación



y régimen jurídico vigente. Naturaleza y aplicación territorial del impuesto.

—Hecho imponible: Operaciones interiores(entregas de bienes y prestaciones de servicios). Adquisiciones intracomunitarias. Importaciones. Operaciones no sujetas y exentas. —Lugar de realización del hecho imponible y devengo del impuesto.

—Sujetos pasivos y repercusión del impuesto.

—Base imponible. Tipos de gravamen.

—Deducción del impuesto: naturaleza jurídica y requisitos. El mecanismo de la prorrata y la regulación de las deducciones. Devoluciones.

—Deberes formales: requisitos contables; facturas; declaraciones. Liquidación provisional. Infracciones y sanciones.

—Regímenes especiales: Introducción. Régimen simplificado. Agricultura, ganadería y pesca. Bienes usados y objetos de arte. Oro de inversión. Agencias de viaje. Recargo de equivalencia.

Lección 18: impuestos especiales

—Introducción. —Impuestos sobre la fabricación: impuesto sobre la Cerveza, vino y bebidas fermentadas, productos intermedios, el alcohol y bebidas derivadas, impuestos sobre Hidrocarburos e impuesto sobre las Labores de Tabaco. —Impuesto sobre determinados medios de transporte. —Impuesto sobre las primas de seguros.

C) Impuestos aduaneros

Lección 19: impuestos aduaneros

—Derechos de aduana a la importación. El código aduanero comunitario. El arancel aduanero comunitario y el TARIC. Exacciones reguladoras agrícolas. Otros gravámenes en el marco de la política agrícola común. Los derechos antidumping. —Regímenes aduaneros especiales: tráfico de perfeccionamiento, los depósitos aduaneros y las zonas y depósitos francos, importación temporal, transformación de mercancías.

EL SISTEMA TRIBUTARIO AUTONÓMICO Y LOS RÉGIMENES ESPECIALES POR RAZÓN DEL TERRITORIO

Lección 20: el sistema de financiación de las comunidades autónomas

—Posibilidades de configuración del sistema financiero de las CCAA a la luz de la Constitución. —Recursos de las CCAA: tributos propios, impuestos cedidos, recargos, participaciones, transferencias y otros recursos. El Fondo de Compensación Interterritorial.

Lección 21: los regímenes de convenio y concierto económico de Navarra y el País Vasco.

—Fundamento constitucional de los regímenes de convenio y concierto. —El convenio económico entre Navarra y el Estado de 1990: puntos de conexión y especialidades del régimen navarro en relación con el IRPF, IP, IS, ISD, ITP, IVA e Impuestos especiales. Especialidades en relación con los tributos locales.

EL sistema tributario local

A) Introducción



Lección 22: los recursos de las entidades locales

Configuración constitucional. Ingresos patrimoniales. Tasas y precios públicos. Contribuciones especiales. Impuestos. Recargos y participaciones en los tributos de otras administraciones. Otros recursos.

B) Imposición obligatoria

Lección 23: impuesto sobre bienes inmuebles

Antecedentes: las Contribuciones Territoriales Rústica y Pecuaria, y Urbana. Naturaleza del Impuesto sobre Bienes Inmuebles. Coordinación con la imposición estatal. Hecho imponible. Sujetos pasivos. Exenciones. Base imponible. Tipos de gravamen. Gestión del impuesto: competencias y procedimiento.

Lección 24: impuesto sobre actividades económicas

Antecedentes históricos: actividades comerciales e industriales y actividades profesionales y artísticas. Hecho imponible. Exenciones. Sujetos pasivos. Periodo impositivo y devengo. Criterios de cuantificación del impuesto: análisis de las tarifas. Gestión.

Lección 25: impuesto sobre vehiculos de tracción mecánica

Antecedentes. Naturaleza y hecho imponible. Aspecto temporal y espacial. Sujetos pasivos. Exenciones y bonificaciones. Cuantificación. Gestión.

B) Imposición facultativa

Lección 26: impuesto sobre construcciones, instalaciones y obras

Naturaleza y fundamento del impuesto. Hecho imponible. Sujetos pasivos. Cuota. Devengo. Liquidación provisional y definitiva.

Lección 27: impuesto sobre el incremento de valor de los terrenos de naturaleza urbana

Hecho imponible: el terreno; el incremento de valor; las transmisiones gravadas. Vicisitudes de los actos gravados. Aspectos espaciales y temporales. Exenciones. Sujetos pasivos. Base imponible y tipos de gravamen. Gestión.

Actividades formativas

Las actividades formativas previstas son:

1.- Clases expositivas. Serán clases en las que el Profesor irá explicando a lo largo del curso las materias contenidas en el programa. Se valorará y fomentará la intervención activa de los alumnos.

2.- Clases prácticas. Habrá seis sesiones prácticas en las que se resolverán dos casos prácticos que previamente se habrán debido entregar por escrito. En estas sesiones se primará la intervención de los alumnos.

3.- Actividades extraordinarias: Si se organiza alguna actividad extraordinaria, como por ejemplo conferencias o seminarios, se podrá asignar a dichas actividades un valor en puntos que se acumulará a la nota final.

Evaluación



I. ACTIVIDADES ORDINARIAS

A) Examen final

Habr  un examen final tipo test que tendr  un valor ponderado en la nota final del 70% .

En la convocatoria de junio el examen final tendr  un valor ponderado del 70% sobre la nota final, para el 30 % restante se mantendr  la nota acumulada durante el curso.

A) Casos pr cticos

A lo largo del curso se realizar n dos casos pr cticos que deber n entregarse por escrito al profesor al inicio de la sesi n en la que se resolver  cada uno de ellos.

Cada caso pr ctico tendr  un valor ponderado en la nota final del 15 %.

III. PLAGIO Y COPIADO

Tanto en los casos de plagio en trabajos, como de copiado u otras irregularidades en las pruebas, el profesor est  facultado para anular la prueba y calificarla con nota de cero. Si la irregularidad es grave o el alumno es reincidente en una irregularidad de menor entidad, el profesor podr  impedir al alumno la presentaci n al examen final de la asignatura. En este caso, el profesor lo pondr  en conocimiento de Direcci n de Estudios de la Facultad. En el caso de copiado a trav s de cualquier medio u otras irregularidades graves en un examen final, el profesor est  facultado para expulsar al alumno del examen y suspenderle la convocatoria. El profesor dar  traslado del incidente y la sanci n a Direcci n de Estudios. La Junta Directiva de la Facultad podr  incluso ampliar la sanci n a la p rdida de la convocatoria extraordinaria. En casos de especial gravedad –por los m todos empleados, el comportamiento del alumno o la reincidencia en el copiado- la Junta Directiva de la Facultad podr  plantear a Rectorado la no continuidad del alumno en la Facultad.

Bibliograf a y recursos

Es fundamental el uso de la legislaci n tributaria.

Como manual se recomienda: MERINO JARA y otros, Derecho Financiero y Tributario, Editorial Tecnos,  ltima edici n.

@X@buscador_unika.obtener@X@

Horarios de atenci n



Universidad
de Navarra

Dr. Juan Hermida Santos

jhermida@micap.es

Previa cita (preferentemente los martes a partir de las 16)

Dr. D. Eugenio Simón Acosta

esimon@unav.es

Previa cita (preferentemente los lunes a partir de las 11)



Asignatura: Auditoría (F. ECONÓMICAS)

Guía Docente

Curso académico: 2015-16

Presentación

- **Nombre de la asignatura:** Auditoría
- **Facultad:** Económicas
- **Departamento:** Empresa
- **Titulación:** GRADOS ADE y ECO

- **Curso:** CUARTO DE ADE Y ECO
- **Duración (trimestral, anual):** Trimestral (Septiembre a Diciembre)
- **Número de créditos:** 6
- **Requisitos (haber cursado):** Ninguno
- **Tipo de asignatura (troncal, obligatoria, optativa, etc.):** Optativa
- **Idioma en que se imparte:** Español
- **Horario y aula:** Jueves de 10 a 13:45 horas (S15)
- **Profesor:** Nicolás Puig (npuig@unav.es)

Con este módulo se pretende dar formación específica a los alumnos de la Facultad de Económicas de la Universidad de Navarra que estén interesados desarrollar su actividad profesional en el campo de la auditoría. Adicionalmente, les permitirá profundizar en los conocimientos necesarios para desarrollar su trabajo en otros módulos relacionados con administración y finanzas.

La profesión de auditor ofrece una buena salida profesional a titulados universitarios del ámbito de la empresa y los negocios. Muchos recién titulados son seleccionados por firmas de auditoría, que buscan profesionales con un alto nivel de cualificación y especialización. En muchas ocasiones, la experiencia en una firma de auditoría es un factor determinante en la selección de profesionales con experiencia laboral para el desarrollo de funciones de dirección financiera, de control o dirección general

La [Ley de Auditoría de Cuentas vigente](#), que data de 2011 define a la auditoría de cuentas como “la actividad consistente en la revisión y verificación de las cuentas anuales, así como de otros estados financieros o documentos contables, elaborados con arreglo al marco normativo de información financiera que resulte de aplicación, siempre que aquella tenga por objeto la emisión de un informe sobre la fiabilidad de dichos documentos que pueda tener efectos frente a terceros.”. La Ley señala además que “la auditoría de cuentas tendrá necesariamente que ser realizada por un auditor de cuentas o una sociedad de auditoría”.

La auditoría de cuentas es, por tanto, un servicio que se presta a la entidad auditada y que afecta e interesa no sólo a ésta, sino también a terceros que se relacionen o puedan relacionarse con la misma, habida cuenta que todos ellos, entidad y terceros, pueden conocer la calidad de la información económico-contable sobre la cual versa la opinión emitida por el auditor de cuentas, sin que, por ende,



pueda limitarse su uso y distribución.

Los alumnos de cuarto curso cuentan con gran parte de la formación necesaria requerida para el ejercicio de la auditoría: Contabilidad General y Normas relativas a las Cuentas Anuales, Contabilidad Superior (Contabilidad Analítica, Consolidación y Análisis Económico-Financiero), Materias Jurídicas (Derecho Civil, Derecho Mercantil, Derecho de Sociedades, Derecho Concursal, Derecho Tributario, Derecho del Trabajo y Seguridad Social) y Otras Materias (Sistemas de Información Contable, Economía de la Empresa, Economía Política y Financiera, Matemática Financiera y Estadística, Gestión Financiera de las Empresas).

No obstante, el ejercicio de la auditoría requiere adicionalmente conocimientos específicos como son: Normas de Auditoría, Organización del Trabajo, Informes y Programación y procedimientos de Auditoría.

En este módulo, el profesor desarrollará los conocimientos básicos adicionales en el desarrollo de la profesión de auditoría de manera que el alumno cuente con una ventaja competitiva, se sienta “cómodo” ante la posibilidad real de su ejercicio y que le permita una rápida integración en una Firma.

Competencias

Competencias básicas (ADE y ECO)

CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio

Competencias generales (ECO y ADE)

CG2 - Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial.

CG5 - Razonar de forma autónoma y crítica en temas relevantes para lo económico y empresarial.

Competencias específicas optativas (ECO)

CE03) Conocerlas distintas áreas del Derecho, como por ejemplo Derecho Laboral, Derecho Internacional, Derecho de la Unión Europea, Derecho de la Persona, etc.

CE04) Conocer el lenguaje jurídico

CE05) Leer e interpretar textos jurídicos.



Competencias específicas optativas (ADE)

CE03) Conocerlas distintas áreas del Derecho, como por ejemplo Derecho Laboral, Derecho Internacional, Derecho de la Unión Europea, Derecho de la Persona, etc.

CE04) Conocer el lenguaje jurídico

CE05) Leer e interpretar textos jurídicos.

Programa

El Programa es el siguiente:

TEMA 1. Introducción: ¿qué es la auditoría?

TEMA 2. El proceso de auditoría

TEMA 3. Efectivo y Otros activos líquidos equivalentes

TEMA 4. Existencias

TEMA 5. Inmovilizado material

TEMA 6. Activos financieros-Deudores comerciales

TEMA 7. Pasivos financieros-Acreedores comerciales

TEMA 8. Gastos de personal e impuestos

TEMA 9. Fase de terminación

TEMA 10. El informe de auditoría

Actividades formativas

La totalidad del material de la asignatura será proporcionado por los profesores y consistirá en lo siguiente:

- Presentación: Se corresponde con la realizada por los profesores.
- Entregables ("Hand-Outs"): Se trata de material técnico que complementa a la presentación.
- Casos Prácticos y Soluciones.

Con objeto de obtener un máximo aprovechamiento de la asignatura es recomendable que los alumnos cuenten con las presentaciones y los casos prácticos impresos antes del inicio de cada clase, los cuales estarán disponibles en ADI.



Los contenidos de la asignatura se trabajarán en sesiones presenciales y no presenciales.

1 Actividades presenciales (36 horas)

a Clases de exposición del profesor (20 horas): en las mismas se desarrollan los asuntos incluidos en las

presentaciones y el material de apoyo (“Hand-Outs”) distribuidas con antelación a los alumnos.

Asimismo se exponen los casos a preparar por los alumnos.

b Exposición de las soluciones sugeridas por los alumnos a los casos prácticos propuestos en la sesión anterior (16 horas). Durante la misma el profesor expondrá también la solución sugerida por el mismo y solucionará las dudas relevantes.

2 Actividades no presenciales (20 horas)

Los alumnos deberán resolver los casos prácticos expuestos en clase. El objetivo es que apliquen los conocimientos obtenidos en la práctica en relación al proceso de auditoría en una sociedad.

Evaluación

El alumno tendrá que realizar un único examen final. El mismo tendrá una valoración de un 70%. La participación de los alumnos en el transcurso de las clases así como el nivel de las preguntas realizadas tendrá la restante valoración del 30%. En el caso de que el alumno no obtenga esta última parte de la valoración asociada a su participación, el examen final supondrá el 100% de la valoración de la asignatura.

El examen final consistirá en una prueba de test de 30 preguntas y en el desarrollo de un caso práctico en base a los temas tratados durante el curso. En relación a este último, la fundamentación en base a la normativa así como la solución aportada serán las claves para valorar la puntuación obtenida por el alumno y no exclusivamente la solución numérica.

Bibliografía y recursos

Libros (OPCIONALES):



- Manual de Auditoría Financiera (2003). Ed. Desclee de Brouwer. José Antonio Arcenegui, Isabel Gómez y Horacio Molina.
<http://ezproxy.unav.es:2048/login?url=https://site.ebrary.com/lib/bibliotecaunav/Doc?id=10472728>
- Teoría y Práctica de la Auditoría (Vol I y II) (2008). Ed. Pirámide. José Luis Sánchez Fernández de Valderrama.
- Auditoría de Cuentas Anuales (2 Vol) (2011). Ed. Centro de Estudios Financieros. Alejandro Larriba Díaz-Zorita.

Textos legales:

- Real Decreto Legislativo 1/2011, de 1 de julio, por el que se aprueba el texto refundido de la Ley de Auditoría de Cuentas.
- Plan General de Contabilidad aprobado mediante REAL DECRETO 1514/2007, de 16 de noviembre.

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Horarios de atención

El horario de atención será todos los miércoles de 11 a 12 horas en el despacho de profesores asociados, previa solicitud por correo electrónico (npuig@unav.es)

El horario de atención será todos los miércoles de 11 a 12 horas en el despacho de profesores asociados (Planta 2), previa petición por correo electrónico (npuig@unav.es).



Asignatura: Logística (F. ECONÓMICAS)

Guía Docente

Curso académico: 2015-16

Presentación

@X@url_amigable.obtener@X@

LOGÍSTICA 2015-2016

Descripción de la asignatura

En esta asignatura se estudian las operaciones logísticas de una empresa. Se entiende por operaciones logísticas, todas aquellas actividades necesarias para la producción o prestación de un servicio que impliquen el movimiento de materiales, tanto dentro de la empresa como fuera de ella. En la primera parte de la asignatura se estudian todas las actividades relacionadas con la logística externa, y en la segunda parte se estudia la logística interna.

Datos Generales

- Asignatura OPTATIVA de 6 ECTS
- 3º-4º curso ADE-ECO; 4º-6ª DOBLES ADE-ECO+DERECHO, 1º semestre
- Idioma en que se imparte: ESPAÑOL
- Primer día de clase: 1.09.2015
- Último día de clase: 2.12.2015
- Horario de clases: lunes y jueves, de 17:00 a 18:45 - Aula 3 del Edificio de Amigos.
- Profesor: Pablo Mendivil Landa (pmendivill@unav.es)

Competencias

Competencias básicas (ADE y ECO)

CB3) Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de



índole social, científica o ética

Competencias generales (ECO y ADE)

CG6. Saber comunicar oralmente o por escrito, resultados y análisis de utilidad en lo económico y empresarial

Competencias específicas para asignaturas optativas (ECO)

CE06) Conocer y/o profundizar aspectos prácticos de la empresa, tales como por ejemplo, la creación, administración, valoración de empresas etc.

CE07) Profundizar en los conocimientos y/o habilidades de áreas propias del estudio de la actividad empresarial tales como, por ejemplo, la contabilidad, las finanzas, la dirección de proyectos, el control de calidad, etc.

Competencias específicas para asignaturas optativas (ADE)

CE10) Conocer de forma más avanzada aspectos teórico-prácticos de la empresa, como por ejemplo en la administración y toma de decisiones

CE11) Conocer de forma más avanzada de los instrumentos fundamentales para la planificación, programación y control que soportan las actividades de la empresa

Programa

TEMA 1. Introducción a la Logística.

TEMA 2: Gestión de la cadena de suministro.

TEMA 3: Planificación de la Producción.

TEMA 4: Logística de Aprovisionamiento/Distribución.

TEMA 5: Transporte.

TEMA 6: Diseño y gestión de almacenes.

TEMA 7: Gestión de inventarios

TEMA 8: Logística inversa.

RESOLUCION DE CASOS

Actividades formativas

Actividades presenciales: 54horas.



1. Clases expositivas: 30 horas

En estas clases se explican los aspectos más relevantes de los temas incluidos en el programa, y las conclusiones asociadas a la realización de los ejercicios. Los alumnos deberán acudir a estas clases habiendo leído la documentación que se les ha suministrado en ADI.

Objetivos de competencias de habilidades: 1 a 6.

Objetivos de competencias de contenidos: 1 a 6.

2. Prácticas de ordenador: 12 horas.

Clases con Excel para manejar documentos de producción, gestión de inventario y efecto bullwhip.

Objetivos de competencias de habilidades: 1, 2, 4, 5.

Objetivos de competencias de conocimientos: 1 a 6.

3. Resolución de casos: 6 horas

Análisis de casos para la resolución y análisis de empresas reales, donde se analizan sus decisiones y estrategias de logística.

Objetivos de competencias de habilidades: 1, 2, 3, 4, 6

Objetivos de competencias de contenidos: 1, 6.

4. Visitas y sesiones con expertos: 6 horas.

Nos ayudarán a conocer experiencias reales y salidas profesionales en el ámbito de la logística.

Objetivos de competencias de habilidades: 5.

Objetivos de competencias de contenidos: 1.

Actividades no presenciales: 90 horas.

1. Tutorías: 1 horas (individual o en grupo)

Objetivos de competencias de habilidades: 1 a 6.

Objetivos de competencias de contenidos: 1 a 6.

2. Trabajo individual: 89 horas.

Objetivos de competencias de habilidades: 1 a 6.

Objetivos de competencias de contenidos: 1 a 6.



Evaluación: 5horas.

Objetivos de competencias de habilidades: 1 a 6.

Objetivos de competencias de contenidos: 1 a 6.

Evaluación

Exámenes: 60%

Habrá un examen parcial en el mes de octubre. Si se saca más de un 5, el alumno podrá liberar esa parte del examen final.

Participación: 10%

Trabajos: 30%

- 5% Comentario de la noticia actual sobre Logística
- 25% el Trabajo “La Logística en el sector de

Trabajo:

“La Logística en el sector de

El objeto del trabajo es el de investigar sobre el modelo Logístico y sus claves, en un sector determinado y tomando como referencia una empresa concreta.

Se realizará en grupos de 3 o 4 alumnos.

Los trabajos se expondrán en clase a partir del 9 de noviembre.

IMPORTANTE:

Si se libera el primer parcial (más de 5), la media de la nota de éste con el segundo debe ser, mínimo, 4, para poder aprobar la asignatura.

Los alumnos que se examinen en diciembre de toda la asignatura, deberán sacar, mínimo, 4, para aprobar la asignatura.

CONVOCATORIA EXTRAORDINARIA:

Examen final: 60%

Este examen será sobre el total del contenido, y habrá que sacar, mínimo, 4, para aprobar la asignatura.

Se mantendrá la nota obtenida en Participación y en Trabajos durante el curso (40%).

Bibliografía y recursos

Bibliografía recomendada

[Localiza estos libros en la Biblioteca](#)

R.H. Ballou (2004), “Logística: Administración de la Cadena de Suministro”, Prentice-Hall.

A. Errasti (2011), “Logística de almacenaje”, Pirámide.



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Asignatura: Quality Management (F. ECONÓMICAS)

Guía Docente

Curso académico: 2015-16

PRESENTATION

@X@url_amigable.obtener@X@

Quality Management (F. ECONÓMICAS)

Abstract

The course is aimed at helping students understand the importance of Quality Management as an inseparable part of a major task: Business Management. In class we will cover different points of view, but we will focus on Quality as a cross tool for strategy formulation and implementation -the customer as a main stakeholder, decision making and continual improvement-, and on why Total Quality Management (TQM) organizations hold sustainable competitive advantages. Therefore we will not analyze in depth statistical and mathematical aspects of Quality, more related to product engineering techniques.

Weekly sessions will be divided in two: professor work (lectures) and student work (cases, written exercises, oral presentations, etc.) based on the former. No specific previous background is needed to follow the course, but intense student participation is expected.

Practical information

- Name of the course: QUALITY MANAGEMENT
- Faculty: Business and Economics
- Department: Business
- Degrees: ADE/ECO/IDM/IDE (3rd & 4th year)
- Double Degrees: DAE/DEE/GML/GEL (4th, 5th & 6th year)
- Credits: 6
- Type of course: Elective
- Language: English
- Semester: September-December 2015
- Class hours: Mondays 7-8.30 pm & Tuesdays 8-9.30 am. Room 04 Amigos Building
- Professor: MSE. Jose Enrique Arizón (jarizon@unav.es) Office 2540 Tower 2nd. floor Amigos Building



COMPETENCES

Basic Competencies (Management and Economics)

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

General Competencies (Management and Economics)

GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.

Specific Competencies for Elective Subjects (Economics)

SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.

SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

Specific Competencies for Elective Subjects (Management)

SC10. Developing a more sophisticated understanding of business in theory and practice in areas such as administration and decision making.

SC11. Developing a more sophisticated understanding of basic tools for the planning, programming and control that make business activity possible.

Learning results

Exercises carried out in class: the students will learn to develop and manage tools related to Total Quality Management.

Exam: the students will be able to demonstrate the domain of concepts and problems related to Total Quality Management.

PROGRAM

- 1.- Introduction to Quality
- 2.- Strategic Management and Organizational Excellence
- 3.- Leadership and change
- 4.- Total Quality Management
- 5.- Customer satisfaction



6.- QM Tools and techniques

7.- Systems for implementing Quality Management. ISO. EFQM

8.- Continual improvement. Six Sigma. TQM implementation

EDUCATIONAL ACTIVITIES

1. Classroom activities: 52 hours.

Professor lectures: 24 hours.

This activity will cover the most relevant aspects of the topics included in the program. Students must attend class and read in advance the documentation supplied.

Student practices: 22 hours.

Exercises and case studies will be resolved and discussed. Students must attend these sessions, having studied the contents of the previous classes taught by the teacher. In some of these sessions students will be asked to solve an exercise (or a case) and deliver it.

Visits and sessions with experts: 6 hours

This activity will be especially useful to complement the lectures and to know first hand professional quality experiences.

2. Non-classroom activities: 96 hours.

Individual work: 60 hours.

The student will study the course material to understand the concepts explained in class, to apply them during exercises resolution, to prepare case studies and, finally, to prepare the exams.

Team work: 35 hours.

Three people teams will analyze and present in class a QM Topic / Paper, linking their own research findings with themes discussed in class, will come to conclusions and explain why they think they are valid.

Tutorship: 1 hour.

This session will be useful to solve doubts and analyze questions related to the course.

3. Evaluation: 2 hours.

ASSESSMENT

Ordinary call

- Final exam: 50%
- Individual participation: class participation, exercises and cases: 30%



- Team paper and oral presentation: 20%

In the final exam, the MINIMUM SCORE to PASS the course is 4 over 10.

Extraordinary call

- Final exam: 75%
- Individual participation: class participation, exercises and cases: 15%
- Team paper and oral presentation: 10%

In the final exam, the MINIMUM SCORE to PASS the course is 4 over 10.

BIBLIOGRAPHY AND RESOURCES

Main bibliography

- Quality Management for Organizational Excellence: Introduction to Total Quality. D.L. Goetsch & S. Davis. Pearson 2014 8th ed. [Find it in the Library](#)
- ISO 9000:2005, ISO 9001:2008 Standards
- EFQM Excellence Model 2013

Other references

- Lean Six Sigma. Business transformation for dummies. R. Burghall, V. Grant & J. Morgan. John Wiley & Sons 2014 [Find it in the Library](#)
- Good to great. J. Collins. HarperCollins 2001 [Find it in the Library](#)
- The Servant. JC. Hunter. Crown Business 2008 [Find it in the Library](#)
- The Essentials. HBR's 10 must reads. HBR Press 2011 [Find it in the Library](#)
- Start with why. S. Sinek. Portfolio 2011 [Find it in the Library](#)
- Teoría y práctica de la calidad. M. Sangüesa, R. Mateo y L. Ilzarbe. Paraninfo 2006 [Find it in the Library](#)



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OFFICE HOURS

Mondays 18:00 to 19:00

Office 2540 (Tower 2nd floor)

Appointment in advance by email



Asignatura: E-commerce (F. Económicas)

Guía Docente

Curso académico: 2015-16

Presentación

<http://www.unav.edu/asignatura/ecommerceecon/>

E-commerce (F. Económicas)

Edite el contenido aquí

Competencias

Basic Competencies (Management and Economics)

BC4. Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.

General Competencies (Management and Economics)

GC6. Communicating results and analyses useful in economics and business, both verbally and in writing.

Specific Competencies for Elective Subjects (Economics)

SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.

SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

Specific Competencies for Elective Subjects (Management)

SC14. Applying the knowledge, skills and competencies acquired in the areas of economics and business in internships.

SC15. Acquiring knowledge, skills and abilities that are complementary to education and training in economics and business.



Programa

Edite su contenido aquí

Actividades formativas

Edite el contenido aquí

Evaluación

Edite el contenido aquí

Bibliografía y recursos

Edite el contenido aquí

@X@buscador_unika.obtener@X@

Horarios de atención

Edite el contenido aquí

Contents

Please find the attached today's powerpoint.

Please find attached the assignment below.

Session 2 will deal With assets and customer assets companies can build brand using digital marketing.

To prepare, please read the following articles, while thinking of the following question:

"How can companies use digital marketing techniques to craft and direct Their brand messaging."

Reading Links:

1. [Social Media Strategy Coca Cola](#) (Links to an external site.)
2. [The History of GoPro](#) (Links to an external site.) - This is an interactive newspaper article. Please Carefully follow it, watch the video etc.
3. [The Consumer Decision Journey](#) (Links to an external site.)

Videos to watch:

1. <https://www.youtube.com/watch?v=GUEZCxBcM78> (Links to an external site.)
2. <https://www.youtube.com/watch?v=A3PDXmYoF5U> (Links to an external site.)



3. <https://www.youtube.com/watch?v=scV5cV44gWI> (Links to an external site.)
4. <https://www.youtube.com/watch?v=wTcNtgA6gHs> (Links to an external site.)

Please find some examples of quality papers here. These will give you an idea of what I am looking for in a paper. I would recommend you to take a look at the following papers before submitting a regrade request.

The break down for the questions were as such:

Q1: 4 points

Q2: 4 points

Q3: a) 2 points

b) 3 points

Overall quality: 2 points

Total: 15 points

This session will look at how the organization of the physical world impacts our behavior in the virtual world, and what do online business businesses encounter when they start operating.

Two research papers are attached to this module. Please consider the following question for class:

What was the first e-commerce transaction on the Internet?

Due date: October 7 Wednesday

In this session we will discuss another friction being eliminated by the Internet for e-commerce, resulting in the long tail of supply products, and the spatial long tail of consumer demand.

Please read the following article (1), and the two additional articles (2,3) attached as preparation for class:

1. [The Long Tail \(Links to an external site.\)](#)
2. [\(Links to an external site.\)From Niches to Riches: Anatomy of the Long Tail](#)

Don't forget to answer the quiz question!



This session will talk about Homophily and Influence, two very important concepts when considering how new products and services diffuse online and offline.

Please refresh your memory of the assigned readings which were also in the lists of the two previous sessions.

In this session we will consolidate our understanding and summarize what we have learned about the online environment and what makes consumers switch to purchase online and what influences them.

To prepare for this class, please access the two readings attached.

In this session we will look at the concept of network effects and the two sided market business model.

These models are behind what made Google, Airbnb, Uber and Dropbox (to name a few) very successful.

More importantly, it's what makes dating website tick. And Tinder "swipe" (I guess?).

The topic is fascinating. Businesses who try this model face big rewards along with big risks.

Please read the 2 attached articles, and try to make your mind which story do you "buy" about Uber's valuation and growth - is it the NYU Finance professor, the Uber investor, or none of them?

<http://fivethirtyeight.com/features/uber-isnt-worth-17-billion/>

<http://abovethecrowd.com/2014/07/11/how-to-miss-by-a-mile-an-alternative-look-at-ubers-potential-market-size/>

This session will analyze Webvan, a colossal dotcom era failure, with great applicability these days.

It is very important to prepare well for this case discussion:

1. Please read the webvan case and articles posted in this module
2. Pick an online grocer that delivers to the Madrid/Barcelona Area (examples can be found here <http://moneysaverspain.com/online-supermarkets-spain/>) and fill out your cart with the following items. You don't have to buy anything of course, but please reach as far as you can in the process. Note the experience and the final price
1 box Kellogg's Special K/Raisin Bran; 1 liter of regular milk; instant coffee; 1KG boneless chicken breast; 1L Sprite soda; Lay's potato chips; 5 bananas; spaghetti; pint of Ben & Jerry's; Garnier/Pantene Shampoo; 2 lemons; plastic cups and 1 KG seedless grapes.
3. Please answer these questions and submit a short write up before class begins (less than 300 words). This is an individual assignment and will count towards participation.
 1. What will it take for the Webvan business model to earn a return?
 2. Who is the target market for Web ordering/home-delivery?
 3. What kinds of information is Webvan able to collect on its subscriber households?



How might this information be used to serve its customers? How might it serve manufacturers?

4. Compare the business models of each of the grocery services described in the case. Which elements do you think have most appeal to the target customer? Which aspects are easily replicated, and which elements will be hard to replicate? Which company has the winning model?
5. What activities does Webvan perform in the physical world and which in the digital world? Which of these two domains has the greater potential for consumer value creation? What are the core competences required to excel in each domain? Could two different firms perform these activities, one an information specialist and one a physical service specialist, or are they necessarily executed together?
6. Market penetration of home delivery services is quite small, even in markets like Boston where several services have competed for a number of years. What is Webvan's break-even penetration? How easy will it be to attain it

Take a break after the midterm!

No readings!

In this session we will discuss curated and subscription commerce businesses, which seemed very "hot" until quite recently.

These two articles talk about Birchbox which is a curated subscription service that is doing very well, and Fab.com which was a curation based e-retailer that has fallen by the way side.

<http://www.forbes.com/sites/allenadamson/2012/09/12/birchbox-like-apple-and-amazon-and-google-is-a-hit-because-its-founders-hit-on-the-right-question/>

<http://www.businessinsider.com/how-billion-dollar-startup-fab-died-2015-2>

While reading the two attached articles, please try to think of the following guiding questions:

1. What types of products and services are fit for these types of business models?
2. Are there any industries or product types which are ready for disruption using these models?
3. What are the challenges facing a subscription or curation startup? How would you solve them?

In this session we will delve into collaborative consumption and "sharing economy" startups, which are typically a type of a two-sided market.

The Economist article is just two years old, and so much has changed as you will see in the TIME article.

Please take a glance at the AAA brochure's data for mid-size sedan ownership.

For class, please prepare for the following discussion questions:

1. What is required for a "sharing economy" business to function properly? What will make it grow fast?



2. Where do Airbnb and Uber generate value? Do they add value to a consumer or save on costs?
3. What industries/businesses are in your opinion ripe for a collaborative disruption? How would you market this product?
4. What are the risks facing a sharing economy business? How can the company mitigate them?

Please find the slide deck attached.

Please find the slide deck attached.

Please find the slide deck attached.

In this session we will discuss one of the fastest emerging industry (and trend) in the online world - different models and methods for content generation that spawn big businesses and completely disrupt traditional media companies.

In my opinion, this is where we will see a lot of innovation in the next few years.

Please read the attached readings, and try to think of the following questions:

1. What has traditionally been the biggest challenge for a media company? How was the business model built for books, music, films and newspapers? Why?
2. What were advertisers looking for when they ran a campaign on TV, or in magazines?
3. Try to think of other media topics/subjects which are ripe for disruption.

Some warning is due: Jenna Marbles is a comedian. Her content is NSFW and can be quite offensive.

Feel free to skip it if you prefer to.

Digital Promotion (a.k.a Online Advertising or AdTech) is one of the most exciting topics and industries online.

It has lots of technology, it is full of jargon, has lots of hard technical problems, but also raises ethical issues, questions of privacy, net neutrality and what not.

In the end, however, advertising is what makes many products on the Internet free, so the benefits may outweigh the cost.

The topic itself is quite large and can easily take up an entire course - I will try to introduce you to the key ingredients facing marketers today when designing and running online campaigns.

This session will serve as an intro to different technologies and platforms we will discuss in the next few sessions.



Please read the two attached research papers, while preparing to discuss the following questions:

1. What is fundamentally different from a consumer point of view between an email and a keyword search on Google?

(e.g, Do they have different goals? Do they happen in different contexts? etc.).

2. From a marketer's point of view, what is the difference between an email ad (or targeted email sent to someone) vs. showing a Google ad? Do they both fit to sell the same products at the same contexts?

3. What metrics are important to measure the success of these campaigns? How will you measure them?

Given how much time we all spend on social media, it is interesting to note that the effects of online word of mouth and of social media advertising are quite small. Sometimes even non-existent.

On top of that, social media is a double edged sword - consumer response and interaction can turn negative very quickly and in unpredicted ways.

The two articles I attached describe a few case studies where social media worked and didn't work for different firms.

While reading these article, please consider the following questions:

1. Can you think of examples where you were influenced to purchase or try a product through social media?
2. Do you notice the different types and formats of facebook advertising? Are they effective for you?
3. What kind of content do you share on social media? What issues sometimes inhibit you from sharing content?

Online:

In this session we will try to look at how online (and TV) advertising impacts consumer behavior online.

We will analyze ad attributes, consumer segments and other important parameters.

While reading the papers and articles, please try to think of the following discussion questions:

1. What are possible goals of online advertising. How would you measure them?
2. For each goal, what types of ads work best? Why?
3. Which consumers are impacted the most by which types of ads and campaigns? Are they the consumers you would like to attract?

Mobile:

Given the amount of time we (and the world) spends on online advertising, it is interesting to find out that mobile advertising doesn't work so well.

We also see the trend of mobile commerce growing faster and faster, and in addition we see a clear



move towards chat and messenger apps in the past few years.

If advertising doesn't work so well, marketers need to rethink their strategies for promoting products, and if space on a device is limited, even the product itself (and the price) need to be rethought compared to desktops (and the real world).

In this session we will discuss mobile marketing, mobile advertising and the usage of apps for marketing.

I added 3 short reading articles that describe some interesting phenomena we see.

While reading the articles, try to think of the following:

1. How is mobile different than desktop? Except its physical size, what other issues and user behaviors are different?
2. Is mobile a push or pull medium?
3. How can one make money on a mobile device? Are these the same strategies that one would follow on a desktop?

In this session we will try to understand if there is a formula for "virality" or for making content and products spread through offline and online word of mouth (WOM).

There is a one attached research paper and one interesting article by TechCrunch. The link to the article is here:

<http://techcrunch.com/2011/12/26/eight-ways-go-viral/>

The findings are quite interesting, since virality can be somewhat engineered.

For class, please try to think of the following:

1. What was the last "viral" video you saw?
2. How did you hear about it?
3. Did you share it?
4. What made you like or dislike it? What made you share or not share it?

We will be reviewing the Sephora case attached in the module. Please read carefully and think critically about Bornstein's decisions. You will be asked to make recommendations about how Bornstein can improve Sephora's digital marketing efforts based on the concepts that we have learned this semester.

Please submit a written hard copy of the answers to these following questions. The total assignment should be between 500-700 words. Please be precise and concise in your answers. This will be due at the beginning of class on Wednesday:



1. Assuming she receives the additional funding, how should Bornstein allocate her budget across the various digital categories? Given that the additional funding requested must be shifted from Sephora's other marketing spending, where would you propose to cut? Why (reference theories and concepts from class so far)?
2. What do you make of Sephora's digital and social media efforts as of the fall of 2010? Was it wise in your opinion to create Beauty Talk as a separate social platform to Facebook? In what ways did the review system help Sephora and what positive benefits did it yield?
3. As Sephora increasingly dabbles with digital marketing and social media, which competitors should the company be most worried about and why?
4. What metrics do you propose Sephora Direct use to measure the success of its digital efforts going forward?
5. What should be the strategic goal of Sephora's digital and social marketing programs? How can Bornstein satisfy the CEO's desire to "win" in the digital space?

Session 2 will deal With assets and customer assets companies can build brand using digital marketing.

To prepare, please read the following articles, while thinking of the following question:

"How can companies use digital marketing techniques to craft and direct Their brand messaging."

Reading Links:

1. [Social Media Strategy Coca Cola](#) (Links to an external site.)
2. [The History of GoPro](#) (Links to an external site.) - This is an interactive newspaper article. Please Carefully follow it, watch the video etc.
3. [The Consumer Decision Journey](#) (Links to an external site.)

Videos to watch:

1. <https://www.youtube.com/watch?v=GUEZCxBcM78> (Links to an external site.)
2. <https://www.youtube.com/watch?v=A3PDXmYoF5U> (Links to an external site.)
3. <https://www.youtube.com/watch?v=scV5cV44gWI> (Links to an external site.)
4. <https://www.youtube.com/watch?v=wTcNtgA6gHs> (Links to an external site.)

These two articles talk about Birchbox which is a curated subscription service that is doing very well, and Fab.com which was a curation based e-retailer that has fallen



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by the way side.

<http://www.forbes.com/sites/allenadamson/2012/09/12/birchbox-like-apple-and-amazon-and-google-is-a-hit-because-its-founders-hit-on-the-right-question/>

<http://www.businessinsider.com/how-billion-dollar-startup-fab-died-2015-2>

Here are two articles and an information pamphlet on driving costs in 2014. The pamphlet is for pure interest to see how much people in general are spending on their cars. Please read the other two as they will be necessary to prepare for the questions!

The case study is attached below. The links are here:

<http://www.reuters.com/article/2013/06/18/net-us-amazon-webvan-idUSBRE95H1CC20130618>

<http://www.wsj.com/articles/rebuilding-historys-biggest-dot-come-bust-1421111794>

For those having problems accessing the Wall Street Journal article, it is also attached in PDF below.

Please read and have a general understanding of the findings.

Please find the CLV calculations in this excel file. If you do not have excel, you can open this in google spreadsheets with no problem!

This is a very interesting and fun read about Facebook targeted ads. Enjoy:)

<http://mysocialsherpa.com/the-ultimate-retaliation-pranking-my-roommate-with-targeted-facebook-ads/>

Discussions

You can post any general questions regarding the class here. Please help each other by answering each other's questions when possible. I will check the forum regularly. For time sensitive questions, email me directly.



Universidad
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Asignatura: Entrepreneurship (F. ECONÓMICAS)

Guía Docente

Curso académico: 2015-16

Introduction

@X@url_amigable.obtener@X@

Entrepreneurship (F. ECONÓMICAS)

INTRODUCTION

Welcome to Entrepreneurship! The course intended to provide students with knowledge of entrepreneurship and the vital role played by entrepreneurs in the global economy. To achieve this, this course is designed to focus on the creation of new ventures, the skills generally considered necessary for success in an entrepreneurial venture, and factors associated with their success. The paper subject provides students with the opportunity to draw together elements of other subjects in a way that will enable them to see the workings of an organisation as a whole, rather than as a series of unrelated components. This subject is a course that mixes theory with practice. Students will be challenged to apply principles, concepts and frameworks to real world situations. This is illustrated in the entrepreneurial case study and business plan that students have to complete.

Professor: Alvaro Bañón

e-mail: abanon@unav.es

Schedule of classes: Monday 19:00 to 20:45

Student mentoring: Wednesday 9:00 to 11:00 (Students should send an email first)

Professor Room: 2110 Edificio Amigos

Number of ECTS: 3



Kind of Subject: Optional

International Degree in Management and Economics

First Semester

Competencies

Objectives

- * Develop a business plan.
- * Understand and assess real initiatives for entrepreneurship.
- * Understand the theoretical aspects of Entrepreneurship.

Basic Competencies (Management and Economics)

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

General Competencies (Management and Economics)

GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.

Specific Competencies for Elective Subjects (Economics)

SC06. Acquiring and improving understanding of the practical aspects of business, including start-up, administration and evaluation.

SC07. Acquiring a deeper understanding of and sharpening skills in fields of study particular to business activities, such as accounting, finance, project management and quality control.

Specific Competencies for Elective Subjects (Management)

SC10. Developing a more sophisticated understanding of business in theory and practice in areas such as administration and decision making.

SC11. Developing a more sophisticated understanding of basic tools for the planning, programming and control that make business activity possible.

Program



[Chapter 1: Introduction to Entrepreneurship](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 2: Recognizing Opportunities and Generating Ideas](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 3: Feasibility Analysis](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 4: Writing a Business Plan](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 5: Industry and Competitor Analysis](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 6: Developing an Effective Business Model](#)

[Learning Objectives](#)

[Chapter Quiz](#)



[Chapter 7: Assessing a New Venture's Financial Strength and Viability](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 8: Building a New-Venture Team](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 9: Getting Financing or Funding](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 11: Unique Marketing Issues](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 12: The Importance of Intellectual Property](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 13: Preparing for and Evaluating the Challenges of Growth](#)

[Learning Objectives](#)

[Chapter Quiz](#)



[Chapter 14: Strategies for Firm Growth](#)

[Learning Objectives](#)

[Chapter Quiz](#)

[PowerPoints](#)

[Chapter 15: Franchising](#)

[PowerPoints](#)

[PowerPoints](#)

Educational activities

A. - Lectures: 30 hours

These classes will explain the most important aspects of the Outline. At the end of each chapter, documents that the teacher considers necessary will be put in ADI. It is recommended that the student answer those questions at the end of each subject. Any questions can be check with the professor.

2. - Group work: 15 hours

Throughout the course the students, in groups, will have to present and defend a business idea in several tests in order to make an almost real fundraising process for their project.

3. - Student Personal work: 30 hours.

Time devoted to study the subject and preparation of training activities, this includes the work that students should develop for a team work project

Assessment

Evaluation. December



- If Participation (20%)+ Project (80%) is $> 7,5$ points. You don't need to take the exam and your grade will be 80% project+20% participation
- If Participation (20%)+ Project (80%) is $< 7,5$ You need to take the exam and then the grading system will be as it was before.

- 1.FINAL EXAM: 30%
- 2.PROJECT: 50%
- 3.PARTICIPATION. 20%

In June the participation will not be considered in the evaluation. The grade will calculate with team work and June Exam.

$$FG (\text{june}) = (\text{Project} + \text{Final Exam})/2$$

Bibliography and resources

Main Book:

Entrepreneurship, Global Edition. Bruce R. Barringer and Duane Ireland. Pearson. July 2015

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Office Hours

- Wednesday from 9:00 to 11:00
- Room: 2110
- Amigos Building

Students must send an email before coming to office hours

Contenidos



Universidad
de Navarra

**Asignatura: Modernización de la Economía y la Empresa
Española (F. ECONÓMICAS)**

Guía Docente

Curso académico: 2015-16

Presentación

@X@url_amigable.obtener@X@

MODERNIZACION DE LA ECONOMÍA Y LA EMPRESA ESPAÑOLA

Rafael Torres Sánchez rtorres@unav.es

PRESENTACIÓN

- La economía y la empresa española actuales son el resultado de un proceso histórico de modernización.
 - Esta asignatura pretende que el alumno comprenda cómo la historia reciente ha configurado las características actuales de la economía y de las empresas.
 - Las características de sus empresarios, la ubicación de sus empresas o las relaciones con otros agentes económicos, como el estado o los sindicatos, se han ido tejiendo en un proceso histórico.
 - La flexibilidad o la rigidez de la economía española y de sus empresas para adaptarse y aprovechar las diversas coyunturas, puede comprenderse mejor en una perspectiva histórica.
 - La metodología que se utilizará será la del caso.
 - Se estudiará el desarrollo de empresas españolas de diversos sectores económicos, con el objetivo de que el alumno comprenda en qué condiciones se ha desarrollado en España su economía, la gerencia empresarial y el funcionamiento de los mercados y su relación con los consumidores, nacionales e internacionales.
-
- Asignatura optativa de 6 ECTS (150-180h)
-
- CURSO TERCERO Y CUARTO
 - GRADO ADE Y ECO
 - 1º semestre



- Profesor:

- Rafael Torres Sánchez rtorres@unav.es

Competencias

Objetivos de competencias y habilidades que el alumno debe desarrollar

Competencias básicas (ADE y ECO)

CB3) Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética

Competencias generales (ECO y ADE)

CG2. Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial

CG5. Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial

CB2) Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio

Competencias específicas optativas (ECO)

CE10) Utilizar en la práctica laboral los conocimientos, capacidades o competencias de las áreas de economía o empresa

CE11) Poseer conocimientos, capacidades o habilidades complementarios a la formación en economía o empresa

CE06) Conocer y/o profundizar aspectos prácticos de la empresa, tales como por ejemplo, la creación, administración, valoración de empresas etc.

Competencias específicas optativas (ADE)

CE10) Conocer de forma más avanzada aspectos teórico-prácticos de la empresa, como por ejemplo en la administración y toma de decisiones

CE11) Conocer de forma más avanzada de los instrumentos fundamentales para la



planificación, programación y control que soportan las actividades de la empresa

CE14) Utilizar en la práctica laboral los conocimientos, capacidades o competencias de las áreas de economía o empresa

CE15) Poseer conocimientos, capacidades o habilidades complementarios a la formación en economía o empresa

Programa

1.- El crecimiento económico en el siglo XVIII. Expansión colonial y articulación nacional.

2.- La crisis del Antiguo Régimen. Las claves del retraso económico.

3.- La industrialización de la economía y las empresas española (1840-1913)

4.- La expansión de la economía española (1914-1936)

5.- El retraso de la economía española. Aislamiento y nacionalismo (1936-1959).

6.- La progresiva liberalización de la economía y empresas españolas (1960-1975).

7.- Integración europea e internacional de la economía y empresas españolas (1975-2007)

8.- Globalización. Crecimiento y crisis (2007-2014).

Actividades formativas

Clases

1. El contenido fundamental de la asignatura será **explicado íntegro en clase**. La idea es presentar los aspectos y datos esenciales de cada tema, a partir de los cuales se podrá reflexionar y comentar en la propia clase.
2. Las clases serán básicamente **teóricas** pero tendrá un fuerte apoyo en material gráfico (tablas, diagramas, mapas) que serán objeto de comentario en clase.
3. Dado el carácter interpretativo y reflexivo de la asignatura, se ruega la **asistencia** a todas las clases.
4. El alumno podrá **completar el contenido** de las lecciones impartidas en clase con unas **lecturas obligatorias**. Su trabajo por el alumno es imprescindible. Se las puede descargar en "contenidos".



5. Cualquier duda podrá consultar con el profesor en horario de asesoramiento. (véase arriba)

Prácticas. Realización de un caso.

- **Obligatorias.**

- Es imprescindible para aprobar la asignatura.
- Supone el 30% de la nota final.

- **Tema:**

- historia empresarial y económica de España.
- El tema será elegido por el alumno, pero debe ser previamente consultado con el profesor.

- **Realización**

- dirigido por el profesor.
- Se asignará un número suficiente de horas de clases para hacer el seguimiento y resolver dudas sobre la realización de los trabajos.

- **Presentación:**

- La fecha límite de presentación es el último día de clase
- Se presentará en papel al profesor, en mano.
- La extensión será de un máximo de 20 folios (incluida bibliografía, fotografías, tablas y gráficos)
- El texto esté estructurado conforme a un índice.
- Es obligatorio indicar con referencias bibliográficas el origen de las ideas.

Evaluación

Nota final estará compuesta de:

1.- **Prácticas.** Realización del **caso: 30 %** de la nota final.

- **La fecha límite de presentación es el último día de clase.**
- **Se presentará en papel al profesor, en mano.**

2.- **Examen escrito** de Diciembre: **65 %** de la nota final.

- Por determinar fecha y aula.

3.- **Participación en clase: 5 %** de la nota final..



4.- No hay examen parcial. Es sustituido por el caso.

5.- Si se suspende la asignatura, se guardará la nota del caso, si este no está suspenso.

Bibliografía y recursos

LIBROS RECOMENDADOS

González Enciso, Agustín y Juan Manuel Matés Barco (2006) *Historia económica de España*, Barcelona, Ariel, 2006 [Localízalo en la Biblioteca](#)

Maluquer de Motes, Jordi (2014): *La economía española en perspectiva histórica*, Barcelona, Pasado y Presente [Localízalo en la Biblioteca](#)

BIBLIOGRAFÍA COMPLEMENTARIA

Bustelo, Francisco (1996): *Historia Económica: Introducción a la historia mundial. Historia económica de España en los siglos XIX y XX*, Madrid, Síntesis.

Carreras, Albert (2004): *Historia Económica de la España Contemporánea*, Crítica.

Comín, Francisco (2002): *Historia Económica de España, siglo X-XX*.

Comín, Francisco (2013): *Crisis Económicas en España, 1300-2012*, Madrid, Alianza.

García Delgado José Luis, (1993): *España, economía*, Madrid, Espasa-Calpe.

Germán, Luis y otros (2001): *Historia Económica regional de España, siglos XIX y XX*, Barcelona, Crítica.

González Enciso, A. (1992): *Historia económica de la España Moderna*, Madrid, Actas.

Nadal, Jordi, (2003): *Atlas de la Industrialización de España, 1750-2000*, Barcelona, Crítica.



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Valdaliso, J.M y Santiago López, (2000): *Historia económica de la empresa*, Barcelona, Crítica.

Vázquez de Prada, V. (1999): *Historia económica mundial*, Pamplona, EUNSA.

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Hora de atención al alumno

Rafael Torres Sánchez

Edificio Amigos

Despacho 2260

Teléfono 42 56 25 Ext.2093

Horario: Martes y Miércoles de 9 a 11h.

rtorres@unav.es