

Academic Year/course: 2022/23

60571 - Agri-food business management

Syllabus Information

Academic Year: 2022/23

Subject: 60571 - Agri-food business management

Faculty / School: 201 - Escuela Politécnica Superior

Degree: 546 - Master in Agricultural Engineering

ECTS: 6.0

Year: 2

Semester: First semester

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives: The agri-food sector has become one of the pillars of the development and sustainability of large geographical areas that survive far from population centres. The sector has the important challenge of providing a level of income for its inhabitants and development opportunities that will put a stop to the eternal exodus and depopulation, breaking with the models of centralised development models that have emerged since the middle of the 20th century. For this reason, all agronomic activity must have the understanding of the factors that allow the companies that live in this environment to emerge, maintain themselves and progress. The subject aims to explain the markets faced by their products, their development, the factors of competitiveness that allow them to develop, the factors of competitiveness that allow them to achieve their objectives, supported by the development and understanding of the logistics and value chain of the activity, as well as preparing to analyse the capacity to generate results and the financing of the activity. financing of the activity. The subject and its expected results respond to the following approaches and objectives: Education, Sustainable Economy, Consumption and Sustainable Products. Sustainable Economy, Sustainable Consumption and Sustainable Products. These approaches and objectives are aligned with some of the Sustainable Development Goals (SDGs) of the 2030 Agenda and certain specific targets (e.g. Agenda 2030 and certain specific targets (<https://www.un.org/sustainabledevelopment/es/>), contributing to a certain extent to their achievement

- Goal 4: Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all learning opportunities for all
- Target 4.4. By 2030, substantially increase the number of young people and adults who have the necessary skills, including technical and vocational skills, including technical and vocational skills, to access employment, decent work and entrepreneurship by 2030. decent work and entrepreneurship
- Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all by 2030.
- Target 8.3. Promote development-oriented policies that support productive activities, the creation of decent jobs, employment, decent work and entrepreneurship for all. decent jobs, entrepreneurship, creativity and innovation, and foster the formalization and growth of formalized the formalisation and growth of micro, small and medium-sized enterprises, including through access to financial services
- Goal 12: Ensure sustainable consumption and production patterns
Target 12.8. By 2030, ensure that people everywhere have the information and knowledge relevant to sustainable development and sustainable development. knowledge relevant to sustainable development and lifestyles in harmony with nature

1.2. Context and importance of this course in the degree

Organisation and Administration of Agri-Food Businesses is a subject that becomes a basic and complementary instrument for all the knowledge and subjects taught in the and complementary to all the knowledge and subjects taught in the Master's Degree. The vast majority of business activities activities that are developed through the use of natural resources must be complemented with a knowledge of the management mechanisms available to them. knowledge of the management mechanisms available to companies competing in the markets to which these goods and products are directed. goods and products are aimed at. It is therefore necessary to know which are the key elements, the levers that success of business organisations and the basic tools for the study, development and management of the

resources and capabilities that differentiate and differentiate them. resources and capacities that differentiate them and should allow the establishment of goals, the study of their viability and profitability.

1.3. Recommendations to take this course

The subject of Organisation and Administration of Agri-Food Businesses is a core subject, and no prerequisites have been defined for its development. It involves a necessary immersion in the tools of business management. In order to get the best out of it, it is advisable to attend and follow the theoretical and practical classes in order to ensure that the students classes, both theoretical and practical, in order to ensure that the concepts become established and facilitate their understanding and application. For this reason, the design of the course is based on continuous study and the performance of practical exercises and approach to real business management situations.

2. Learning goals

2.1. Competences

On passing the subject, the student will be more competent to...
Basic competences (section 3.3 of Annex I of Royal Decree 861/2010, of 2 July, which amends Royal Decree 1393/2007, of 29 October): Decree 1393/2007, of 29 October):
CB1. Possessing and understanding knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.
CB2. Students are able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within a research context.
CB3. That students are able to integrate knowledge and deal with the complexity of formulating judgements based on information that is judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the social and ethical responsibilities linked to the application of their knowledge and judgements.
CB4. Students will be able to communicate their conclusions - and the ultimate knowledge and reasons behind them - to specialist and non-specialist audiences. to specialist and non-specialist audiences in a clear and unambiguous way.
CB5. That students possess the learning skills that will enable them to continue studying in a way that will be largely to a large extent in a self-directed or autonomous manner.
General competences: Section 3 of the annex to Order CIN/325/2009):
CG1 - Ability to plan, organise, direct and control the production systems and processes developed in the agricultural sector and the agro-industry. the agricultural sector and the agri-food industry, within a framework that guarantees the competitiveness of companies without forgetting the protection and conservation of the environment. the protection and conservation of the environment and the improvement and sustainable development of the rural environment.
CG3 - Ability to propose, direct and carry out research, development and innovation projects in products, processes and methods used in companies and in the agro-food industry, processes and methods used in companies and organisations linked to the agri-food sector.
CG4 - Ability to apply the knowledge acquired to the solution of problems in new situations, analysing the information from new situations, analysing the information coming from the environment and synthesising it efficiently to facilitate the decision facilitate the decision-making process in companies and professional organisations in the agri-food sector.
CG5 - Ability to transmit their knowledge and the conclusions of their studies or reports, using the means that the communication technology and taking into account the knowledge of the target audience.
GC6 - Ability to lead or supervise multidisciplinary and multicultural teams, to integrate knowledge into complex decision complex decision-making processes, with limited information, assuming the social, ethical and environmental responsibility for their environmental responsibility of their professional activity in harmony with the socio-economic and natural environment in which they act.
CG7 - Ability to develop the necessary skills to continue learning in an autonomous or directed way, incorporating into their professional directed, incorporating into their professional activity new concepts, processes or methods derived from research, development and innovation. research, development and innovation.
Specific competences (Section 5 of the annex to Order CIN/325/2009):
CE17 - Adequate knowledge and ability to develop and apply their own technology in the languages and techniques of organisation and techniques of the organisation and management of the agri-food company.
CE20 - Adequate knowledge and ability to develop and apply own technology in logistics management in the field of the sector

2.2. Learning goals

In order to pass this subject, the student must demonstrate the following results...
Ability to plan, organise, manage and control the production systems and processes developed in the agricultural sector and the agri-food industry, within a framework that guarantees the competitiveness of the companies and the agri-food industry, in a framework that guarantees the competitiveness of companies without forgetting the protection and conservation of the environment and the and conservation of the environment and the improvement and sustainable development of the rural environment.
Obtain an overview of the structure of the agri-food sector and understand the role played in the primary, secondary and tertiary sectors. primary, secondary and tertiary sectors

Identify the place of the company in the market and its position in relation to competitive forces. To be able to assess its resources and differentiating capabilities.
Apply, in the case of agri-food companies, different tools for financial analysis, organisation of production and design of the logistics structure. and the design of the logistics structure.
Ability to lead or supervise multidisciplinary and multicultural teams, to integrate knowledge in complex decision-making

processes, with limited information, and to take on the responsibility of complex decision-making processes, with limited information, assuming the social, ethical and environmental responsibility of their professional activity in harmony with the environment. in tune with the socio-economic and natural environment in which he/she acts.

2.3. Importance of learning goals

Organisation and administration of agri-food companies is a subject that supports all the activities and experiences acquired in the Master's degree. activities and experiences acquired in the Master's Degree. Its importance is crucial to understand that all development must be linked to the economic sustainability of the activity. linked to the economic sustainability of the activity. The management of entrepreneurship in the rural environment, providing the management tools that allow the creation management tools that allow the creation and maintenance of companies, becomes a capital element and of high social values for the clear positive social values due to the clear positive externality that these actions have on the environment. Thus, the subject provides students with students with the knowledge and skills to be able to evaluate the impact that their activity has on the market, the elements that can favour their competitiveness, the elements that can elements that can favour their competitiveness, their financing and the process of value creation. It also provides them with tools for approaching and presenting themselves to financial and institutional entities, which undoubtedly modulates their development and permanence over time, allowing them to achieve the objectives and goals established in their creation and s t r a t e g i c v i s i o n .

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he/she has achieved the expected learning outcomes by means of the following activities assessment activities In the first call there are two assessment systems:
1.1 Continuous Assessment: In this case, throughout the semester, a written test will be carried out which will the learning achieved by the student on the theoretical and practical contents of the subject (E1, E2, E3, E3, E4, E5, E6). (E1, E2), and T1 type practices will be handed in. Each of these activities will represent a percentage of the total grade to be achieved as described below:
Evaluation Consisting of a written test on the first three topics of the subject. subject. It represents 30% of the mark to be achieved (3 points). It will take place in the second half of October. s e c o n d f o r t n i g h t o f O c t o b e r .
Evaluation: E2: Consisting of a written test on the last three topics that make up the course. It represents 30% of the grade to be achieved (3 points) and will take place in the last week of October. It will take place during the last week of December. The type of questions in the test may be theoretical, practical and theoretical-practical. Likewise, the The test may also include short answers or essay questions.
Paper 1 (T1): It will consist of the delivery of a paper on a feasibility project of a business idea in the agricultural sector. a business idea in the agricultural sector with an international character. The results achieved will be presented in written and oral form and will be discussed in class. This work will be carried out individually and represents 40% of the grade (4 points). In all the tests, a minimum of 3 points (out of 10) must be obtained in order to be able to add the score to the other evaluable a c t i v i t i e s .

The specific dates for the completion or handing in of the work will be specified in the course. The specific dates for the completion or delivery of each activity as well as the date of the written test will be communicated to students sufficiently in a d v a n c e .

1.1 The specific dates for each activity as well as for the written test will be communicated to students well in advance.
1.2 Students who do not opt for continuous assessment, who do not pass the Global Assessment:
1.2 Students who do not opt for continuous assessment, who do not pass the course through continuous assessment or who wish to improve their grade, will have the right to take the global assessment consisting of a written test to be held on the dates indicated in the calendar approved by the dates indicated in the timetable approved by the centre and the completion of a T1 type of work previously presented. Specifically:
Written test: Consisting of a written test on all the topics of the subject. It represents 60% of the grade to be achieved (6 points). Of these 6 points, 4 will deal with the theoretical-practical contents seen in the subject (through short and/or developmental short and/or developmental answers related to real cases or situations), and the remaining 2 points will consist of questions related to the theoretical and 2 points will consist of questions related to readings, exercises and practical cases. practical cases consisting of relating theory to real situations or cases. This will take place on the dates indicated in the calendar approved by the centre where the subject is taught.

Paper 1 (T1): It will consist of the delivery of a paper on a viability project of a business idea in the agricultural sector with a business idea in the agricultural sector with an international character. The results The results achieved will be presented in written and oral form and will be discussed in class. This work will be carried out individually and will account for 40% of the g r a d e (4 p o i n t s) .

Students who have achieved 50% of the grade through continuous assessment are not required to attend the course, are not obliged to take the overall exam. However, in the first call and in the case that the student uses both evaluation systems, the best of the grades obtained will prevail. The assessment at the second call will be carried out exclusively by means of a global assessment as described above. described above. Once again, it will not be necessary to do the T1 type work if the student has already presented it in the first assessment system and obtained a grade higher than 3 (out of 10).

The success rate in this course has been 100% over the past three years.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

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

The combination of participative lectures, cooperative work, problem solving and case studies, as well as discussion and reflection on texts and readings.

4.2. Learning tasks

The programme offered to students to help them achieve the expected results comprises the following activities:

- Participative lectures: these will provide the necessary theoretical knowledge, accompanied by practical examples that facilitate the understanding and application of the concepts studied. These sessions will cover the following contents:

Introduction to the management of agri-food companies.

Introduction to the agri-food sector, its differences and its involvement in the primary, secondary and tertiary sectors.

Competitive positioning of the company, levers, resources and capacities.

The value chain, supply chain and logistics of the sector.

Financial analysis and estimation of results.

Organisational decisions

- Resolution and presentation of problems and case studies, preparation and presentation of assignments, discussion of current issues, commentary on readings and interactive activities. These activities may be carried out both inside and outside the classroom, as well as individually and/or in groups.

- Tutorial activities: students' work may be supervised, doubts about the theoretical and practical content of the subject may be clarified and/or specific practices applied to the theoretical content may be carried out.

- Autonomous work: includes study activities of theoretical and practical contents, resolution of practical activities, individual and/or group work, search and analysis of information, among others.

- Assessment activities

Alignment of learning activities with the SDGs

In relation to the 2030 Agenda, in the theoretical sessions a journey is made, from the figure of the entrepreneur, as a catalyst of society, generating prosperity for it, as well as its social responsibility. All of this is materialised in work that is closely related to SDGs 4, 8 and 12, as indicated in section 1.1.

4.3. Syllabus

Theory programme

The programme offered to the student to help him/her achieve the expected results comprises the following activities...

SUBJECT PROGRAMME

- Topic 1: The company and the entrepreneur, structure, system of objectives, responsibility and participants.

- Topic 2: Agri-food companies and their internationalisation.

- Topic 3: Competitiveness analysis, management and innovation.

- Topic 4: Supply chain and value chain. Operations and costs. Production and inventory decisions

- Topic 5: Evaluation of the profitability of activities and projects. Excellence in management

- Topic 6: Organisational designs, management and decision making in uncertain environments in the knowledge society.

Internship programme

During the whole four-month period, from the beginning, a Feasibility Plan for an agri-food company in an international market will be carried out individually by the student.

4.4. Course planning and calendar

Schedule of face-to-face sessions and presentation of papers

Week	Theoretical Class	Practice Class	Pupils? Proyect	Total
1	Topic 1	-	Study (4h)	4
2	Topic 1	Practice 1	Proyect (2h) Study (2h)	8
3	Topic 2	Practice 2	Proyect (2h) Study (2h)	8
4	Topic 3	Practice 3	Proyect (2h)	8
			Study (2h)	

5	Topic 3	Practice 4	Proyect (2 h) Study (2 h)	8
6	Topic 3	Practice 5	Proyect (2 h) Study (2 h)	8
7	(Partial Written Exam)	Practice 6	Proyect (2 h) Study (2 h)	8
8	Topic 4	Practice 7	Proyect (2 h) Study (2 h)	8
9	Topic 4	Practice 8	Proyect (2 h) Study (2 h)	8
10	Topic 4	Practice 9	Proyect (2 h) Study (2 h)	8
11	Topic 5	Practice 10	Proyect (2 h) Study (2 h)	8
12	Topic 5	Practice 11	Proyect (2 h) Study (2 h)	8
13	Topic 6	Practice 12	Proyect (2 h) Study (2 h)	8
14	Topic 6	Practice 13	Proyect (2 h)	8
			Study (2 h)	
15	Topic 6	Practice 14	Proyect (2 h) Study (2 h)	8
16	-	-	Study (8 h)	8
17	-	-	Study (8 h)	8

18	-	-	Study (8 h)	8
19	-	-	Study (8 h)	8
20	Written Exam			2
Total Hours	30	28	92	150

4.5. Bibliography and recommended resources

- BB** FERREIRO DE BABOT, P.; ALCÁZAR GARCÍA, M.; CARLOS CAVALLÉ. Gobierno de personas en la empresa. 1ª ed. [s. l.]: Ariel, 2002. ISBN 8434448351.
- BB** LARA GÓMEZ, G. Gestión de empresas sociales. [S. l.]: Universidad Autónoma de Querétaro, 2011. ISBN 978-1-4492-6802-2.
- BB** Mintzberg, Henry. El proceso estratégico / Henry Mintzberg, James Brian Quinn, Sumantra Ghoshal ; traducción Eduarda Miño, Isabel Ozores ; revisión técnica Adolfo Vázquez ; prólogo a la edición en español Zulima Fernández. Ed. europea rev., [reimpr.] Madrid : Prentice Hall, 1999 (reimpr. 2002)
- BB** MOCHÓN MORCILLO, F. El arte de dirigir una empresa. [S. l.: s. n.]. ISBN 978-84-481-7412-5.
- BB** PLA BARBER, J.; LEÓN DARDER, F. Dirección de empresas internacionales. [s. l.]: Pearson Educación, 2004. ISBN 8420540897.
- BB** SALINAS SÁNCHEZ, J. M.; GÁNDARA MARTÍNEZ, F. J.; ALONSO SÁNCHEZ, A. Empresa e iniciativa emprendedora?: Ciclos Formativos. [s. l.]: McGraw Hill, 2012. ISBN 9788468017303.
- BC** Massons i Rabassa, Joan. Finanzas : análisis y estrategia financiera / Joan Massons i Rabassa. 15ª ed. Barcelona : Hispano Europea, D.L. 2014
- BC** PINILLA BARCELONA, J.-N. Manual técnico de comercio exterior. [S. l.: s. n.]. ISBN 978-84-685-0309-7.

The updated recommended bibliography can be consulted in: <http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=60571>