

TEACHING GUIDE

CORPORATE GAMES

**GRADO EN ADMINISTRACIÓN Y DIRECCIÓN DE EMPRESAS
(INGLÉS)**

ACADEMIC YEAR 2026-27

Publication date: 26-06-2026



I.-Subject Identification

Type	OPTATIVA
Teaching period	4 course, 1Q semester
Nº of credits	4.5
Language in wich the subject is taught	English

II.-Presentation

Corporate games is an essentially practical subject in which the students must manage fake firms that will compete against each other in the same market. The students will be grouped into work teams which main task will be taking the most relevant decisions of their companies. In order to do so, they must start setting a strategic plan, defining some key aspects such as the scope of their firm, its competitive strategy, its short, medium, and long-range goals, or the functional strategies that will be implemented in the different business areas. Within the simulation, they will have to use the knowledge and skills acquired along the degree, linked with business economics, strategic management, financial and analytic accounting, operations management and marketing, and other subjects. As well, they will have to develop and apply instrumental skills, such as interaction ability (both external, with other teams, and internal, with the other members of their own management team), leadership, and initiative.

In this way, the general objective of the course is to provide students with a general practice field for the enhancement of the inventory of specific skills acquired (including the ability to interpret the information contained in the annual accounts, ability to analyze business problems through the directive functions, ability to identify and analyze the functional areas of a company, ability to develop and design business strategies, ability to design and develop a financial plan, ability to formulate a strategy for investment-financing in the company, ability to analyze and interpret company data, ability to analyze the commercial strategy, objectives, and commercial policies), as well as the development of transversal or generic competencies (capacity for analysis and synthesis, capacity for organization and planning, capacity for problem-solving, ability to make decisions, ability to apply to the analysis of problems, professional criteria based on the handle of technical instruments, creativity, initiative and entrepreneurial spirit, ability to work in a team and fluency in communication and, above all, the application of knowledge to practice).

III.-Learning outcomes

- CI01. Ability to analyse and synthesise: analysis, synthesis, evaluation and decision-making based on relevant information records on the company's position and potential growth.
- CI02. Ability to organise and plan: organisation, planning and administration of companies or small and medium enterprises, understanding their competitive and institutional position and identifying strengths and weaknesses
- CI08. Ability to make decisions
- CP01. Ability to work in an interdisciplinary team.
- CP05. Commitment to values in the workplace.
- CE01. Skills, Knowledge, both basic and specialized on the understanding of the operation, management and control of the different functional areas of the Company Business Organisation
- CE03. Skills, Knowledge, both basic and specialized on the understanding of the operation, management and control of the different functional areas of the Accounting firm
- CE04. Skills, Knowledge, both basic and specialized on the understanding of the operation, management and control of the different functional areas of the Financials
- CP11 . Ability to develop and interpret accounting information
- CP13 . Ability to solve problems both financial valuation of funding decisions as business investment



- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

IV.-Contents

IV.A.-Syllabus

The entire course revolves around a business simulation in which students will participate. Throughout the semester, a total of ten decision rounds will be carried out, corresponding to two and a half years of the company's operations. In addition to these decisions, students will complete various practical assignments that will support the learning process and enable the assessment of the knowledge and competences acquired during the course.

More specifically, the business simulation places students in the position of managing a newly established firm with the following initial endowment: initial capital, typically 20 million Swiss francs, a headquarters located in the Principality of Liechtenstein, and the knowledge required to manufacture the basic models of two products, X and Y, which are linked through their production cycle, with X serving as a raw material for Y. Firms may, and indeed must, decide what activities to undertake, for instance production, consumer sales or research and development, where to operate, choosing among three predefined markets, namely the United States, the European Union and Brazil, and how to compete by defining their own competitive strategy.

The practical assignments to be completed by students during the course, always in groups, are the following:

- Definition of the scope of activity and proposal of the Initial Strategic Plan;
- Analysis of the competitive environment.

In addition, prior to each decision round, student teams will meet in person with the course instructor, simulating a board of directors meeting, during which presentations will be delivered regarding both the firm's performance and the progress of the assignments.

IV.B.-Training activities

Type	Title
Lectures	Study of the simulation manual
Other activities	10 decision making
Theoretical sessions	10 analysis of company results
Theoretical sessions	Explanation of the simulation
Group work	Analysis of the competitive environment
Group work	Definition of the Scope and Initial Strategic Planning
Group work	Preparation of board of directors meetings
Resolution of exercises, problems, case studies	Assistance to board of directors meetings
Oral presentations	Individual presentation in board of directors meetings



V.-Student workload	
Theoretical sessions	15
Resolution of exercises, problems, case studies, etc.	30
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	0
Academic tutorials	8
Related activities: conferences, seminars, etc.	28
Preparation of theoretical sessions and self-study	14
Preparation of practical tasks, exercises, case studies, projects, etc.	40
Preparation for tests and/or exams	0
Total student workload	135

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 1	Presentation class. In this class, the methodology of the subject and the evaluation system will be explained. This presentation will detail the communication channels with the teacher and the formation of groups, aspects essential for the development of course.
Group work	Week 2 to Week 2	Formation of work teams and communication. As specified in the course guide and in the introductory session, students are required to form work teams, which must be communicated via the virtual classroom email tool during the second week. This task is essential, as the entire course is developed through this working group. Further information on how to form these groups will be provided during the introductory session.
Academic tutorials	Week 3 to Week 6	Tutorial sessions for the development of the Strategic Plan and the adoption of the first decision



Academic tutorials	Week 3 to Week 15	Academic tutoring for resolution of doubts in decisions or practices of the simulation.
Academic tutorials	Week 6 to Week 15	Decision-making in the simulator a thorough web tools arranged for this purpose.
Theoretical sessions	Week 1 to Week 3	Study of the simulation guide, available in the virtual campus. The students will have the possibility of asking as many questions as they want through the tool of email from the virtual campus and in class. Also will have a specific forum for the resolution of doubts in the virtual campus.
Group work	Week 3 to Week 15	Resolution of two assignments detailed in the agenda of the course.
Resolution of exercises, problems, case studies	Week 6 to Week 15	Attendance at board of directors meetings. Once the simulation begins, members of each work team will be required to attend an in-person meeting with the teaching staff, during which the specific details of the decision and the completed or ongoing assignments will be discussed. Each week, one member of the team will deliver a presentation on the decision, which will form part of their individual assessment in the course. During the remainder of the session, the teaching staff may address questions to any member of the team. Attendance at these meetings is compulsory for all students who do not have an academic exemption, even if they are not responsible for delivering the initial presentation.

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities



SYSTEM APPLICABLE IN THE ORDINARY EXAMINATION PERIOD

Assessment of the course consists of two differentiated components, group-based and individual.

The group component accounts for 70% of the final grade. This 70% is distributed as follows:

- **Company performance:** 40%. Based on the economic and financial ratios of the firms at the end of the simulation. Full participation in the simulation, submitting all decisions on time, guarantees 30% of this component, that is, 12% of the final grade. The remaining 70% will be distributed competitively among participating teams, such that the team demonstrating the best business performance will obtain 100% of this component, equivalent to 40% of the total grade, while the lowest-performing team will obtain only that initial 30%, equivalent to 12% of the total, provided all submissions have been completed. The remaining teams will be graded proportionally according to their deviation from the best-performing team.
- **Assignments completed:** 30%. Assessment of assignments and presentations, according to the following distribution:
 - Definition of the scope of activity and proposal of the Initial Strategic Plan, 15%.
 - Analysis of the competitive environment, 15%.

The final distribution and detailed characteristics of the assessment activities will be communicated by the teaching staff during the first weeks of the academic term. These assignments must be submitted through the virtual learning platform, using the tasks available under the "Assessment" section. Only one submission per team is required.

The individual component represents 30% of the final grade and derives from two elements:

- **Peer evaluation within the team:** 10%. Students will evaluate their teammates using a scale from 0 to 10. The resulting grade corresponds to the arithmetic mean of the scores assigned by team members. This evaluation will be conducted using a tool provided by the teaching staff via the virtual platform.
- **Faculty evaluation of participation in board meetings:** 20%. In order to pass the course, this component must be individually passed, that is, students must obtain at least half of the assigned score, meaning a minimum of 10% out of the total final grade. This component comprises two subcomponents:
 - **Presentations in board meetings:** Throughout the course, each student must deliver two presentations during board meetings. These presentations will be assessed using a rubric provided in advance. Attendance at the sessions in which presentations are delivered is compulsory for all students, including those with academic exemptions. This component accounts for 15% of the final grade. In addition to the oral presentation, students must submit a written report on the decision via the virtual platform.
 - **Participation in board meetings:** Students who are not responsible for presenting must attend board meetings in person, unless they have an academic exemption. During these meetings, students may be asked questions regarding the areas for which they are responsible, as established in the company's strategic plan. Students with academic exemption are not required to attend meetings in which they are not presenting, but must submit a weekly report on their contribution to the decision, which will be reviewed during the session. This subcomponent accounts for 5% of the final grade and depends on attendance or submission of reports, as well as participation. Unjustified absence from more than two board meetings will result in a score of 0% in this subcomponent.

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SYSTEM APPLICABLE IN THE EXTRAORDINARY EXAMINATION PERIOD

Given the strongly practical nature of the course, which requires participation in the simulation in order to achieve the intended learning outcomes and competences, this course does not offer an extraordinary examination period.

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SYSTEM APPLICABLE IN THE EARLY EXAMINATION PERIOD

For reasons analogous to those described for the extraordinary examination period, this course does not provide an early examination option.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.



VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

THORELLI, H. B.; GRAVES, R. L.; LÓPEZ, J. C. (1998): INTOPIA 2000. Simulación de Operaciones Internacionales. Manual del ejecutivo, Marcombo Boixareu Editores, Barcelona.

NÁJERA SÁNCHEZ, J.J. (2026): Jugando con INTOPIA. Available in the virtual campus.

Consultation bibliography

IX.-Professors

Name and surname	CRISTINA PÉREZ PÉREZ
E-mail address	cristina.perez.perez@urjc.es
Department	Economía de la Empresa (ADO), Economía Aplicada II y Fundamentos Análisis Económico
Campus	Madrid - Vicálvaro
Category	Profesor/a Permanente Laboral
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	1
No. of positive evaluations by Docentia	2