

1. BASIC INFORMATION

Course	Fundamentals of International Business
Degree program	Global Bachelor's Degree in International Business
School	Social Sciences and Communication
Year	1º
ECTS	6
Credit type	University Core Requirement
Language(s)	English
Delivery mode	Face-to-face
Semester	2
Academic year	2019-2020
Coordinating professor	Ivan Hilliard

2. PRESENTATION

In this course, students will develop a deep knowledge and understanding of International Business. They will learn to apply this knowledge to their work and vocation in a professional way and use their skills in sustaining arguments and solving problems. They will study how to gather data, interpret it and make judgments and considerations on relevant social, scientific or ethical issues.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- BS1: Students must demonstrate a deep knowledge and understanding of a field of study that is based on secondary education and that, whilst supported by advanced textbooks, involves acquaintance with the vanguard of their area of study.
- BS2: Students must apply their knowledge to their work and vocation in a professional way and must demonstrate their skills in sustaining arguments and solving problems within their field of study.
- BS3: Students must be able to gather data, usually within their field of study, interpret it and make judgments and considerations on relevant social, scientific or ethical issues.

Cross-Curricular competencies:

- CS4: Analysis and synthesis skills: Being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.
- CS5: Capacity to apply knowledge: Being able to use knowledge acquired in academic contexts in situations that resemble as closely as possible the reality of the chosen future profession.

- CS10: Initiative and entrepreneurial spirit: The ability to decisively undertake difficult or risky actions. The ability to anticipate problems, suggest improvements and persevere in carrying them through, with a preference for initiating activities and completing them.
- CS16: Decision-making: The ability to make a choice between two or more existing alternatives to effectively resolve different situations or problems.

Specific competencies:

- SS 1. Capacity for evaluation and critical analysis of phenomena and agents that affect the social and political environment in different international scenarios.
- SS3: Ability to analyze the role of international organizations today as well as the role and scope of the influence of international cooperation agencies and organizations.
- SS4: Ability to identify and analyze the economic aspects of globalization linked to the internationalization of companies, foreign trade, and the global economy.
- SS13: Ability to analyze and evaluate, in international social environments, the new competitive markets when making strategic business decisions.
- SS19: Ability to understand and integrate oneself professionally in the different economic, organizational and hierarchical structures of multinational companies, knowing the relevant positions and the functions of each director and department.
- SS21: Ability to interpret accounting and financial information prepared in different countries, taking into account the adjustments and economic impacts of different accounting methods, as well as the adjustments required to obtain information according to international financial reporting standards.
- SS22: Ability to integrate oneself into different international environments, adapting successfully the business model to other geopolitical and cultural contexts.
- SS24: Ability to recognize technology and innovation strategies, as well as technological analysis tools and technological capabilities of the company.
- SS25: Ability to apply new trends in business administration such as knowledge management, innovation management, etc., which will allow one to achieve greater professional development and business success.

Learning outcomes:

- LO1: Understanding of fundamental concepts related to international business and international trade.
- LO2: Realization of activities related to the analysis and planning of business internationalization processes and projects and their implications, which demonstrate the correct understanding of the developed concepts.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
BS1, CS6, SS1, SS3, SS25	LO1: Understanding of fundamental concepts related to international business and international trade.
BS2, BS3, CS4, CS5, CS10, CS16, SS4, SS13, SS19, SS21, SS22, SS24	LO2: Realization of activities related to the analysis and planning of business internationalization processes and projects and their implications, which demonstrate the correct understanding of the developed concepts.

4. CONTENT

The subject is organized into five Learning Units, which, in turn, are divided into different themes (depending on the units). In addition, the set of objectives that were raised globally for the module, are specifically linked to the development of each unit:

UA1- Introduction to international business.

- Bases, challenges and opportunities.
- International trade.

UA2- Processes of internationalization in companies.

- Entry Modes
- Entry strategies
- Organizational Models

UA3- Perspectives of business internationalization.

- Analysis of strategies, sectors and socio-political structures
- SWOT, Five Forces, Pestle

UA4- Internationalization policies in Spain.

- International agreements
- Government Agencies

UA5- Internationalization plan and introduction to foreign trade instruments.

- International rankings
- Productivity in different countries
- The quality of the infrastructure in different countries
- Financial costs in different countries
- Human talent in different countries
- The bureaucracy in different countries

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

- Master class.
- Case method.
- Cooperative learning.
- Problem-based learning.
- Project based learning.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
-------------------	-----------------

Lectures	40h
Individual work	30h
Skills building	10h
Problem solving	25h
Tutorials	10h
Group work	20h
Case study	15h
TOTAL	150 h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Knowledge test	50%
End of course project	25%
Case / problem	25%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

Work handed in late, after the deadlines published in the virtual campus, will not be accepted.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

Work handed in late, after the deadlines published in the virtual campus, will not be accepted.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1- Analysis of vertical and horizontal multinationals.	Week 2
Activity 2- Analysis of direct investment abroad.	Week 4
Activity 3- Joint Ventures.	Week 6
Activity 4- Mergers and Acquisitions	Week 8
Activity 5- International Expansion	Week 10
Activity 6- Organizational structures	Week 12
Activity 7- Expatriate management	Week 14
Activity 8- International Strategy	Week 16
Activity 8- Knowledge test of units 1-6.	Week 17
Activity 9- Contest to bring foreign investment.	Week 18

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

- BALL, D. A. & Mc CULLOCH, W. (1999). *International Business, the challenge of global competition*. Irwin/McGraw-Hill.
- BATEMAN, T. S. & SCOTT S. A. (2010). *Management, leading and collaborating in a competitive world*. McGraw-Hill.
- BEAMISH, P., MORRISON, A. J., INKPEN, A. & ROSENZWEIG, P. (2003). *International Management, Text and Cases*. Irwin/ McGraw-Hill.
- CZINKOTA, M.R., RONKAINEN, I.A., & MOFFETT, M.H. (2011). *International Business*, (8th edition). Wiley & Sons.
- DANIELS, J., RADEBAUGH, L. & SULLIVAN, D. (2007). *International Business, Environments and Operations*. Pearson.

- DERESKY, H. (2011). *International Management: Managing Across Borders and Cultures*, (7th Edition). Prentice Hall
- FRIEDMAN, T. (2005) *The World Is Flat: A Brief History of the Twenty-First Century*. Farrar, Straus and Giroux
- GHEMAWAT, P. (2007). *Redefining Global Strategy: crossing borders in a world where differences still matter*. Harvard Business Press.
- JOHNSON, D. & TURNER, C. (2003). *International Business, Themes and Issues in the Modern Global Economy*. Routledge.
- KOOTNZ, H. & WEILRICH, H. (2005). *Management, a global perspective*. McGraw-Hill.
- MORRISON, J. (2005). *The International Business Environment*. Palgrave.
- RUGMAN, A. M. & COLLINSON, S. (2009). *International Business*, (5th Edition). Pearson Education

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

INSTITUTIONAL ASSESSMENT OF LEARNING OUTCOMES PLAN Covid-19 TEMPLATE TO ADAPT TEACHING AND EVALUATION ACTIVITIES

Course/Module Fundamentals of International Business
Degree Program Global Bachelor´s Degree in International Business
Year (1º-6º) 1º
Group (s) M1X-P230 M1Y-P436 / M1Y-P230 M1X-P436
Professor Ivan Hilliard
Coordinating profesor Susana Souza (Degree Coordinator, Internship coordinator, End of Degree Project, Master´s Degree Program)

Teaching Activity described in the syllabus	Adapted activity in distance learning
Lectures	Lectures
Individual work	Individual work
Skills building	Skills building
Problem solving	Problem solving
Tutorials	Tutorials
Group work	Group work
Case study	Case study

Evaluation Activity that was planned in the Syllabus for face to face instruction		NEW virtual evaluation activity (adapted)	
Description of original face to face evaluation activity		Description of new activity	
Content to be assessed	The content to be addressed in each evaluation activity should be the same.		
Learning Outcomes to be assessed <i>(Please check Syllabus of the course/module)</i>	The Learning Outcomes that are addressed are the same: specify:		
Duration		Approximate duration	
Weight in evaluation		Weight in evaluation	
Please note:			

¡IMPORTANT!

The Course/Module Coordinator Will unify all professor's suggestions from the same course and Will send the adaptation template properly filled out to the Degree Coordinator/Director so it may be discussed in the CCT/CEAT (Quality and Assessment Degree Committees) that Will be held as an extraordinary measure.

Once approved in the CEAT- CCT, the Course/Module coordinator Will attach it to the syllabus and make it available to students in virtual campus, Assessment-SharePoint and in the syllabus platform to be uploaded in the university's website.