



International economic
environment

**Master in
Internationalization of
companies**



UNIVERSIDAD
NEBRIJA

General Information

Subject: International Economic Environment / Entorno económico internacional

Degree: Master's Degree in Business Internationalization / Master universitario en internacionalización de empresas

Nature: Mandatory / Obligatoria

Language: Spanish and English / Castellano e inglés

Modality: On-site and distance / Presencial y distancia

Credits: 6

Year: 1st / 1º

Semester: 1st / 1º

Professors/Teaching Team: Ramón Gascón

1 COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

Basics Competencies

CB6 Possess and understand knowledge that provides a foundation or opportunity to be original in the development and/or application of ideas, often in a research context.

CB7 Apply the knowledge acquired and their problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

CB8 Integrate knowledge and deal with the complexity of formulating judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 Communicate their conclusions and the knowledge and reasons that support them to specialized and non-specialized audiences in a clear and unambiguous manner.

CB10 Possess learning skills that enable them to continue studying in a largely self-directed or autonomous manner.

General Competencies

CG3: Develop analytical capacity for business management in dynamic and complex environments, such as those belonging to an international setting.

CG4: Interpret macroeconomic data, country information, sectoral information, and relevant companies in order to systematize the processes of business decision-making.

CG5: Acquire the knowledge and learning necessary to continue developing more specialized studies in the field of research or doctoral studies.

CG6: Integrate into multidisciplinary teams in high-pressure situations with a proactive and problem-solving attitude.

Specific Competencies

CE1: Understand the concepts, theories, and instruments to analyze and develop business internationalization plans.

CE10: Acquire techniques for the professional drafting of documents and the presentation of reports in the field of international business.

CE19: Be able to analyze and interpret the economic environment and quantify the risks and opportunities it poses in the business environment.

1.2 Learning Outcomes

Upon completion of this course, the student should be able to:

Analyze and understand the economic principles governing the individual behavior of firms and consumers, the rules of their interaction in markets, and the functioning of the economy as a whole.

Analyze and understand basic economic and financial concepts.

Understand how the market works, the laws of supply and demand, and the need for corrective intervention by the public sector, if necessary.

Analyze the characteristics of an open economy and the integration of the national economy into the global economy.

Analyze the nature of economic policy debates in national and international economic press within the framework of a general macroeconomic model of aggregate demand and supply.

Understand economic outlook reports from international economic organizations (IMF, OECD, European Commission, etc.) on both specific countries and the global economy

2. CONTENT

2.1. Requirements

None.

2.2. Detailed Content

Contenidos

HISTORICAL CONFIGURATION AND CURRENT STRUCTURE OF THE INTERNATIONAL ECONOMIC ENVIRONMENT
 INTERNATIONAL ECONOMIC THEORY: OPEN ECONOMY
 THEORY OF THE INTERNATIONAL COMPANY: THE INTERNATIONALIZATION OF THE COMPANY.
 COMMERCIAL POLICY INSTRUMENTS IN THEORY AND PRACTICE. IN SPAIN AND IN THE WORLD
 MAIN ACTORS: USA, CHINA, EUROPE, RUSSIA AND OTHERS
 THE SPANISH COMPANY IN THE INTERNATIONAL ECONOMIC CONTEXT. EVOLUTION, NEEDS, SUCCESS STORIES AND FAILURE.
 GEOPOLITICS AND COMMERCIAL TREATIES. WTO, TREATY CLAUSES, MULTILATERALISM VS. BILATERALISM.
 TRENDS IN GLOBALIZATION, ECONOMY AND INTERNATIONAL BUSINESS. ROBOTIZATION, DATA COMMERCE, VALUE CHAINS, RELOCATION AND RELOCATION, TECHNIFICATION

2.3. Directed Activities

During the academic year, students will need to complete a certain number of directed activities, either individually or in groups.

The purpose of these Directed Activities is to familiarize students with the applied nature of the concepts discussed in the classroom, so they can appreciate the use of theory in analyzing real-life situations. Each teacher will propose throughout the course the Directed Activities that best suit the course, always with a minimum of two.

2.4 Educational Activities

In-Person Attendance

Educational Activity	Hours	Percentage of In-Person Attendance for the Educational Activity
AF1 Lecture	45	100%
AF4 Tutorials	10	80%
AF6 Practical Classes. Seminars and Workshops	20	100%
AF7 Internships	10	100%
AF9 Individual Study and Independent Work	29	0%
A10 Individual or Group Assignments for Students	10	0%
A13 Activities Through Virtual Resources	20	0%
A14 Assessment	6	100%
TOTAL	150	

Distance Learning Mode

Educational Activity	Hours	Percentage Attendance for the Educational Activity
AF2 Lectures	60	0%
AF4 Tutorials	10	0%
AF9 Individual Study and Independent Work	19	0%
A12 Individual Student Assignments	20	0%
A13 Activities Through Virtual Resources	20	0%
A14 Assessment	6	100%
A15 Study, Understanding, and Assessment of the Subject	15	0%
TOTAL	150	

Distance Learning Mode

Educational Activity	Hours	Percentage of Attendance for the Educational Activity
AF2 Lectures	60	0%
AF4 Tutorials	10	0%
AF9 Individual Study and Independent Work	19	0%
A12 Individual Student Assignments	20	0%
A13 Activities Through Virtual Resources	20	0%
A14 Assessment	6	100%
A15 Study, Understanding, and Assessment of the	15	0%

Subject		
TOTAL	150	

Teaching Methodologies

In-person and Distance Learning:

MD1	Expository Method / Lecture
MD2	Problem-Solving and Exercises
MD3	Cases Studies
MD5	Project-Based Learning
MD10	Cooperative learning

3. Evaluation system

3.1. Grading system

The grading system (R.D. 1125/2003, of September 5) will be as follows:

0 - 4.9 Fail (F)

5.0 - 6.9 Pass (P)

7.0 - 8.9 Good (G)

9.0 - 10 Outstanding (O)

The "honors" designation may be awarded to students who have obtained a grade equal to or higher than 9.0. Its number cannot exceed five percent of the students enrolled in the subject in the corresponding academic year, unless the number of enrolled students is less than 20, in which case only one "honors" designation may be granted.

3.2. Evaluation criteria

Face-to-face modality

Regular session

Evaluation system	Minimum weighting	Maximum weighting
SE1. Class attendance and participation	25%	25%
SE2. Presentation of assignments and projects (individual practices and teamwork)	25%	25%
SE4. Final individual in-person exam	50%	50%

Extraordinary session

Evaluation system	Minimum weighting	Maximum weighting
SE2. Presentation of assignments and projects (individual practices and teamwork)	25%	25%
SE4. Final individual in-person	75%	75%

exam		
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Distance modality

Regular session

Evaluation system	Minimum weighting	Maximum weighting
SE1. Class attendance and participation	20%	20%
SE2. Presentation of assignments and projects (individual practices and teamwork)	20%	20%
SE4. Final individual in-person exam	60%	60%

Extraordinary session

Evaluation system	Minimum weighting	Maximum weighting
SE2. Presentation of assignments and projects (individual practices and teamwork)	25%	25%
SE4. Final individual in-person exam	75%	75%

The passing of any subject is subject to passing the corresponding final individual in-person exams.

3.3. Restrictions

Minimum grade

To calculate the average with the previous weightings, it is necessary to obtain at least a grade of 5 in the final exam.

Writing Standards:

Special attention will be paid to written assignments, practices, and projects, as well as exams, regarding both presentation and content, ensuring grammatical and spelling aspects are accurate. Failure to meet acceptable standards may result in points being deducted from the assignment.

3.4. Warning about plagiarism

The Antonio de Nebrija University will not tolerate plagiarism or copying under any circumstances. Plagiarism will be considered as the reproduction of paragraphs from sources other than the student's own work (Internet, books, articles, classmates' work, etc.), without citing the original source. The use of citations cannot be indiscriminate. Plagiarism is a serious offense.

If such practices are detected, it will be considered a serious offense and the sanction provided in the Student Regulations may be applied.

4. References

- 1 Álvarez R, Bravo-Ortega C, Zahler A (2015) Innovation and productivity in services: evidence from Chile. *Emerging Markets Finance and Trade*, 51, 593-611. <https://doi.org/10.1080/1540496X.2015.1026696>
 - 2 Amoah-Mensah, A. (2011). Strategic Resources and Performance of Rural SMEs. *International Journal of Business and Social Research*, 3(4), 106-121. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.684.4400&rep=rep1&type=pdf>
 - 3 Andersen, T. J. (2004). Integrating Decentralized Strategy Making and Strategic Planning Processes in Dynamic Environments. *Journal of Management Studies*, 41(8), 1271–1299. <https://doi.org/10.1111/j.1467-6486.2004.00475.x>
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 - 5 Aragón-Sánchez, A., & Sánchez-Marín, G. (2005). Strategic Orientation, Management Characteristics, and Performance: A Study of Spanish SMEs. *Journal of Small Business Management*, 43(3), 287-308. <https://doi.org/10.1111/j.1540-627X.2005.00138.x>
 - 6 Benavente JM, Lauterbach R (2008) Technological innovation and employment: complements or substitutes? *The European Journal of Development Research*, 20(2), 318-329. <https://doi.org/10.1080/09578810802060744>
 - 7 Colombelli A, Haned N, Le Ba (2013) On firm growth and innovation: some new empirical perspectives using French firms (1992–2004). *Structural Change and Economic Dynamics*, 26, 14,26. <http://www.sciencedirect.com/science/article/pii/S0954349X13000234>
 - 8 De Groot, O. J. (2014). Foreign direct investment and welfare. *Desarrollo Productivo*, 196. <http://hdl.handle.net/11362/37137>
 - 9 Haltiwanger J, Jarmin RS, Kulick R, Miranda J (2016) High growth young firms: contribution to job, output, and productivity growth, *Measuring Entrepreneurial Businesses: Current Knowledge and Challenges*, University of Chicago Press. <https://www.nber.org/books-and-chapters/measuring-entrepreneurial-businesses-current-knowledge-and-challenges/high-growth-young-firms-contribution-job-output-and-productivity-growth>
 - 10 Tell, J. (2010). Managerial strategies in small, fast-growing manufacturing firms. *Journal of Management Development*, 31(7), 700-710. <https://doi.org/10.1108/02621711211243890>
 - 11 Zhang, Z., Lee, M.K.O., Huang, P., Zhang, L. and Huang, X. (2005). A framework of ERP systems implementation success in China. *International Journal of Production Economics*, 98(1), 56-80. <https://doi.org/10.1016/j.ijpe.2004.09.004>
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