

## 1. BASIC DATA

<b>Subject</b>	International Marketing
<b>Titration</b>	Bachelor's Degree in Marketing
<b>School/ Faculty</b>	Economic, Business and Communication Sciences
<b>Course</b>	4th
<b>ECTS</b>	6
<b>Character</b>	Compulsory
<b>Language/s</b>	Spanish
<b>Modality</b>	Face-to-face / Virtual
<b>Semester</b>	2nd
<b>Academic year</b>	2024/25
<b>Coordinating Teacher</b>	Juan Manuel Alonso Melo

## 2. PRESENTATION

The internationalization of a company is usually excellent news. It often means that it has been so successful in the national territory that there is no other opportunity for growth beyond international expansion. However, the exit to international markets is both an exciting challenge, but also a situation of high uncertainty. The economic, social, legal and above all cultural peculiarities are going to make the internationalization process riskier and we must have a very clear vision of all the aspects to take into account when embarking on an adventure of this dimension. Globalization and the proliferation of information technologies have made the world seem smaller, but let's not fool ourselves. Throughout this course we are going to review all those aspects necessary to guarantee the success in the internationalization of a company, from the correct selection of markets to the choice of the best form of entry, through the cultural, legal or financial peculiarities and of course marketing, analyzing one by one all the marketing variables to decide if we have to adapt them to the different markets.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

CB01: Knowledge in an area of study that starts from the basis of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB02: Students must know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

CB03: Students must have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific or ethical issues.

### Transversal competences:

CT04: Ability to analyze and synthesize: be able to break down complex situations into their constituent parts; also evaluate other alternatives and perspectives to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.

TC08: Information Management: Ability to search, select, analyze and integrate information from diverse sources.

CT12: Critical reasoning: Ability to analyse an idea, phenomenon or situation from different perspectives and to take on one's own personal approach, built on the basis of rigour and reasoned objectivity, and not on intuition.

**Specific competencies:**

CE01: Ability to understand the function of marketing and its contribution to achieving the company's strategic objectives, and its location within the company's basic functions.

CE02: Ability to understand how marketing actions should be designed based on the optimal use of the marketing mix.

CE03: Faculty to analyse and synthesise the results of market reports and studies and take them as a basis for decision-making applied to marketing.

CE04: Ability to identify and evaluate consumer needs, to be able to design procedures, create products and solutions with which to channel demand towards the supply of brands.

CE05: Ability to understand the role of marketing within the company's strategic planning process (Mission – Vision – Values – Strategies – Action Plan – Marketing Plan).

CE12: Ability to analyse the return on each investment in marketing, always looking for the profitability of the department.

CE13: Ability to analyse the economic and market data obtained, with criteria to decide what information is relevant and how it can be used, obtaining correct conclusions.

CE14: Ability to integrate in the design of the different marketing solutions (whether these products, communication pieces, etc.) respect for essential values such as a culture of peace, democratic values, equality between men and women, equal opportunities and universal accessibility for people with disabilities.

CE19: Ability to autonomously assess and select data to provide information, perfectly distinguishing the sources of the company and the environment.

CE22: Be rigorous in justifying marketing proposals, based on objective data and avoiding subjectivity and bias.

CE23: Ability to monitor the technological environment and its impact on the marketing sector.

**Learning outcomes:**

RA1: You will have the ability to understand and exploit the opportunities of internationalization and globalization for marketing

RA2: Will be able to analyse consumer behaviours in diverse markets

RA3: Know how to manage the value of the brand for national and international growth

RA4: You will be able to analyse the competitive environment of the company to undertake new challenges

The table below shows the relationship between the competencies developed in the subject and the learning outcomes that are pursued:

Competences	Learning Outcomes
CB01, CB02, CB03	RA1: You will have the ability to understand and exploit the opportunities of internationalization and globalization for marketing
CB01, CB02, CB03, CT04, CT08, CT12	RA2: Be able to analyse consumer behaviour in diverse markets

CB01, CB02, CB03, CE01, CE02, CE03, CE04, CE05, CE12, CE13, CE14	RA3: Know how to manage brand value for national and international growth
CB01, CB02, CB03, CE19, CE22, CE23	<b>RA4: You will be able to analyse the competitive environment of the company to undertake new challenges</b>

## 4. CONTENTS

- Introduction to International Marketing
- Analysis of the international marketing environment
- Market research and information sources for international marketing
- Segmentation and positioning in international markets
- Mix decisions
- Operation in foreign trade

## 5. TEACHING-LEARNING METHODOLOGIES

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

### FACE-TO-FACE MODALITY

- Problem-Based Learning (PBL)
- Project-Based Learning
- Lectures
- Field experiences (through visits to companies, institutions, etc.)

### ONLINE MODE

- Case Method
- Cooperative learning
- Problem-Based Learning (PBL)
- Project-Based Learning

## 6. TRAINING ACTIVITIES

The types of training activities that will be carried out and the student's dedication in hours to each of them are identified below:

### Face-to-face modality:

Training activity	Number of hours
Group tutorials	10 am
Master Classes	30 h
Asynchronous Master Classes	10 am
Freelance work	40 h
Oral presentations	10 am
Case Analysis and Problem Solving	8 p.m.
Preparation of reports and writings	25 h
Knowledge Tests	5 h

<b>TOTAL</b>	<b>150 h</b>
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**Online mode:**

Training activity	Number of hours
Webinar	10 am
Reading topics and consulting complementary resources	8 p.m.
Individual application activities: problems, cases, projects	30 h
Collaborative application activities...	8 p.m.
Tutorials	8 p.m.
Self-assessment quizzes and face-to-face knowledge tests	5 h
Freelance work	45 h
<b>TOTAL</b>	<b>150 h</b>

## 7. EVALUATION

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

**Face-to-face modality:**

Evaluation system	Weight
Knowledge Tests	50%
Case Analysis and Problem Solving	10%
Projects, reports and writings	30%
Oral presentations	10%

**Online mode:**

Evaluation system	Weight
Knowledge Tests	50%
Case Analysis and Problem Solving	10%
Projects, reports and writings	30%
Oral presentations	10%

On the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

### 7.1. Ordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

### 7.2. Extraordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

The activities not passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

## 8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Assessable activities	Date
Activity 1	Week 3-4
Activity 2	Week 6-7
Activity 3	Week 9-10
Activity 4	Week 12-13
Knowledge Test	Week 16

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

Recommended bibliography is indicated below:

- Cateora, P. R. (2016). *International marketing*. New York: Mc-Graw-Hill Education.  
Keegan, W., & Green, M. (2004). *Global marketing*. Pearson Education.  
Keegan, W. J., & Brill, E. A. (2014). *Global marketing management*.  
Kumar, V. (2015). *Global marketing research*. Los Angeles: Sage.  
Mooij, M. K. (2010). *Global marketing and advertising: Understanding cultural paradoxes*. Los Angeles: SAGE.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through the realization of personalized counseling and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equality of opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of degree.

Students who need educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.