

1. BASIC INFORMATION

Course	Competitor Analysis
Degree program	Global Bachelor's Degree in International Business
School	Social Sciences and Communication
Year	2nd
ECTS	6 ECTS
Credit type	Basic
Language(s)	English
Delivery mode	Campus-based
Semester	1st semester
Academic year	2024-2025
Coordinating professor	Jesús Muñoz Sepúlveda
Professor	Jesús Muñoz Sepúlveda

2. PRESENTATION

This course offers an exhaustive view of the most common types of market structures in economics. Specifically, it focuses on the characteristics and effects on prices derived from the existence of perfect competition, monopoly and oligopoly. This will allow to understand the behavior of the different markets and agents of the economy and to examine how market structure and concentration determine the firm's ability to capture value.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB2: 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.
- CB3: 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:

- CT1: Self-learning skills: The ability to choose the most effective strategies for controlling our own learning environment and acting autonomously throughout the learning process.
- CT4: 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.

- CT5: 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.
- CT8: Information management: The ability to find, select, analyze and integrate information from different sources.
- CT16: Decision-making: The ability to make a choice between two or more existing alternatives to effectively resolve different situations or problems.

Specific competencies:

- CE4: Ability to identify and analyze the economic aspects of globalization linked to the internationalization of companies, foreign trade, and the global economy.
- CE6: Ability to assimilate and take into account in decision-making the socio-economic reality of the different geopolitical, geo-economic and socio-cultural issues, as well as their particularities.
- CE15: Ability to perform market analysis prior to making decisions on international expansion and business growth.
- CE22: Ability to integrate oneself into different international environments, adapting successfully the business model to other geopolitical and cultural contexts.
- CE27: Ability to use the tools and criteria for the selection of suppliers and supply countries for the company.

Learning outcomes:

- LO1: The student will be able to measure and quantify the degree of market concentration.
- LO2: The student will be able to identify the existence of barriers of entry and understand its crucial role for undertaking international business.
- LO3: The student will be able to analyze the degree of competition in different countries and industries.

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

Competencies	Learning outcomes
CB3, CT4, CT5, CT8, CE4, CE15	LO1: The student will be able to measure and quantify the degree of market concentration.
CB2, CT1, CT5, CT16, CE1, CE4, CE6, CE15, CE22, CE27	LO2: The student will be able to identify the existence of barriers of entry and understand its crucial role for undertaking international business.
CB3, CT1, CT4, CT5, CT8, CE4, CE15, CE27	LO3: The student will be able to analyze the degree of competition in different countries and industries.

4. CONTENT

- Firms competitiveness. Concept, agents and dimensions.
- Perfect Competition, monopoly, oligopoly and concentration index.
- Competitive analysis techniques.
- Competitive analysis in different industries. Structure, competition forces and strategic groups.
- Portfolio analysis; matrix analysis.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class
- Cooperative Learning
- Problem-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
Master classes	32 hours
Autonomous Learning	30 hours
Formative Assessment	10 hours
Problem Solving	25 hours
Tutorship Sessions	10 hours
Collective Work	20 hours
Case Studies	15 hours
Asynchronous Master classes	8 hours
TOTAL	150 hours

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Knowledge Tests	50%
Case Study and Problem Solving	20%
Written Reports	10%
Oral Presentation	10%
Students Performance	10%

When you access the course on Virtual Campus, 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.

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 5 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.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1	Week 1-5
Activity 2	Week 6-10
Activity 3	Week 11-15
Activity 4	Week 17-18
Exam	Week 16

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

Here is the recommended bibliography:

- Frank, R.H. (2014). *Microeconomics and Behavior*. Ed. MacGraw Hill, New York.
- Varian, H. R. (2009). *Intermediate Microeconomics: A modern approach*. WW Norton & Co. 8th edition.
- Perloff, J.M. (2017). *Microeconomics*. Pearson. 8th edition.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.