1. BASIC INFORMATION

Course	Business Intelligence
Degree program	Bachelor's Degree in International Business
School	Social Sciences and Communication
Year	2nd
ECTS	6
Credit type	Mandatory
Language(s)	English
Delivery mode	On-Campus
Semester	S4
Academic year	2024-2025
Coordinating professor	Dr. Luis Lacalle
Professor	

2. PRESENTATION

Business Intelligence is a core course for International Business students, aiming at providing the basic knowledge concerning project management, data gathering and use of effective data-management tools. This perspective includes theoretical and practical aspects, including domain of basic software in data-management and the interrelation between information and the diverse areas of the firm. The course will be taught entirely in English, in the case of the abovementioned degree.

Specifically, the role of data management will be studied, as well as modern tendencies in gathering information from social media. This course sets the basis and must-have knowledge to develop any management-related function, due to the high importance data (customer's, supplier's, competitor's, etc.) places in the success of any organization. Additionally, this course introduces the use of specific tools, specifically software for online project management and communication with stakeholders (Trello, Glip), as well as data-gathering procedures (online surveys, Facebook) and data-management software (Microsoft Access). These concepts create a practical approach based on theoretical concepts seen during the first year of this degree, and in combination with Statistics course will be the foundation for the remaining courses students will take during their degree.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- 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.
- BS4: Students must be able to convey information, together with ideas, problems and solutions to a specialized or non-specialized audience.
- BS5: Students must have developed the necessary learning skills so as to undertake subsequent studies with autonomy.

Cross-curricular competencies:
- CS3: Capacity to adapt to new situations: Being able to assess and understand different situations, adapting our approach to a situation insofar as is necessary or appropriate.
- 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.
- CC5: 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.
- CS8: Information management: The ability to find, select, analyze and integrate information from different sources
- CS10: Initiative and entrepreneurship: Ability to undertake difficult or risky actions with determination. Ability to anticipate problems, suggest improvements and persevere to achieve them. Preference for taking on and carrying out activities.
- CS14: Innovation-Creativity: Ability to propose and develop new and original solutions that add value to the problems posed, even in areas other than the problem itself.
- CS16: Decision making: The ability to make a choice between two or more existing alternatives to effectively resolve different situations or problems.
- CS18: Use of information and communication technologies (ICT): The ability to use information and communication technologies effectively as a tool for finding, processing and storing information, as well as for developing communication skills.

Specific competencies:

- SS2: Ability to define, design, explain and apply the international business process and its different phases: planning, organising, managing and controlling.
- SS11: Ability to analyse and evaluate macroeconomic information in new competitive environments for strategic business decision-making.
- SS15: Ability to conduct market research before making decisions about international expansion and business growth.
- SS24: Ability to identify technology and innovation strategies, as well as technology analysis tools and the company's technological capabilities.
- SS27: Ability to use the tools and criteria for selecting suppliers and sourcing countries for the company.

Learning outcomes:

- LO1: Understand computer tools that can be used for data mining and data analysis.
- LO2: Solve decision-making problems related to business data analysis.

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

Competencies	Learning outcomes
BS3, BS4, CS3, CS4, CS5, CS14, CS18, SS11, SS15	LO1
BS2, BS5, CS8, CS10, CS16, SS2, SS24, SS27	LO2

4. CONTENT

- Concepts of Business Intelligence. Data Warehouse, Data Mart. Measurement and analysis variables.

- Databases. Management, legal framework, enrichment and utilities.

- Tools for data mining and its treatment. Basic Analytical Operations of OLAP Systems.

- Legacy Systems. ERP's, CRM's, Others

- Key performance indicators (KPI's)

- Generation of knowledge for decision making. Analysis and interpretation.

- Design and implementation of Business Intelligence systems.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Master class
- Case Method
- 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 h
Asynchronous Masterclasses	8 h
Formative assessment	10 h
Problem solving	25 h
Case studies	15 h
Autonomous work	30 h
Group work	20 h
Tutoring	10 h
TOTAL	**150h**

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
Comprehensive knowledge exams	50%
Written reports	10%
Oral presentations	10%
Case Studies and Problem-solving	20%
Performance Observation	10%

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 5.0 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 5.0 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.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1	Weeks 1-7
Activity 2	Week 8-13
Activity 3	Weeks 14-17
Exams	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

The main reference work for this subject is:

Required Readings:
- Laudon, K. and Laudon, J. (2014) Management Information Systems: Managing the Digital Firm. Ed. Prentice Hall - Pearson Higher EducationSuggested Readings: - Rainer, R. K. (2012) Introduction to Information Systems: Enabling and Transforming Business. Ed. John Wiley & Sons Inc.
- Siegel, E. (2013) Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie orDie. Ed. John Wiley & Sons Inc.

Complementary Readings:

- Abramowicz, W. (Ed.) (2008) Business Information Systems. 11th InternationalConference, BIS 2008, Innsbruck, Austria, May 5-7, 2008 Proceedings. Ed. Springer. -Dresner, H. (2007) The Performance Management Revolution: Business ResultsThrough Insight and Action. Ed. John Wiley & Sons Inc.
- Kendall, K. E. and Kendall, J. E. (2013) Systems analysis and Design. 9th Edition. Ed.Prentice Hall Pearson Higher Education
- Langer, A. M. (2007) Analysis and Design of Information Systems. 3rd Edition. Ed.Springer.

- Stair, R. and Reynolds, G. (2011) Principles of Information Systems. Ed. CourseTechnology.

10.   DIVERSITY MANAGEMENT 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.