

1. BASIC INFORMATION

Course	Graduation Project
Degree program	Global Bachelor's Degree in International Business
School	Social Sciences and Communication
Year	4th
ECTS	6
Credit type	Mandatory
Language(s)	English
Delivery mode	On-Campus
Semester	S7/S8
Academic year	2024-2025
Coordinating professor	Phd Luis Fernando Gracia Sarubbi

2. PRESENTATION

The International Business Graduation Project is a written work where students use competencies acquired during their degree to develop innovative research. Students could choose to elaborate either an "International Business Plan Project" or an "International Investigation Project". Both modalities should:

- Effectively develop a business plan / research project about start a new business or a new line within an existing economic activity at international level.
- Learn to work in a team in an effective and efficient way
- Develop behaviours and attitudes of students in alignment with good practice codes, ethics and social responsibility.

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.

- 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:

- CS1: Self-learning skills: The ability to choose the most effective strategies for controlling our own learning environment and acting autonomously throughout the learning process.
- CS2: Self-confidence: The ability to assess our own results, performance and capabilities with the inner conviction that we are capable of meeting the demands of a task or challenge.
- 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.
- CS8: Information management: The ability to find, select, analyze and integrate information from different sources.
- 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
- CS12: Critical reasoning: The ability to analyze an idea, phenomenon or situation from different points of view and take a personal approach to it based on rigor and objective reasoning, and not on intuition.
- CS13: Problem solving: The ability to resolve a confusing issue or a complicated situation that stands in the way of achieving a goal and where there is no predefined solution.
- CS14: Innovation and creativity: The ability to propose and develop original ideas and value-added solutions to certain problems, and which could also be adapted and applied to different problems in other areas.
- CS16: Decision making: The ability to make a choice between two or more existing alternatives to effectively resolve different situations or problems.
- CS17: Teamwork: The ability to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.

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.
- SS2: Capacity to define, design, explain and apply the international business process and the different phases that comprise it: planning, organization, management and control.
- SS6: 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.

- SS15: Ability to perform market analysis prior to making decisions on international expansion and business growth.
- 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.
- SS22: Ability to integrate oneself into different international environments, adapting successfully the business model to other geopolitical and cultural contexts.
- SS23: Ethical behavior in business respecting human rights and the impact of productive activities on the environment both in the country of origin and in the different markets in which it operates.
- 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: Effectively develop a business plan / research project about the internationalization of a new business or a new line within an existing economic activity.
- LO2: Learn to work in a team in an effective and efficient way
- LO3: Develop behaviors and attitudes of students in alignment with good practice codes, ethics and social responsibility.

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

Competencies	Learning outcomes
BS.1, BS.2, BS.4, BS.5 CS.2, CS.5, CS.8, CS.10, CS.12, CS.13, CS.14, CS.16 SS.1, SS.2, SS6, SS15, SS19, SS25	LO1
BS.2 CS.1, CS.2, CS.10, CS.12, CS.13, CS.14, CS.16, CS.17, SS15, SS19, SS22, SS25	LO2
BS.2, BS.4, BS.5 CS.1, CS.2, CS.5, CS.10, CS.12, CS.13, CS.14, CS.16, CS.17 SS.1, SS15, SS19, SS22, SS23, SS25	LO3

4. CONTENT

The aim of the work is to assess the acquisition by students of basic, generic and specific skills associated with the Degree in International Business.

The Final Project must be developed in the area of International Business, which may consist in the development of a business plan for the internationalization of a business project or in a research work.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class
- Case Study
- Cooperative Learning
- Problem Based Learning (PBL)
- Project Based Learning
- Simulation environments

6. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Lectures	10h
Individual Work	50h
Written reports	25h
Formative Assessment	20h
Oral Presentation	5h
Research of resources and selection of sources of information	10h
Tutorials	30h
TOTAL	150h

7. ASSESSMENT

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

Assessment system	Weight
Written reports	20%
Projects	50%

Oral Presentacion	30%
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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).

University STANDARDS for the presentation of the final degree project:

- **Students with MORE than 12 ECTS the day of the presentation (not taking into consideration the credits of the final graduation project):** Those students have to do an online "Instancia general" to the Dean asking to present the final Degree Project. Please send me a copy of this request. WITHOUT THIS REQUEST YOU CANNOT PRESENT YOUR DEGREE PROJECT;
- **Students with LESS than or equal to 12 ECTS the day of the presentation (not taking into consideration the credits of the final graduation project):** Those students should send me a certificate (or a simple statement) that proves it;
- **Students with MORE than 12 ECTS the day of the presentation (not taking into consideration the credits of the final graduation project) BUT THEY KNOW they have less than or equal to 12 credits ECTS:** This is the case where the student knows that they have passed the exams, but the exam is not formal registered. In this case, the student IS EXEMPT to submit the request "Instancia general". Also in this case, the student should provide a certificate or a (simple statement) that proves it.

Groups where not all members have less than 12 ECTS before the presentation of the first exam period (June).

If not all members of a group have less than 12 ECTS before the presentation of the first exam period (June), all the group members (including the students that have more than 12 ECTS left (after receiving the authorization), can present the final work.

The students with less than 12 ECTS will have their grade registered in the call of the presentation. For the others, those ones with more than 12 ECTS, the University will save the grade until July. If in July, those students still have more than 12 ECTS left, the grade will be deleted. They have to enroll again in the Final Degree Project subject in the next year and do a new project.

For example, a group composed of three students, one of them having more than 12 ECTS left, presents the final project in June. All three students do the presentation. However, the two that comply with the rule (having no more than 12 ECTS left) will have the grade registered and the third one will have the grade saved until July. If in July, the third student has less than 12 ECTS, the grade will be registered; if not, (the student still has more than 12 ECTS) the grade will be deleted, and the student will do a new Final Degree Project in the following academic course.

7.2. Second exam period

To pass the course in the second exam period, the student must obtain a final grade of at least 5 out of 10 (weighted average), following the same standards established for the first period exam.

8. SCHEDULE

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

Assessable activities	Deadline
Submission 1	Before the end of November
Submission 2	Before the end of January
Submission 3	Before the end of March
Submission 4	Before mid-April
Submission 5	First week of May
Final Submission	First week of June
Oral Presentation	12 al 20 de Junio 2024

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 by business area:

(R): Recommended main bibliography.

(C) : Further advised and Complementary bibliography. (E): Extended

a. Basic Reference Books

(R) THE ERNST & YOUNG BUSINESS PLAN GUIDE. 2007. BRIAN R. FORD.

(R) Ricky W. Griffin. Management. South Western Cengage Learning.

(R) Essentials of strategic management. Thomas Wheelen. J. David Hunger. 5th Edition. Prentice Hall 2010.

(R) Thomas S. Bateman & Alan Collinson, Simon. International Business. Prentice Hall.

(C) El MBA de ESADE. Planeta. 2010.

(R) Estrategia Competitiva. Michael Porter. Ed. Cecs México. 1987.

(C) Estrategia y sistemas de información. Andreu, R. Ricart, J.E. McGraw Hill.

(R) "Business Administration: A global perspective". McGraw Hill. Koonts, H. Weihrich, H. 2007.

b. Investment appraisal and company valuation

(R) Feernández Pablo. Valuation methods and shareholder value creation. Elsevier Science (USA).

(E) Guía rápida de valoración de empresas. Gestión 2000.com (2005). MCKINSEY & COMPANY. KELLER, TIM. GOEDHART, MARC. WESSELS, DAVID.

(R) Valuation, measuring and managing the value of companies. Wiley Finance (2010). DAMORADAN, ASWATH

(R) Investment valuation, tools and techniques for determining the value of any asset. Wiley Finance (2002).

(E) Damoradan on valuation: Security analysis for investment and corporate finance. Wiley Finance (2006).

(R) TERMES, RAFAEL. Inversión y coste de capital. Manual de finanzas. IESE, McGraw Hill

c. Corporate finance and financial management

(R) STEPHEN, ROSS. WESTERFIELD, RANDOLPH. JAFFE, JEFFREY. Corporate finance (2009). McGraw Hill.

(E) BREALEY, RICHARD. MYERS, STEWART. MARCUS, ALAN. Fundamentals of corporate finance (2008). McGraw Hill.

(C) 200 ejercicios resueltos de dirección financiera. Ed. Deusto (1996).
PORTER, MICHAEL.

(C) On competition. (2008). Harvard Business School Press.

(E) Competitive advantage of nations. (1998). The Free Press. ANDREU, R. RICART, J.E.

(R) Estrategia y sistemas de información. (1996). Ed. McGraw Hill. IESE. COLLINS, JIM.

(C) Good to great. Why some companies make the leap and others don't. (2001) Harper Business.

(C) Build to last: Successful habits of visionary companies. (2004). Harper Business.

d. Marketing

(R) KOTLER, PHILLIP. KELLER, KEVIN. Marketing management. (2011). 14th Edition. Prentice Hall.

(C) Ten deadly marketing sins. (2004). Wiley & Sons.

e. Supply chain management and operations

(R) KRAJEWSKI, LEE. RITZMAN, LARRY. MALHOTRA, MANOJ. Operations management. (2009). 9th Edition. Prentice Hall.

(E) PYZDEK, THOMAS. KELLER, PAUL. The Six sigma handbook. (2009). 3rd Edition. McGraw Hill

Professional. (C) LIKER, JEFFREY. The Toyota way: 14 management principles. (2003). McGraw Hill.

f. Management

DRUCKER, PETER

(R) The practice of management. Harper Paper Books. (2006)

(R) The essential Drucker. Harper Paperbacks. (2008)

(C) The effective executive in action. (2006). Harper Paperbacks.

(C) Project management manual. Harvard Business School. October 6, 1997.

(R) GOLDRATT, ELIYAHU. M. (R) The goal: A process of on-going improvement. (2004). North River 3rd Edition.

(C) WELCH, JACK. Winning. (2005). Harper Business.

(R) ANDERSEN, ERLING. S. (R) Goal directed project management. Kogan Page International. 2009.

g. Investment

BUFFET, WARREN

(R) The Warren Buffet Way.

(C) The interpretation of financial statements. The search of a company with a durable competitive advantage. (2008). Scribner.

(C) Buffet beyond value: why W. Buffet looks to growth and management when investing. (2010). Wiley & Sons.

(R) GRAHAM, BENJAMIN. The intelligent investor. Collins Business Essentials. (2006).

(E) CFA INSTITUTE. L. MAGINN, JOHNN. L. TUTTLE, DONALD. Managing investment portfolios. 3rd Edition. (2007).

h. Accounting

Real Decreto 1514/2007, de 16 de noviembre, BOE 20-11-2007, por el Que se Aprueba el Plan General de Contabilidad.

Alonso, A. and Pousa R. (2007): "Casos Prácticos del nuevo Plan General de Contabilidad" Editorial Centro de Estudios Financieros de Madrid.

Gragera E.; Gracia L.F.; San Juan C. "Manual de Contabilidad Financiera. Metodología adaptada al espacio europeo de educación superior" Netbiblo 2010.

i. Miscellaneous

(R) Leading the revolution. Gary Hamel. (2002). Harvard Business Press.

(E) The art of possibility. Benjamin Zander. (2002). Penguin.

(E) The undercover economist. Tim Harford. Random House. 2007.

(E) Working with emotional intelligence. Daniel Goleman. Bantam. 2000.

(C) The dip. Seth Godin. Penguin. 2007.

(R) It is not the big that eat the small...it's the fast that eat the slow. Jason Jennings. Harper Business. 2002.

(R) Maximum achievement. Brian Tracy. Fireside.1995.

(C) A random walk down Wall Street. WW Norton & Company. 2011.

(R) The black swam. Random House. Nassim Taleb. 2010.

(R) The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Stephen R. Cove. Free Press. 2004.

(C) Competing for the Future. Gary Hamel. C.K. Prahalad. Harvard Business Press. 1996.

(R) Tomorrow's gold: Asia age of discovery. Marc Faber. CLSA. 2010.

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.