

1. BASIC INFORMATION

Course	Management of Multinational Corporations
Degree program	Global Bachelor's Degree in International Relations
School	School of Social Sciences
Year	Second year
ECTS	6 ECTS
Credit type	Basic
Language(s)	English
Delivery mode	Face-to-face
Semester	Second semester
Academic year	2025/2026
Coordinating professor	PhD. Javier Muñoz de Prat

2. PRESENTATION

The student should develop an understanding of the central role played by multinational corporations in today's global landscape, coupled with their significant agency in international society. In an increasingly globalized world, where the metaphorical "flattening of the Earth" symbolizes the reduction of economic and cultural disparities, multinational corporations, with their extensive resources and capabilities, emerge as pivotal actors.

This course will examine the organizational structures and global management strategies deployed by these corporations. This will enable students to distinguish between different types of multinational enterprises based on their geographic origins. Additionally, the course will delve into the principal economic sectors where multinationals operate, as well as investigate their source countries.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1. Students are required to demonstrate a comprehensive understanding in their respective field of study that originates from the foundation of general secondary education and typically resides at a level supported by advanced textbooks, inclusive of aspects related to cutting-edge knowledge in their discipline.
- CB2. Students should display an ability to professionally apply their acquired knowledge to their vocation, possessing competencies that are generally illustrated through the formulation and defense of arguments and problem-solving within their academic field.
- CB3. Students are expected to exhibit the capability to gather and interpret relevant data, predominantly within their field of study, to form judgements that incorporate contemplation on significant social, scientific, or ethical topics.
- CB4. Students should have the ability to communicate information, ideas, problems, and solutions effectively to both expert and lay audiences.
- CB5. Students must have cultivated learning skills that are essential for undertaking further academic pursuits with a significant level of autonomy.

Cross-curricular competencies:

- CC1. Autonomous Learning - The capacity to selectively choose effective strategies, tools, and opportune moments for independent learning and practical application of the acquired knowledge.
- CC10. Initiative and Entrepreneurial Spirit - The capability to undertake challenging or risky tasks decisively, foresee potential problems, suggest improvements, and persevere towards their realization. This competency also involves a preference for assuming and executing tasks independently.
- CC11. Planning and Time Management - The ability to define goals and select the methods to achieve these goals, employing time and resources in an efficient manner.
- CC13. Problem-Solving - The capacity to resolve unclear or complex situations lacking predefined solutions, which potentially hinders goal attainment.
- CC15. Responsibility - The capability to fulfill commitments made to oneself and others while performing tasks and striving to meet a set of objectives within the learning process. This also encompasses the ability to acknowledge and accept the consequences of actions performed willingly.
- CC8. Information Management - The ability to seek, select, analyze, and integrate information from diverse sources.

Specific competencies:

- SC05. Economic Aspects of Globalization - Students are expected to understand and comprehend the economic facets of globalization, including the internationalization of businesses, foreign trade, and the dynamics of the global economy.
- SC16. Geopolitical, Geoeconomic, and Sociocultural Analysis - Students should be capable of identifying and analyzing various geopolitical, geoeconomic, and sociocultural regions, as well as understanding their unique characteristics.
- SC21. Sustainable Growth Policies - Students are expected to contribute to the development of sustainable growth policies that promote equality, reduce poverty, encourage citizen participation, and facilitate processes of democratization.
- SC25. Interaction with International Actors - Students should be able to identify and engage effectively with various international entities.

Learning outcomes:

- LO1. Students will possess the competency to identify and scrutinize diverse geopolitical, geoeconomic, and sociocultural areas, along with their specific characteristics.
- LO2. Students will demonstrate an understanding of the economic aspects of globalization, specifically in relation to the internationalization of companies, foreign trade, and the global economy.
- LO3. Students will develop the capacity to conduct basic international economic research studies, encompassing the economic, social, political, and cultural domains.
- LO4: Students will become proficient in utilizing research techniques to identify issues.
- LO5: Students will effectively apply various techniques for gathering, integrating, representing, and analyzing political-economic information.

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

Competencies	Learning outcomes
CB1, CB3, CB4, CC1, CC11 SC05, SC25, SC21, SC16	LO1: The student will have the ability to identify and analyze the different geopolitical, geo-economics and sociocultural areas, as well as their particularities.

CB3, CB2, CC3, CC8, CC15, SC25, SC21, SC16	LO2: Will have the ability to know and understand the economic aspects of globalization related to: internationalization of companies, foreign trade, and global economy.
CB2, CB1, CB5, CC1, CC10, CC11, SC05, SC25, SC21	LO3: Will have the capacity to develop basic economic research studies of an international nature and areas that comprise it: economic, social, political and cultural.
CB1, CB4, CB5, CC8, CC13, CC1, SC21, SC16	LO4: Will know how to use research techniques to identify problems.
CB2, CB3, CC13, CC15, CC8, SC05, SC25	LO5: You can effectively apply different techniques for obtaining, integrating and representing and analyzing information of a political-economic nature.

4. CONTENT

The multinational company's role as an actor with the capacity to act in international society. The company's overall structure and management. Main economic sectors of activity for multinationals.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative Learning
- Problem-Based Learning (PBL)
- Simulation Environments
- Case method

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
Discussions and colloquiums	8
Oral presentations	5
Tutorials	18
Autonomous work	50
Master class	23
Asynchronous master classes	7
Case analysis	17
Problem solving	10

Reports and writings	10
Face-to-face knowledge tests	2
TOTAL	150

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	35%
Oral presentations	25%
Directed individual work	30%
Portfolio	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
Experience Concept	February
Visit to multinational company	February
Industry 4.0	March
Low Cost Concept: South West Airlines	April
Business Analysis	April
Multinationals Supply Chain	May

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:

- Birkinshaw J. (2000) Multinational Corporate Strategy and Organization: An Internal Market Perspective. In: Hood N., Young S. (eds) The Globalization of Multinational Enterprise Activity and Economic Development. Palgrave Macmillan, London.

The recommended Bibliography is:

- Parboteeah, K. P., & Cullen, J. B. (2009). International business: strategy and the multinational company. Routledge.
- Becerra, M. (2009). Theory of the firm for strategic management: economic value analysis. Cambridge University Press.
- Johnson, G., Scholes, K., & Whittington, R. (2009). Fundamentals of strategy. Pearson Education.
- ROBERT, M. G. (2012). Contemporary Strategy Analysis, Text and Cases. JOHN WILEY & Sons.
- Vahlne, J. E., & Johanson, J. (2013). The Uppsala model on evolution of the multinational business enterprise—from internalization to coordination of networks. International marketing review.
- Kotler, P., Keller, K. L., Ancarani, F., & Costabile, M. (2014). Marketing management 14/e. Pearson. Krueger, A. O. (2020). International Trade: What Everyone Needs to Know®. Oxford University Press, USA.

10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, Diversity and Inclusion 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.

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.uev@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.