

## 1. BASIC DETAILS

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|-------------------------------|--|
| <b>Subject</b>                | Management of Multinational Companies        |
| <b>Qualification</b>          | Bachelor's Degree in International Relations |
| <b>School/Faculty</b>         | Social Sciences and Communication            |
| <b>Year</b>                   | Second                                       |
| <b>ECTS</b>                   | 6 ECTS                                       |
| <b>Type</b>                   | Basic  |
| <b>Language(s)</b>            | Spanish / English                            |
| <b>Modality</b>               | Campus-based                                 |
| <b>Semester</b>               | S4   |
| <b>Academic year</b>          | 2024/2025                                    |
| <b>Coordinating professor</b> | PhD Ivan Oliver Hilliard                     |

## 2. PRESENTATION

The course in Management of Multinational Companies is constituted as an introductory subject whose general objective is to understand the role of multinational corporations in the global economy, as well as to analyze the structure, strategies and management of multinational companies operating in a global environment. The subject also allows students to analyze and understand the role of multinational companies in international relations between nations and within multilateral organizations.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical learning units.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.

### Cross-cutting competencies:

- CC4: Ability to analyze and synthesize. Ability to break complex situations down into their constituent parts, as well as considering other alternatives and viewpoints to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
- CC5: Ability to apply the knowledge to practice, using the knowledge acquired in the academic field in situations as close as possible to the reality of the profession for which they are being educated.

- CC6: Oral/written communication. Ability to convey and receive data, ideas, opinions and attitudes to attain comprehension and perform actions, oral communication being that which is achieved through words and gestures and written communication that which is achieved through writing and/or graphic support.
- CC10: Initiative and entrepreneurial spirit. Ability to undertake difficult or random actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Willingness to take on and carry out assignments.

**Specific competencies:**

- SC5: Ability to know and understand the economic aspects of globalization related to: business internationalization, foreign trade and global economy.
- SC11: Understanding of the functioning of mainly international legal institutions.
- SC14: Ability to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
- SC16: Ability to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.

**Learning outcomes:**

- LO1: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- LO2: Students will know and understand the economic aspects of globalization related to: business internationalization, foreign trade and global economy.
- LO3: Students will have the capacity to develop basic economic research studies of an international character and in the areas it includes: economic, social, political and cultural.
- LO4: Students will know how to use research techniques to identify problems.
- LO5: Students will be able to effectively apply different techniques for obtaining, integrating and representing, and analyzing information of a politico-economic nature.

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

| Competencies                    | Learning outcomes   |
|---------------------------------|---|
| BC2, BC3, CC10, SC5, SC11, SC14 | LO1: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.                                |
| BC2, BC3, CC10, SC5, SC11, SC14 | LO2: Students will know and understand the economic aspects of globalization related to: business internationalization, foreign trade and global economy.                             |
| BC4, SC14, CC6                  | LO3: Students will have the capacity to develop basic economic research studies of an international character and in the areas it includes: economic, social, political and cultural. |
| BC4, SC14, CC6                  | LO4: Students will know how to use research techniques to identify problems.  |
| CC4, CC5, SC16                  | LO5: Students will be able to effectively apply different techniques for obtaining, integrating and representing, and analyzing information of a politico-economic nature.            |

## 4. CONTENTS

- Overview of internationalization.
- The multinational company as an actor with capacity for action in international society: structures and overall management of the company.
- Main economic sectors of activity of multinationals.
- Strategy in an international context.
- Development in an international firm.
- Economic culture in an international context.
- The environment of international businesses.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Case-based methodology
- Cooperative learning
- Problem-based learning
- Master classes
- Field experience

## 6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

### Campus-based modality:

| Educational activity            | Number of hours |
|---------------------------------|-----------------|
| Master classes                  | 30              |
| Asynchronous master classes     | 12              |
| Academic tutorials              | 10              |
| Resolution of case studies      | 25              |
| Independent work                | 43              |
| Knowledge integration test      | 5               |
| Participatory group assignments | 25              |
| <b>TOTAL</b>                    | <b>150</b>      |

## 7. ASSESSMENT

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

### Campus-based modality:

| Assessment system   | Weighting |
|---|-----------|
| Evaluation exercises through theoretical knowledge tests (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to solve, to give an answer to the same, reflecting in a practical way, the theoretical and practical knowledge of the subject). practical knowledge of the subject). | 50%       |
| Case study  | 30%       |
| Oral presentations  | 20%       |

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

### 7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

### 7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

## 8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

| Assessed assignments   | Date    |
|--|---------|
| Assignment 1. Analysis and presentation of the methods of international expansion – vertical and horizontal multinationals | Week 2  |
| Assignment 2. Analysis of data on direct investment abroad. Use of World Bank statistical data                             | Week 4  |
| Assignment 3. Joint Ventures   | Week 6  |
| Assignment 4. Mergers and takeovers  | Week 8  |
| Assignment 5. International expansion  | Week 10 |
| Assignment 6. Organizational structures  | Week 12 |
| Assignment 7. The management of expatriates  | Week 14 |
| Assignment 8. International strategy   | Week 16 |
| Assignment 9. Knowledge test of units 1-6  | Week 17 |
| Assignment 10. Tendering to bring in foreign investment  | Week 18 |

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

## 9. BIBLIOGRAPHY

The reference text for this subject is:

- KOONTZ, H.; WEIHRICH, H.; CANNICE, M. (2008). *Administración: una perspectiva global y empresarial*, McGraw Hill.
- The recommended bibliography is as follows:
- ALL, D. A. & Mc CULLOCH, W. (1999). *International Business, the challenge of global competition*. Irwin/McGraw-Hill.
- BATEMAN, T. S. & SCOTT S. A. (2010). *Management, leading and collaborating in a competitive world*. McGraw-Hill.
- BAUAN, T.; SNELL, S. (2005). *Administración: un nuevo panorama competitivo*, McGraw Hill.
- BEAMISH, P., MORRISON, A. J., INKPEN, A. & ROSENZWEIG, P. (2003). *International Management, Text and Cases*. Irwin/ McGraw-Hill.
- CZINKOTA, M.R., RONKAINEN, I.A., & MOFFETT, M.H. (2011). *International Business, (8th edition)*. Wiley & Sons.
- DANIELS, J., RADEBAUGH, L. & SULLIVAN, D. (2007). *International Business, Environments and Operations*. Pearson.
- DERESKY, H. (2011). *International Management: Managing Across Borders and Cultures, (7th Edition)*. Prentice Hall
- FRIEDMAN, T. (2005) *The World Is Flat: A Brief History of the Twenty-First Century*. Farrar, Straus and Giroux.
- GHEMAWAT, P. (2007). *Redefining Global Strategy: crossing borders in a world where differences still matter*. Harvard Business Press.

- JOHNSON, D. & TURNER, C. (2003). International Business, Themes and Issues in the Modern Global Economy. Routledge.
- MORRISON, J. (2005). The International Business Environment. Palgrave.
- RUGMAN, M.; COLLINSON, S; HODGESTTS, M (2006). International business, Prentice Hall.
- WORTHINGTON, I.; BRITTON, C (2006). The business environment, Prentice Hall/Financial Times Management.

## **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](mailto:orientacioneducativa@universidadeuropea.es)

## **11. SATISFACTION SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.