

## 1. BASIC DATA

<b>Subject</b>	International Economic Environment
<b>Program</b>	Master's Degree in Trade and International Economic Relations
<b>School</b>	School of Business, Economy and Communication
<b>Course</b>	Module II
<b>ECTS</b>	6 ECTS
<b>Type</b>	Mandatory
<b>Language/s</b>	English
<b>Modality</b>	On-campus/ Campus-based
<b>Semester</b>	First Semester
<b>Academic Year</b>	2024/2025
<b>Coordinator</b>	Dr. Hongsong Wang
<b>Lecturer</b>	Dr. Pablo Aguirre Carmona

## 2. PRESENTATION

International Economic Environment is the second module of the Masters in Trade and International Economic Relations and, like the other modules, is worth 6 ECTS.

The aim of this module is to learn and analyse the techniques for analysing the economic environment of different sectors and markets. In turn, students will be able to draw up an analysis plan and select the tools to be used in each case in order to guarantee the objectives of the strategic analysis. In addition, they will be able to understand the challenges and opportunities of the new globalised environment and how to gain strategic advantages for a company or an institution promoting international trade and cooperation. All this will enable the student to apply internationalisation strategies for different markets and business cycles, with an ethical and socially responsible approach, favouring best practices when it comes to influencing people and society.

## 3. COMPETENCIAS Y RESULTADOS DE APRENDIZAJE

### General Competences:

- GC.1. Capacity for Interrelation, perfecting the ability to perceive, analyse and interpret the environment in order to be able to integrate information and make decisions in new environments.
- GC.2. Integration of Knowledge, i.e. having an integrated vision of all the dimensions of the company or international organisation, in order to be able to analyse problems and look for solutions as a group.
- GC.3. Ability to understand and take advantage of cultural diversity, developing respect for diversity.
- GC.4. Ability to work as part of a team, innovative mentality and decision-making.
- GC.5. Communication skills (in both Spanish and English) to debate and present their ideas and

- business projects in each area of the programme to a specialised or non-specialised forum.
- GC.7. Critical and self-critical sense.

**Specific Competences:**

- SC.1. Lead projects and teams from an integral ethical and socially responsible approach, assessing the impact of their decisions on profits, the market, people and society.
- SC.2. Master the keys to the major world economic areas in order to convert them into competitive advantages for the company.
- SC.3. Identify the international legal, fiscal, business and technological environment of the company and its importance in business activity when undertaking international projects.
- SC.4. Analyse the international business environment. Carry out an assessment and strategic planning for the medium and long term using existing tools.
- SC.5. Develop the competences of a manager: leadership, emotional intelligence, communication skills, team management, group work, planning, conflict resolution, negotiation and results orientation, always from a multicultural perspective and respecting diversity.
- SC.7. Define and implement marketing, sales and communication strategies for a multinational company entering new markets.
- SC.8. Manage the resources needed to implement a successful internationalisation plan for the company, the launch of a new activity or the opening up of the company to new markets.
- SC.9. Detect the risks of a business internationalisation operation and recommend the tools and instruments to cover the company against them.
- SC.10. Proactively promote the use of technology in the processes that affect the different decision-making areas to facilitate efficiency, innovation and the generation of knowledge for companies immersed in internationalisation processes.

**Learning Outcomes:**

- LO1. Apply the techniques for the analysis of the economic environment.
- LO2. Detect the variables and evaluate the socioeconomic situation of an economy.
- LO3. Understand the challenges and opportunities of globalisation in different sectors and different markets.
- LO4. Define the risks of a business internationalisation operation and recommend the tools and instruments to cover the company against them.
- LO5. Analyse the economic environment of a business and carry out an assessment and strategic planning in the medium and long term using existing tools.

The table below shows the relationship between the competences developed in the module and the learning outcomes pursued.

Competencias	Resultados de aprendizaje
GC1, GC2, GC3, GC7  SC2, SC3, SC4, SC7, SC8, SC9, SC10	LO1. Apply the techniques for the analysis of the economic environment.
GC1, GC2, GC3, GC7  SC2, SC3, SC4, SC7, SC8,  SC9, SC10	LO2. Detect the variables and evaluate the socioeconomic situation of an economy.
GC1, GC2, GC3, GC7  SC1, SC2, SC3, SC4, SC7, SC8, SC9, SC10	LO3. Understand the challenges and opportunities of globalisation in different sectors and different markets.
GC1, GC2, GC3, GC4,  GC5, GC7  SC1, SC2, SC3, SC4, SC7,  SC8, SC9, SC10	LO4. Define the risks of a business internationalisation operation and recommend the tools and instruments to cover the company against them
GC1, GC2, GC3, GC7  SC1, SC2, SC3, SC4,  SC7, SC8, SC9, SC10	LO5. Analyse the economic environment of a business and carry out an assessment and strategic planning in the medium and long term using existing tools.

## 4. CONTENTS

Module II is divided into three subjects:

1. Tools for economic analysis
2. Globalisation: Challenges and Opportunities
3. Process of internationalisation of the company

## 5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- Presentations.
- Seminars.
- Case studies.
- Discussion of practical examples and real cases.
- Cooperative learning.

## 6. TRAINING ACTIVITIES

The following table shows the types of training activities to be carried out and the number of hours the student will spend on each:

Training activities	Hours
Presentation of knowledge in the classroom using the seminar method.	37,5
Seminar method.	25
Case classroom: teamwork for CASE analysis.	12,5
Group coaching on the developed competences.	7,5
Collaborative learning.	25
Integrative work on the module.	7,5
Presentation in the virtual classroom of knowledge. Students will carry out readings and analyses, as well as participate in virtual forums to demonstrate their ability to discuss and debate.	5
Virtual forums where they will demonstrate their ability to discuss.	5
Individual activities in the virtual classroom related to the content.	25
<b>TOTAL</b>	<b>150 h</b>

## 7. EVALUATION

The following is a list of the assessment systems and their weighting in the total grade for the module:

Sistema de evaluación		Pesos
Activity 1	<ul style="list-style-type: none"> <li>Carrying out and participating in classroom activities and cases.</li> </ul>	25%
Activity 2	<ul style="list-style-type: none"> <li>Completion of virtual classroom activities.</li> </ul>	15%
Activity 3	<ul style="list-style-type: none"> <li>Teacher's report on participation in the seminar.</li> </ul>	25%
Activity 4	<ul style="list-style-type: none"> <li>Presentation of a comprehensive team work of the module.</li> </ul>	35%

On the Virtual Campus, when you access the module, you will be able to consult in detail the assessment activities to be carried out, as well as the delivery dates and assessment procedures for each of them.

### 7.1. Ordinary Call

In order to pass the module in the ordinary exam, you must obtain a mark of 5 out of 10 in the final grade (weighted average) of the module.

## 7.2. Extraordinary Call

In order to pass the module in the extraordinary call, it is necessary to obtain a grade higher than or equal to 5 out of 10 in the final grade (weighted average) of the module.

The activities that have not been passed in the ordinary call must be submitted, after having received the appropriate corrections from the teacher, or those that have not been submitted..

## 8. TIMETABLE

This section provides an approximate timetable with delivery dates (weeks) for the evaluable activities of the module:

Assesments	Weeks
Activity 1	4-7
Activity 2	6-7
Activity 3	7
Activity 4	7-8

This timetable may be subject to modifications for logistical reasons. Any modification will be notified to the student in due time and form.

## 9. BIBLIOGRAPHY:

The reference works of the module are as follows:

- Arteaga Ortiz, J. (coord.) (2017). *Manual de Internacionalización. Técnicas, herramientas y estrategias necesarias para afrontar con éxito el proceso de internacionalización*. 2ª Edición, Madrid: ICEX España Exportación e Inversiones. Recuperado, el 29 de diciembre de 2019, de <https://www.icex-ceco.es/portal/img/ICEX%20CECOManualdeInternacionalizaci%C3%B3nEEFINAL-Seg.pdf>
- Bernard, A.B., Jensen, B., Redding, S.J., and Schott, P.K. (2007). Firms in International Trade, *Journal of Economic Perspectives*, 21(3), 105-130. Recuperado, el 29 de diciembre de 2019, de <http://www.princeton.edu/~reddings/pubpapers/FirmsTradeJEP2007.pdf>
- European Commission (2019). EU and WTO. Recuperado, el 9 de diciembre de 2019, de <https://ec.europa.eu/trade/policy/eu-and-wto/>
- ICEX España Exportación e Inversiones (2020). *Guía de Servicios para la Internacionalización*. Recuperado, el 3 de enero de 2020, de <https://www.icex.es/icex/es/navegacion-principal/que-es-icex/que-es-icex/guia-servicios-internacionalizacion/index.html>
- Krugman, P. R. and Obstfeld, M. et Melitz, M.J. (2012). *Economía Internacional: Teoría y Política*, 9ª edición, Pearson, Madrid: Pearson.
- López Duarte, C., Vidal Suárez, M. M. y González Mieres, C. (Coord.) (2016). *Estrategias de internacionalización de la empresa. casos prácticos*. Septem Ediciones.
- Mayer, T. and Ottaviano, G.I.P. (2008). The Happy Few: The Internationalization of European Firms, *Intereconomics*, 43, 135-148. <https://doi.org/10.1007/s10272-008-0247-x>
- Ministerio de Economía y Empresa (2019). *Economía-Empresa/Otras áreas temáticas/Indicadores e informes macroeconómicos (enlaces)*. Recuperado, el 23 de diciembre de 2019, de <http://www.mineco.gob.es/portal/site/mineco/menuitem.b6c80362d9873d0a91b0240e026041a0/?vg>

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- United Nations Conference on Trade and Development (UNCTAD) (2019). *Trade and Development Report 2019*. Recuperado, el 9 de diciembre de 2019, de [https://unctad.org/en/PublicationsLibrary/tdr2019\\_en.pdf](https://unctad.org/en/PublicationsLibrary/tdr2019_en.pdf)
- World Trade Organization (WTO) (2019). *World Trade Report 2019*. Recuperado, el 9 de diciembre de 2019, de [https://www.wto.org/english/res\\_e/reser\\_e/wtr\\_e.htm](https://www.wto.org/english/res_e/reser_e/wtr_e.htm)

#### **Internet resources:**

##### International organisations:

- Bank of England Statistics: <https://www.bankofengland.co.uk/statistics>
- Bank of Japan Statistics: <https://www.boj.or.jp/en/statistics/index.htm/>
- Eurostat (European Commission): <https://ec.europa.eu/eurostat>
- Federal Reserve Data (USA): <https://www.federalreserve.gov/data.htm>
- Global Financial Development Database (World Bank): <https://www.worldbank.org/en/publication/gfdr/data/global-financial-development-database>
- OECD Data: <https://data.oecd.org/>
- Statistical Data Warehouse (European Central Bank): <https://sdw.ecb.europa.eu/>
- World Development Indicators (World Bank): <http://datatopics.worldbank.org/world-development-indicators/>
- World Economic Outlook Database (International Monetary Fund): <https://www.imf.org/external/pubs/ft/weo/2019/02/weodata/index.aspx>

## **10. DIVERSITY CARE UNIT**

Students with specific educational support needs:

Curricular adaptations/adjustments for students with specific educational support needs, in order to guarantee equal opportunities, will be guideline by the Diversity Attention Unit (UAD).

It is an essential requirement that a report on curricular adaptations/adjustments be issued by this Unit, so students with specific educational support needs should contact: [unidad.diversidad@universidadeuropea.es](mailto:unidad.diversidad@universidadeuropea.es) at the beginning of each semester.

## **11. SATISFACTION SURVEYS**

Your opinion matters!

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

The surveys will be available in the survey area of your Virtual Campus or through your email.

Your evaluation is necessary to improve the quality of the programme. Thank you for your participation.