

## **ENTREPRENEURSHIP IN INTERNATIONAL BUSINESS**

**COURSE:** FOURTH

**TERM:** SECOND

**TYPE:** MANDATORY

**CREDITS:** 3

**LANGUAGE:** ENGLISH

**PROFESSOR:** [FEDE PRATS](#)

### **OBJECTIVES**

A business idea or entrepreneurship is implemented with a series of resources, either material, human, financial and intangible. The objective of the course is for students to be able to analyze the resources required for a project and create a plan of action to achieve them by putting emphasis on the methods of acquisition financing. All of this must be linked to the environment and the knowledge and development of a viable business strategy.

### **GENERAL COMPETENCES**

G1 – To have a global vision, to be able to plan, organize and manage activities in entrepreneurial and business fields.

G2 – To act in a proactive way, to be able to generate new ideas and proposals, to be able to improve initiatives and introduce changes within an organization. To be oriented towards geographical mobility.

G4 – To develop a feeling of moral and ethical engagement in the business and entrepreneurial fields. To develop respect and sensitivity for social issues related to gender, environment and safety in organizations.

G5 – To be able to express themselves accurately and effectively in English. To develop their listening, reading, writing and speaking skills (including oral production and speaking interaction).

G6 – To look for and employ new resources of information and to apply quantitative and qualitative tools to the decision making process.

G7 – To be able to apply the knowledge acquired during the learning process to real and concrete situations.

## **BASIC COMPETENCES**

CB1 – Students should prove they have acquired and understood the knowledge related to such field of study that dates back to secondary school. Even though this level relies on advanced text books, it also includes aspects that refer to previous knowledge in this area of study.

CB2 – Students should be able to apply their knowledge to their work or business initiative in a professional way. They have to be able to elaborate and defend their arguments and to solve problems related to their field of study.

CB5 – Students should have developed specific learning skills that will allow them to study further and with a high level of autonomy.

## **TRANSVERSAL COMPETENCES**

T2 – By facing several practical situations, students will acquire business and entrepreneurship values with the aim to improve their personal academic trajectory and, at the same time, to develop professionally in a company.

T3 – Students will learn how to interact in global and international contexts in order to identify new needs and realities. This will allow them to transfer their theoretical knowledge to new professional initiatives that are currently emerging or are in phase of development. Students will nurture their learner autonomy and self-directed learning during the process of investigation.

## **SPECIFIC**

E1 – To analyse an international company according to economic principles that will allow students to identify the most important aspects at stake to achieve good results.

E3 – To understand the main juridical implications in relation to a business activity and to the process of business internationalization in particular. To understand and being able to use the main juridical frameworks that regulate commercial relations in the world.

E4 – To know the best sources of information for business statistics and economics available, both at a national and international level. To be able to analyse them and to use them in order to take decisions in international business.

E5 – To know the cultural, social, geopolitical and legislative context of the different economies in the world, as a basis for the development of international business.

E7 – To know the role played by several different agents and economic and financing institutions in the world and to be able to evaluate their influence and impact on economic growth, international trade, financial relations and business activity.

E8 – To identify the economic, cultural, political, legal, demographic and technological environments that can represent new opportunities or threads for the development of a business activity at an international level.

E11 – To find, understand and criticise the existing information at an international level in order to set the objectives according to the type of company and product.

## **LEARNING OUTCOMES**

R1 - Students know in depth and are able to employ the tools needed to create a start-up.

R2 - Students are able to distinguish among the best options for a company facing a phase of international expansion.

R3 - Students apply the adequate strategies for each different economic context in order to detect new opportunities in international markets.

R4 - Students show their ability to take decisions in relation to their business, in any type of context and with any type of information available driven by a logical understanding of both the theoretical and practical aspects involved.

R6 - Students are able to identify their own educational needs in their field of study and in their working and professional context. They are responsible for their own learning and have reached a high level of autonomy in all kinds of contexts, both structured and not.

R7 - Students can solve problems and situations related to professional performance with an innovative and entrepreneur attitude.

R8 - Students value professional practices in emerging and global contexts and are able to intervene according to the different realities.

R9 - Students know the key-concepts related to entrepreneurship and he is able to understand the creative processes of an entrepreneur.

## **SYLLABUS:**

- I. Introduction. Class Methodology. Evaluation. Academic Guide. Principles of entrepreneurship Review.
- II. Bank / Investors Memorandums. Thesis Degrees. Executive Summary. Industry Analysis. Company Description. Demand Analysis. Supply Analysis. Marketing Analysis. Marketing Plan. Operational Plan. Human Resources Plan. Financial Plan. Risk Analysis. Conclusions.
- III. Project Development.

## EVALUATION SYSTEM:

There will be two Mid Term Exams that will have a value of 35% (each) of the final grade the remaining 30% will be obtained from the working activities in class, attendance and active participation in class, in addition to the activities oral presentations.

ACTIVITY	WEIGHT %	COMPETENCES & LEARNING RESULTS	CONDITIONS	DEDICATION (hours)
Partial Exam I	35%	G1, G5, G6, G7, CB1, CB2, CB5, T2, E1, E4, E11, R1, R6, R7, R9	Business Plan Written Presentation including Elevator Pitch, Introduction, Demand analysis, Supply Analysis, Marketing Plan and Operational Plan. Minimum grade to pass 4/10 (four out of 10). Susceptible of recovery by means of a complementary examination	25
Partial Exam II	35%	G1, G2, G4, G5, G6, G7, CB1, CB2, CB5, T2, T3, E1, E3, E4, E5, E7, E8, E11, R1, R2, R3, R4, R6, R7, R8, R9	Business Plan complete presentation. Minimum grade to pass 4/10 (four out of 10). Will consist in 15 minutes video presentation that will be watched in the ordinary session by all the students. Video presentation will be delivered to the teacher 2 days before the public presentation. Susceptible of recovery by means of a complementary examination .	40
Working Activities	30%	G1, G2, G4, G5, G6, G7, CB1, CB2, CB5, T2, T3, E1, E3, E4, E5, E7, E8, E11, R1, R2, R3, R4, R6, R7, R8, R9	Mandatory. Individual work or, if indicated, work in pairs (or groups of 3 people). The student must do it and deliver it on the stipulated date in order to be able to prove the correct development of the continuous evaluation. This work will consist of a written delivery. In case of not delivering an activity (for instance, for not being in class) that activity will be valued with a 0. The 3 worst notes of every student won't be considered in the average of the working activities.	25
Class Hours: 30 hours				
Total Time of dedication to the Subject: 90 hours				

Mid Term Exams I & II will be evaluated by rubrics as follows:

<b>Quality of the written presentation (powerpoint without listening to the explanations)</b>	Doesn't seem a 2020's presentation. old Fashion layout or not a wide analysis <i>0 puntos</i>	Not bad, but could be better <i>10 puntos</i>	Wide analysis and in an actual layout <i>20 puntos</i>
<b>Quality of the public presentation</b>	seems more a secondary school activity than a professional Business Plan. <i>0 puntos</i>	Not bad, but could be better <i>1 puntos</i>	Student explains important subjects in a PROFESSIONAL but EASY to understand way helps audience understand it well. Good combination between Theory & practice <i>20 puntos</i>
<b>Time</b>	Presentation last less than 8 minutes or more than 12 minutes <i>0 puntos</i>	Presentation last between 8 & 9 minutes or between 11 & 12 minutes <i>7 puntos</i>	Presentation last 10 minutes <i>15 puntos</i>
<b>Video</b>	Bad Quality. No professional image <i>0 puntos</i>	Not bad, but could be better <i>7 puntos</i>	Good quality video that transmit an excellent quality of the presentation <i>15 puntos</i>
<b>Group work</b>	Seems all members of the Group have not participate with the same effort <i>0 puntos</i>	Not bad, but could be better <i>10 puntos</i>	Seems all members of the Group have participate with the same effort <i>20 puntos</i>
<b>Answer to questions in the ordinary session</b>	Very poor answers <i>0 puntos</i>	Not bad, but could be better <i>5 puntos</i>	Answers show domain of the analyzed subject <i>10 puntos</i>

In addition, the teacher will take into consideration the evolution, progress, proactivity, effort and development of the continuous evaluation; besides taking into account the assistance and active participation. An outstanding consideration will be given to the contributions made by the students.

In the event that a student, having correctly developed the practical part of the continuous evaluation, doesn't pass (4/10) one or more of the partial exams may have the chance to retake the exam in the complementary period, in order to guarantee the

option of improvement. Complementary exam will be related only to the part not passed.

### **METHODOLOGY:**

This is a classroom subject that combines theoretical knowledge with its implementation. Throughout the class sessions, the teacher will expose contents of the program through the use of different learning methodologies, in addition to performing group training activities to complement and put into practice the knowledge acquired. In addition, students should carry out individual activities during their personal work hours.

Finally, it is recommended that the student dedicate each week a few hours of personal work to this subject in order to consolidate the knowledge acquired. This personal work will consist of a review of the theoretical aspects treated in class and to complement them with the basic bibliography.

### **RECOMMENDED BIBLIOGRAPHY:**

International Entrepreneurship. Antonella Zucchella & Giovanna Magnani. Theoretical Foundation and practical. 2016. (Available at Eserp's online library)

Entrepreneurship in International Marketing. Shaoming Zou. Emerald Group Publishing Ltd.; 2015. (Available at Eserp's online library)