

## **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 startup.

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.

#### IV. ESERP -THUAS (Netherlands) Coil Project

#### EVALUATION SYSTEM:

| ACTIVITY  | WEIGHT % | COMPETENCES & LEARNING RESULTS   | CONDITIONS   | DEDICATION<br>( hours ) |
|---|----------|--|--|-------------------------|
| Working Activities                                | 5%       | G1, G2, G5, G7, CB1, CB2, E1, R1   | Business Plan: Canvas Business Model & Elevator Pitch. Not Susceptible of recovery by means of a complementary examination   | 5                       |
| Working Activities                                | 15%      | 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 and Marketing Plan. Not Susceptible of recovery by means of a complementary examination  | 15                      |
| 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 | ESERP -THUAS (Netherlands) Coil Project. Not Susceptible of recovery by means of a complementary examination   | 30                      |
| Practical Exam                                    | 40%      | 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 40/100 . 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                      |
| Participation                                     | 10%      |  | Not Susceptible of recovery by means of a complementary examination  |                         |
| Class Hours: 30 hours                             |          |  |  |                         |
| Total Time of dedication to the Subject: 90 hours |          |  |  |                         |

See attachment I related to ESERP -THUAS (Netherlands) Coil Project.

Practical Exam 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<br><i>0 puntos</i> | Not bad, but could be better<br><i>10 puntos</i>                                      | Wide analysis and in an actual layout<br><i>20 puntos</i>  |
| <b>Quality of the public presentation</b>   | seems more a secondary school activity than a professional Business Plan.<br><i>0 puntos</i>     | Not bad, but could be better<br><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<br><i>20 puntos</i> |
| <b>Time</b>   | Presentation last less than 8 minutes or more than 12 minutes<br><i>0 puntos</i>                 | Presentation last between 8 & 9 minutes or between 11 & 12 minutes<br><i>7 puntos</i> | Presentation last 10 minutes<br><i>15 puntos</i>   |
| <b>Video</b>  | Bad Quality. No professional image<br><i>0 puntos</i>  | Not bad, but could be better<br><i>7 puntos</i>                                       | Good quality video that transmit an excellent quality of the presentation<br><i>15 puntos</i>  |
| <b>Group work</b>   | Seems all members of the Group have not participate with the same effort<br><i>0 puntos</i>      | Not bad, but could be better<br><i>10 puntos</i>                                      | Seems all members of the Group have participate with the same effort<br><i>20 puntos</i>   |
| <b>Answer to questions in the ordinary session</b>  | Very poor answers<br><i>0 puntos</i>   | Not bad, but could be better<br><i>5 puntos</i>                                       | Answers show domain of the analyzed subject<br><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 (40/100) the practical exam 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 mentioned exam.

### **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)

**ATTACHMENT I: ESERP -THUAS (Netherlands) Coil Project.**

CONCEPT **Assessment form ESERP –THUAS COIL project March – April 2021**

- ESERP Module – **Entrepreneurship in international business**/ Javier Dorado; jdorado@eserp.com / Sergio Cruz; [scruz@eserp.com](mailto:scruz@eserp.com) / Fede Prats; [prof.fprats@eserp.com](mailto:prof.fprats@eserp.com)
- THUAS Module – **Project Internationalization, Business Administration** / Wil Pruijssers; w.m.pruijssers@hhs.nl

| <b>student name/number:</b> | <b>MARKING:<br/>PASS/FAIL</b> |
|-----------------------------|-------------------------------|
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All criteria must be met to pass assessment

**To explore what the influence of COVID-19 has been on small business companies/startups**

| <b>Week Session</b>             | <b>Assignment</b>  | <b>Criteria</b> | <b>Marking</b> |
|---------------------------------|--|-----------------|----------------|
| March 4 <sup>th</sup> , 3:30 pm | Introduction of the program by lectures for their own students: give assignment to make a vlog<br><br>Lectures presents groups of students (3 ESERP and 3 THUAS) | presence        | Pass/fail      |



|                   |  |   |            |
|-------------------|--|---|------------|
| 1) March 4th-10th | <p>Personal vlog “Typically you”, about:</p> <p>1) Your room, street, house, where do you buy your groceries, what is your favorite national food. Show your foreign counterparts some characteristics of your way of living.</p> <p>2) What have you discovered about yourself in last 4-6 weeks of the pandemic?</p> | The video is uploaded on Padlet at the Class page before March 10 <sup>th</sup> 5:00 pm   | Pass/fail  |
|                   |  | Each group member presents him-/herself and shows at least two personal items and talked about experience of pandemic and favorite industry/company | Pass/fail  |
|                   |  | The length of the video is between 1:30 and 2:30 minutes.   | Pass/ fail |
|                   | <p>3) What type of Industry you want to focus on: choose between fashion/microbreweries/coffee sellers/music industry/or another industry.</p> <p><u>Deadline:</u><br/>Upload the video on the Padlet class page, deadline Wednesday March 10<sup>th</sup> 5:00 p.m.</p>   |   |            |

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| <p>2) March 11<sup>th</sup>, 16:00 – 5:15 pm</p> | <p>Kick off meeting by lectures and all students off both universities starting jointly (30 minutes) and going in breakout rooms with assigned group (45 minutes)</p> <p>Discussion on:</p> <ul style="list-style-type: none"> <li>- Getting to know each other: questions about the uploaded vlogs</li> <li>- What small companies do you know that came with new business opportunities or strategies during the Covid-crisis?</li> <li>- Make a joint decision on an industry your group is going to focus on for the assignment</li> <li>- How students can support each other, dividing roles</li> <li>- How to communicate (Zoom, Google, Teams, WhatsApp, Line, e-mail etc.)</li> <li>- Do you notice any the differences between students of ESERP and THUAS when focusing on this topic?</li> <li>- Take notes of the meeting</li> </ul> <p>Each group has its own group page on Padlet.</p> | <p>Padlet is filled with:</p> <ul style="list-style-type: none"> <li>- Industry chosen</li> <li>- communication tools/addresses/names etc.</li> <li>- Notes of the meeting</li> </ul> <p>Deadline: March 18<sup>th</sup>, 8.00 am</p> | <p>Pass/fail</p> |
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| <p>3) March 18<sup>th</sup>, 16:00 – 5:15 pm</p> | <p>Homework for this session:</p> <p><b>THUAS students</b> choose a Dutch company in the chosen industry and conduct research on the influence of COVID-19 on this company.</p> <p>Provide the ESERP students with information about the products/services the company delivers, financial information, company size, news. And find information about governmental rules, regulations for small businesses regarding Covid-19.</p> | <p>THUAS students:</p> <ul style="list-style-type: none"> <li>- company information on company (size, employees, skills, products, services, promotion, website, social media, prices, distribution, target group, news, etc.)</li> <li>- information about governmental rules, regulations for small businesses regarding Covid19.</li> </ul> <p>Uploaded on Padlet before March 18<sup>th</sup>, 8:00 am</p> | <p>Pass/ fail</p> |
|  | <p><b>ESERP students</b> prepare at least 10 interview questions in order to get the right information from the THUAS students about the influence of COVID-19 on this company.</p>   | <p>ESERP students: 10 questions about the company uploaded on Padlet before March 18<sup>th</sup>, 8:00 am</p>   | <p>Pass/ fail</p> |
|  | <p>During this group meeting ESERP students interview the THUAS students. The purpose is to allow students to think/ explore about business strategy and public communication, for example- role of policy makers/ governments in disseminating information regarding COVID-19.</p> <p>ESERP students make a summary of the discussion and put it on Padlet</p>   | <p>Padlet is filled by the ESERP students with: a summary of the discussion<br/>Deadline April 8th, 8:00 am</p>  | <p>Pass/ fail</p> |

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| <p>4) April 8<sup>th</sup>, 3:30 – 5: 15 pm</p> | <p>Homework for this session:<br/><b>ESERP students</b> choose a company in the chosen industry and conduct research on the influence of COVID19 on this company.<br/>Provide the THUAS students with information about the products/services the company delivers, financial information,</p>   | <p>ESERP students:<br/>- company - information on company (size, employees, skills, products, services, promotion, website, social media, prices, distribution, target group, news, etc.)</p> | <p>Pass/ fail</p> |
|   | <p>company size, news. And find information about governmental rules, regulations for small businesses regarding Covid-19.<br/><b>THUAS students</b> prepare interview questions in order to get the right information from the ESERP students about the influence of COVID-19 on this company.</p>  | <p>- information about governmental rules, regulations for small businesses regarding Covid-19.<br/><br/>Uploaded on Padlet before April 8<sup>th</sup>, 8:00 am</p>                          |                   |
|   | <p>During this session THUAS students interview the ESERP students. The purpose is to allow students to think/ explore about business strategy and public communication, for example- role of policy makers/ governments in disseminating information regarding COVID-19.<br/><br/>Task THUAS students make a summary of the discussion and put it on Padlet</p> | <p>THUAS students:<br/>10 questions about the company uploaded on Padlet before April 8<sup>th</sup>, 8:00 am</p>   | <p>Pass/ fail</p> |
|   |  | <p>Padlet is filled by the THUAS students with: a summary of the discussion<br/>Deadline April 15<sup>th</sup>, 8:00 am</p>   | <p>Pass/ fail</p> |

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| <p>5) April 15<sup>th</sup> 3:30 – 5: 15 pm</p> | <p>Homework for this session: THUAS and ESERP prepare a short presentation on information they've gathered so far.</p> <p>During this session students work on a deeper level together elaborating on their two companies</p> <p>During this meeting the students:</p> <ul style="list-style-type: none"> <li>- make a list of the differences between the ESERP and the THUAS company <ul style="list-style-type: none"> <li>o Cultural differences</li> <li>o Coping strategies</li> <li>o Innovations due to the pandemic</li> <li>o Advice for other companies in the same industry</li> <li>o other</li> </ul> </li> </ul> | <p>Padlet is filled with: ESERP and THUAS: presentation so far - on Dutch company - on Spanish small company uploaded on Padlet, April 15th, 8:00 am</p>   | <p>Pass/fail</p> |
|   |   | <p>List of:</p> <ul style="list-style-type: none"> <li>- differences between ESERP and THUAS companies</li> <li>- differences between the governmental regulations</li> <li>- shared experience on international online collaboration</li> </ul> <p>Uploaded on Padlet, April 22<sup>nd</sup>, 8:00 am</p> | <p>Pass/fail</p> |
|   | <ul style="list-style-type: none"> <li>- make a list of the difference between the governmental regulations for small businesses in both countries</li> <li>- how about collaboration between ESERP and THUAS? Share you experience! Make a list</li> <li>- Students work on final presentation and help each other out <ul style="list-style-type: none"> <li>o Make sure you find a nice way to present the information on Padlet. The groups present the findings on Padlet by making a small video, poster, infographic etc.</li> </ul> <p style="text-align: center;">Choose your own form.</p> </li> </ul>                |  |                  |

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| <p>6) April<br/>22<sup>nd</sup> 3:30<br/>– 5:00<br/>pm</p> | <p><b>Final meeting with all groups:</b> each team gives a final presentation about their findings.</p> <p>Homework:<br/>Each student writes a small individual reflection (max. 200 words) about the project:</p> <ul style="list-style-type: none"> <li>- what have you learned?</li> <li>- what did you like most?</li> <li>- what can be improved?</li> </ul> | <p><b>Final group presentation</b><br/>Padlet is filled with final presentation with the following content: - differences between the companies concerning Covid - differences between the governmental regulations concerning Covid<br/>Deadline April 22<sup>nd</sup>, 8:00 am</p> | <p>Pass/fail</p> |
|  |   | <p>Padlet is filled with individual reflection.<br/>Deadline April 29<sup>th</sup>, 8:00 am</p>  | <p>Pass/fail</p> |
| <p>7)</p>  | <p>Individual assessment and grading students by lectures of their own university</p> <p>THUAS students finalize the COIL project with a Pecha Kucha (a short presentation) and a VLOG on Padlet about the <b>two</b> companies (Dutch and Spanish) and what they've learned.</p>   |  |                  |
|  | <p>ESERP students finalize the COIL project with a Pecha Kucha (a short presentation) and a VLOG on Padlet about the <b>two</b> companies (Dutch and Spanish) and what they've learned.</p>   |  |                  |
|  |   | <p>Students pass the COILproject by passing al the weekly tasks.</p>   |                  |

### **Module information COIL project THUAS, Business Administration**

- **Students of THUAS** work on a project about the differences between the Netherlands and Spain and more specifically, on the differences between The Hague and Barcelona.
- The **focus** will be on how small companies (start-ups/start-throughs) survived during the covid-crisis.
- THUAS students do **interviews** with fellow ESERP students about this topic and in the final presentation present two startups that survived – 1 in Spain and 1 in the Netherlands.
- They **discuss** the surviving techniques.
- The students will also **help** the Spanish students with their project, that will probably be different or preferably similar.
- **They finalize the project with a Pecha Kucha** (a short presentation) and a VLOG on Padlet

### **Learning Outcomes THUAS**

Students learn:

- The student can recognize cultural differences within and between organizations, in an international context.
- The student can approach issues from an international perspective and understands the importance of contacts. The student can use new contacts.
- The student is skilled in dealing with cultural diversity (acts culturally sensitive) in an international / intercultural context by means of an open, respectful and curious attitude.
- The student can apply different aspects of communication effectively and in an integrated manner in an international / intercultural business administration setting.
- How to seek and obtain help from someone from a different culture
- How to help others by providing own insights to someone from a different culture
- How to cooperate online on solving problems collaboratively
- The student can systematically give shape to his own development based on reflection on himself and his own actions in an internationally oriented environment.
- The student assesses the most important demographic and economic figures for the country of the COIL project
- The student works out a striking difference between the Netherlands and the country of the COIL project based on desk and field research.
- The student organizes an activity for fellow students based on the experiences during COIL project
- The student presents the results of an investigation in an English Pecha Kucha
- After completion of the COIL project, the students organize a Travel Market (think of breakfast / lunch, music, exhibition, pub quiz) for which students from other COIL projects are invited.

### **Module information COIL project ESERP,International Business**

- **Students of ESERP** work on a project about the differences between the Netherlands and Spain and more specifically, on the differences between The Hague and Barcelona.
- The **focus** will be on how small companies (start-ups/start-throughs) survived during the covid-crisis.
- ESERP students do **interviews** with fellow THUAS students about this topic and in the final presentation present two startups that survived – 1 in Spain and 1 in the Netherlands.
- They **discuss** the surviving techniques.
- The students will also **help** the THUAS students with their project, that will probably be different or preferably similar.
- **They finalize the project with a Pecha Kucha** (a short presentation) and a VLOG on Padlet

### **Learning Outcomes ESERP**

Students learn:

- The student can recognize cultural differences within and between organizations, in an international context.
- The student can approach issues from an international perspective and understands the importance of contacts. The student can use new contacts.
- The student is skilled in dealing with cultural diversity (acts culturally sensitive) in an international / intercultural context by means of an open, respectful and curious attitude.
- The student can apply different aspects of communication effectively and in an integrated manner in an international / intercultural business administration setting.
- How to seek and obtain help from someone from a different culture
- How to help others by providing own insights to someone from a different culture
- How to cooperate online on solving problems collaboratively
- The student can systematically give shape to his own development based on reflection on himself and his own actions in an internationally oriented environment.
- The student assesses the most important demographic and economic figures for the country of the COIL project
- The student works out a striking difference between Spain and the Netherlands of the COIL project based on desk and field research.
- The student organizes an activity for fellow students based on the experiences during COIL project
- The student presents the results of an investigation in an English Pecha Kucha

The main goal would be to obtain and value the views from another culture/discipline  
**Students at ESERP, Barcelona** follow a module on Entrepreneurship in International Business.

- **Both students in The Hague and Barcelona** are ultimately assessed by their own lecturers respectively. The final assignments differ from each other (no joint



reports). However, both THUAS students and ESERP students write a final reflection about the COII project which is to be uploaded on Padlet .