



Universidad  
de Alcalá

# INTERNATIONALISATION PROCESSES AND THE ECONOMY

**Bachelor's Degree in Economics and  
International Business  
University of Alcalá**

**Academic Year 2025/2026**  
**1st Year – 1st Semester**

## TEACHING GUIDE

Name of the subject:	<b>Internationalisation Processes and the Economy</b>
Code:	<b>361002</b>
Bachelor's in which it is taught:	<b>Bachelor's Degree in Economics and International Business</b>
Department and Area of Knowledge:	<b>Department of Economics Area of Applied Economics</b>
Character:	<b>Basic</b>
ECTS credits:	<b>6</b>
Course and semester:	<b>First year / First semester</b>
Teaching staff:	Professor Juan Fernández de Navarrete (@uah.es) Head of Teaching Unit: PhD. Álvaro Anchuelo Crego
Tutoring Schedule:	<b>Students will be informed at the beginning of the course</b>
Language:	English

### 1. PRESENTATION

The current integration of markets of all kinds and the increasing globalization of the economy makes the internationalization of both companies and countries an irreversible process that requires specific training to face this situation with guarantees. Even more so if we bear in mind that this internationalization process affects entities both of small and large dimensions.

The program of the subject is designed to make the student know, in a theoretical and practical way, the techniques and methodology necessary for the development of the departments of companies and public institutions that have to deal with internationalization.

This is the first subject of the curriculum of the Degree in Economics and International Business in which a set of issues that have to do with internationalization is addressed, integrating in this concept, on the one hand, traditional export techniques, on the other, international investments and finally, global approaches.

Prerequisites and recommendations (if relevant):

It is recommended the previous acquisition of basic knowledge about the world economy and business economics.

## 2. COMPETENCES

Basic and general competences:

GC1.- - Acquire capacity in the negotiation techniques used in international institutions and companies.

GC2.- - Ability to analyse data and reports, specifically from international sources (companies, international institutions such as the IMF, the WTO or the Bank for International Settlements).

GC3.- - Interest in updating the permanent requirements of techniques of organization and planning of international business and public activities.

GC4.- - Ability to assess the multiplicity of social, political, technical, etc. factors that converge in international business and institutional decisions.

GC5.- - Acquire the current ethical criteria susceptible of permanent updating manifested in the different countries through the anti-corruption codes, international economic rights charters, etc.

GC6.- - Ability to integrate into interdisciplinary teams that include people from very different countries and backgrounds.

GC7.- - Scientific and professional curiosity for the permanent use of analytical and conceptual instruments typical of international economic relations.

GC8.- - Motivation for the search for quality in professional practice and its development.

GC9.- - Curiosity for learning the new techniques and instruments that are continuously presented in the international world.

GC10.- - Written and oral expression skills that can be used in different environments.

GC11.- - Ability to use the English language to search for information and use the resources in that language, and in the preparation and presentation of academic activities.

BC1 - That students have demonstrated to possess and understand knowledge in an area of study that starts from the basis of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge from the forefront of their field of study.

BC2 - That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

BC3 - That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.

BC4 - That students can transmit information, ideas, problems and their solutions to both specialized and non-specialized audiences.

BC5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal competences:

- TC1.- - Acquire techniques and skills related to professional practice, including the application of the appropriate deontological regulations.
- TC2.- - Know the resources available for access to information and use them effectively.
- TC3.- - Acquire oral and written communicative skills in modern languages, both in professional environments and in other types of contexts.
- CT4.- - Understand the ideas and arguments that are expressed in a foreign language, in writing and orally, both in everyday situations and in professional and specialized contexts.
- TC5.- - Handle in an advanced way the office tools most frequently used in a professional environment (word processor, databases and spreadsheets) and advanced use of electronic communication programs, navigation and data search (email and Internet).
- TC6.- - Design presentations using computer programs and ability to structure information appropriately and transmit it clearly and effectively, with a basic knowledge of the operation of data transmission networks.
- TC7.- - Know the main techniques of management, conflict resolution, job selection and motivation of human teams in a work environment with the use of effective strategies in time management.
- TC8.- - Plan and develop research in a certain field of study, in accordance with the academic and scientific requirements.
- TC9.- - To know the history of the University of Alcalá, the functioning of the European institutions and the historical, social, economic and cultural reality of the European and Ibero-American countries.

#### Specific competences:

- SC5.- - Acquire the ability to search, collect, select and manage documentary and statistical sources related to the international economy.
- SC6.- - Use the quantitative methods applied to the study of the national and international economy, to understand and know its different dimensions, applying, where appropriate, the corresponding theoretical models.
- SC9.- - Reinforce and/or acquire skills in Mathematical Analysis for Economics.
- SC15.- - Acquire the ability to analyze, synthesize and critically summarize economic-business information using quantitative tools in the different economic-business areas.

#### Learning outcomes of the subject:

The program of the subject is designed to make the student know, in a theoretical and practical way, the techniques and work methodology necessary for the development of the departments of companies and public institutions that have to deal with internationalization.

The subject also includes the following OBJECTIVES, as indicated in the Department's Master Plan (dependent on the Strategic Plan-2036 of the University of Alcalá):

<b>O-Doc-1</b>	<b>Contribute to generating a UAH seal through the acquisition of DIGITAL skills</b>
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O-Doc-1	Contribute to generating a UAH seal through the acquisition of skills RELATED TO ENVIRONMENTAL SUSTAINABILITY
O-Doc-3	ACHIEVE 20% OF SPECIALIZED AND VERY HIGH QUALITY DEGREES
O-Tra-1	To make the UAH a benchmark in the adoption and promotion of scientific dissemination and open science, promoting the openness of knowledge transfer to the whole society, transparency and inclusion
O-Int-1	Maintain and enhance the level of internationalization as a transversal element throughout the UAH: teaching, research and knowledge transfer
O-Int-2	TO PROMOTE THE UAH AT AN INTERNATIONAL LEVEL AS WELL AS THE ROLE OF SPANISH AS A TRANSVERSAL FACTOR THROUGHOUT THE UNIVERSITY
O-Cal-1.2	Improvement of the teaching quality system for teachers

### 3. CONTENTS

Content blocks	Total classes, credits or hours
I. Foreign markets and internationalization strategies	<ul style="list-style-type: none"> <li>• 2 ECTS</li> </ul>
II. Technical elements of import and export operations	<ul style="list-style-type: none"> <li>• 2 ECTS</li> </ul>
III. International Commercial Offer	<ul style="list-style-type: none"> <li>• 1,5 ECTS</li> </ul>
IV. International Investment	<ul style="list-style-type: none"> <li>• 0,5 ECTS</li> </ul>

### Schedule

Week / Session	Content
01st	• The internationalization of economic activities
02nd	• The exportable offer
03rd	• The study of foreign markets
04th	• Forms of entry into foreign markets
05th	• Technical elements (I): International Contracts
06th	• Technical elements (II): Logistics
07th	• Technical elements (III): Means of payment
08th	• Technical elements (IV): Customs
09th	• International Marketing: Product, Distribution, etc.
10th	• Organization and management of import/export
11th	• Public interventions in support of exports
12th	• International Negotiation
13th	• Direct investments abroad and other forms of internationalization
14th	• Multinational and global companies.

#### 4. TEACHING-LEARNING METHODOLOGIES.-TRAINING ACTIVITIES

##### 4.1. Credit distribution

Number of face-to-face hours: 48	Theoretical classes: 22,5 Practical classes: 22,5 Final examination: 3
Number of working hours Student's own:102	Autonomous work: 98 Tutorials ECTS: 4
Total hours: 150	

##### 4.2. Methodological strategies, materials and teaching resources

1. Lectures to present a topic, introduce students to a complex topic, reach conclusions.
2. Practical classes for solving exercises and practical application of theoretical contents.
3. Realization of essays, presentations and exercises.
4. Reading, analysis and interpretation of articles, books and different documents

5. Discussions on a topic proposed by the lecturer.
6. Search for information and use of electronic resources (web pages, online dictionaries, etc.).
7. Attention to students, individually or collectively, for tutorials, in order to carry out an adequate follow-up of them.
8. Application of teaching innovation techniques (cooperative learning, flipped learning, role play, gamification methods, blended learning ..).

All this is specified in the actions described in the following table:

- The Teaching-Learning Methodology pursues meaningful and relevant learning based on documents with Relevant Content (RC)	Each teaching unit is accompanied by slides or summaries of topics with the corresponding bibliographic resources.
- Presentation of basic theoretical approaches and concepts contained in each capsule	Content summaries allow for an extension of explanation and analysis in classes.
- Analysis and participatory reflection on the contents applying them to real cases	Use of the slides to check the understanding and application of all the relevant concepts in each didactic unit
- Elaboration and presentation of works: One work per thematic block.	I.- Search for information II.- Characterization of foreign markets III.- Organization of a purchase/sale operation abroad IV.- Forms of presence of an entity via exports
- Reading of various materials that must be worked on throughout the course:	- Company reports - Statistics of Public Institutions: Chambers of Commerce, Spanish and foreign Foreign Trade Institutes, Commercial Offices abroad, etc. - Studies of International Organizations - Press articles
- Analysis of multimedia material:	- Use of thematic videos developed by the World Trade Organization, the International Monetary Fund and other institutions for educational purposes
- Use and management of information:	- Collaboration with the professionals of the CRAI-Library so that the students carry out an activity that develops the informational competences in the use and management of the information

## 5. EVALUATION: Procedures, evaluation and qualification criteria<sup>1</sup>

### Evaluation criteria

In relation to the content and study:

1. Understands the basics and knows how to apply them.
2. Relate the different knowledge.
3. Properly resolves cases, exercises and activities.
4. Synthesizes ideas and proposes a coherent reasoning in reports and essays.
5. Knows how to work as a team encouraging and motivating its members.
6. Makes original contributions.
7. Is able to respond to the values recommended by the student.

In relation to research work:

The following criteria are used:

- 1) Adequacy of bibliographic and/or other references to the project
- 2) Consistency in the analysis of each student, the synthesis of the information obtained and the originality.
- 3) The quality of the structure and format of the presentation.

### Qualification criteria

The student must choose and communicate to the teacher who teaches the subject in the first 15 days after the start of the course the type of evaluation which he has chosen.

Types of evaluation:

Continuous evaluation

Final evaluation

If the student does not communicate anything, it is understood that he is in continuous evaluation.

### Continuous evaluation

100% of the mark will be obtained through a continuous evaluation system that will take into account the following elements:

Class participation: Active, orderly and of quality (**10%**)

Two intermediate tests (**50%**, 25% of the total each)

Preparation of a project divided into three different parts (one for each thematic block) and oral presentation (**40%**, 20% for the total written project and 20% for the total oral presentation)

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<sup>1</sup> *Following the regulations governing the processes of evaluation of learning, approved by the Governing Council on March 24<sup>th</sup>, 2011, it is important to indicate the evaluation procedures: for example, continuous evaluation, final, self-evaluation, co-evaluation. Instruments and evidence: essays, activities. Criteria or indicators to be assessed in relation to competences: mastery of conceptual knowledge, application, knowledge transfer. For the rating system it is necessary to remember the Governing Council Normative of July 16<sup>th</sup>, 2009.*



To pass by continuous evaluation, a minimum score of 4 points must be obtained in all the elements evaluated and class attendance must exceed 75% of the random attendance controls.

### **Final evaluation**

#### **Ordinary call**

Students who have chosen this option will have to take a written test that will consist of the development of several general questions about each of the blocks of the program. This exam will decide 100% of the final grade.

During the development of the evaluation tests, the guidelines set out in the Regulation establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of the irregularities committed during those tests, including the consequences for committing academic fraud according to the Regulation of Disciplinary Regime of the Students of the University of Alcalá.

The teaching-learning methodology and the assessment process will be adapted as needed, in accordance with the guidelines of the Diversity Support Unit, to implement curricular adaptations for students with specific needs.

## **6. BIBLIOGRAPHY**

Basic Bibliography on export and import:

In Spanish:

1. ICEX (2005): *Strategy and Management of Foreign Trade*. (NOT IN SPANISH?)
2. Diaz Mier, M.A. and Hernando Moreno, J. M. (2001): *Técnicas de Comercio Exterior*, Ed. Pirámide.
3. Moreno Gormaz, J.E. (2008): *Theoretical and Practical Guide to Foreign Trade*. Ed. Dikynson.

In English:

4. Albaum, G; Strandskov, J. y Duerr, E. (2016): *International Marketing and Export Management*, Ed. Pearson, 8º edición.
5. Cateora, P.R.; Gilly, M.C. & Graham, J.L. (2014): *International Marketing*, Ed. MGCraw Hill, 16th edition.

Basic Bibliography on other subjects:

In Spanish:

6. Arteaga Ortiz, J. (Coord.) (2023): *Manual de Internacionalización*, Ed. ICEX-CECO.
7. Durán Herrera, J.J. and Gallardo Olmedo, F. (2013): *Finanzas internacionales para la empresa*, chapters 1 and 2, Ed. Pirámide.
8. García, G. (2012): *How to conduct international business*, Madrid: Ed. Pirámide

9. Diaz Mier, M.A. (2003): *International Business: Introduction*, Ed. Pyramid.

In English:

10. Welch, L.; Benito, G; Petersen, B. (2017): *Foreign Operations Methods*, Ed. EE.
11. World Bank (2013): *Doing Business* (Disponible en internet)
12. Dunnig, J. y Lundan, S. (2008): *Multinational Enterprises and the Global Economy*, Ed. Edward Elgar.
13. Porter, M.E. (1980): *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. New York: Free Press.
14. Porter, M.E. (1990) *The Competitive Advantage of Nations* Ed Palgrave Macmillan

Further reading:

15. On specific points of the foreign trade program there are excellent collections of the Spanish Institute of Exterior Commerce, Spanish Chambers of Commerce, etc. as well as the ESIC publishing house.
16. In English, the "Principles of Export", a series of works on specific aspects of export carried out by the "Institute of Export", Ed. Blackwell, deserves to be cited.