ESCI upf.
School of International Studies

TEACHING PLAN FOR

- **CULTURE AND BUSINESS IN EUROPE**

1. Basic Description

Name of the course: Culture and Business in Europe
Area: International Business
Profile: International Business in Europe
Academic year: 2018–2019
Term: 1st
Degree/Course: Bachelor's Degree in International Business and Marketing
Code: 40101
Number of credits: 4
Total number of hours committed: 100
Teaching language: English
Lecturer: Ignacio Iturralde, Ph.D.
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Timetable:

GROUP 1

Lectures
Tuesday 8.00–10.15 am

Seminars
Thursday 9.00–9.55 am (101)

GROUP 2

Lectures
Tuesday 10.30 am–12.45 pm

Seminars
Thursday 10.45–11.40 am (201)
11.45 am–12.40 pm (202)

Office hours:
Thursday 1.00–2.00 pm. By appointment via email.

2. Course Overview

Europe is a key economic and cultural player on the world stage. Although it is the second smallest continent, it comprises as many as 47 countries. As a result, Europe is extremely diverse in terms of language and culture, social structure, political organisation, economic policies, development models, and business environment and regulations. Despite its long history of convergence since the Second World War, divergent political forces are striking back and putting the EU project of European integration at risk, especially after the Brexit referendum.

This course will help you deal with the ever-changing socioeconomic context, as well as the structures and processes that are crucial when deciding to set up a business in Europe. With a strong practical approach, this course will provide an overview of the European regional and national markets and their main cultural characteristics. The objective of this course is threefold: 1) Examining the business environment of European countries to define those elements that give European business culture a sense of unity and distinctiveness. 2) Understanding the main features of European markets from a cultural, political and economic perspective. 3) Learning how to use available tools to find relevant information and to identify business opportunities to establish a strategy for setting up a business in any European country.

By the end of this course, you will be able to:

- Analyse multiple sources of information on the European business environment.
- Evaluate the business potential of different sectors in European markets.
- Identify major business trends and business opportunities in European countries.
- Develop a business plan proposal for setting up, expanding or investing in Europe and present it in a convincing fashion.
- Manage the challenges of the internationalisation process in Europe.

3. Competences to Be Worked on in the Course

General competences	Specific competences
Instrumental competences G.I.1. Ability to search, analyse, assess and summarise information. G.I.2. Ability to relate concepts and knowledge from different areas. General personal competences G.P.1. Ability to adapt, lead and work in a group that is multicultural, interdisciplinary, competitive, changing and complex in nature. Generic systemic competences G.S.2. Ability to observe. G.S.7. Promotion of and respect for multicultural values: respect, equality, solidarity, commitment	Disciplinary competences E.D.2. Recognise and assess the duties of international economic institutions and their impact on business activity. E.D.3. Understand and recognise the geopolitical, social and cultural dimension of a wide range of economic activities. E.D.4. Provide an economic and political perspective of different areas in the world and facilitate a critical comprehension of their current processes. E.D.5. Identify the economic, cultural, political, legal, democratic and technological environments that may represent opportunities and threats for the development of business at a worldwide level. Professional competences E.P.13. Improvement of communication and negotiation skills, both oral and written. E.P.16. Adapt communication style to different audiences, understand cultural differences in communication and convey multicultural abilities. E.P.20. Ability to confront and understand the business culture and environment and devise real solutions to specific problems in the organisation.

The above competences reflect the basic competences set out in Royal Decree 1393/2007, namely:

a. Competence to **comprehend knowledge, on the basis of general secondary education.**
b. Competence to **apply knowledge** to day-to-day work in international management or marketing, in particular, ability to develop and defend arguments and to solve problems.
c. Competence to **gather and interpret** relevant **data**, enabling the development of critical judgements on the economic and social reality.
d. Competence to **communicate and transmit information** (ideas, problems, solutions) to a specialised and non-specialised public.
e. Competence to **develop learning activities** in a relatively autonomous manner.

The competences worked on in the course are divided into two groups: those seen as a development or specification of a basic competence; and those that hone graduates' professional profile with respect to general and specific competences.
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Basic competence: **understanding of knowledge**

I. General competences G.S.2
II. Specific competences E.D.3, E.P.16

Basic competence: **application of knowledge**

I. General competences G.I.2
II. Specific competences E.D.5

Basic competence: **gather and interpret data**

I. General competences G.I.1

Basic competence: **communicate and transmit information**

II. Specific competences E.P.13, E.P.16

Competences that hone graduates' professional profile which are not included under basic competences

In general, these competences combine the following key elements for honing students' professional profile in the area of international business and marketing:

- Provide students with the capacity to adapt to dynamic teams and environments.
- Provide students with the capacity to create their own integral vision of the operation of a business or international marketing project.
- Provide students with the capacity to take complex decisions and carry out negotiation processes.

I. General competences G.P.1, G.S.7
II. Specific competences E.D.2, E.D.4, E.P.20

Learning outcomes

Students will be able to design specific business strategies and adapt these strategies to the cultural, institutional and economic particularities of Europe.

4. Contents

Unit 1. Introduction to Europe
・European History
・European Cultures
・European Economy: Free Trade Agreements and the EU

Unit 2. Culture in Europe: European Cultural Areas
・Cultural Areas, Transnational and Local Regions, and Economic Clusters
・Languages, Religions and Legal Systems
・European Models of Capitalism

Unit 3. Business in Europe: European Business Culture and Business Environment:
・Dimensions of Business Culture: Hofstede, Trompenaars, GLOBE
・European Business Environment and Market Potential
・Factors Affecting Business Location from a European Perspective

Unit 4. Mediterranean Countries
・France
・Spain
・Italy
・Portugal
・Greece

Unit 5. German-Speaking Countries and Benelux
・German-speaking Countries: Germany, Austria, Switzerland
・Benelux: Netherlands, Belgium, Luxembourg

Unit 6. British Isles and Brexit
・United Kingdom: England, Wales, Scotland and Northern Ireland
・Ireland
・Brexit

Unit 7: Nordic Countries
・Scandinavia: Finland, Denmark, Sweden, Norway
・Baltic Republics: Lithuania, Latvia, Estonia

Unit 8. Eastern Europe
・Czech Republic
・Slovakia
・Poland
・Hungary
・Romania
・Bulgaria

Unit 9: Former USSR and Balkan Republics
・Former Soviet Republics: Russian Federation, Belarus, Ukraine
・Balkan Republics I: Slovenia, Croatia, Bosnia and Herzegovina
・Balkan Republics II: Serbia, Montenegro, Kosovo, Macedonia, Albania

Teaching and learning

This course is communication intensive. You are expected to attend every lesson, carefully read all the assigned material, ask questions every week and proactively engage in class discussions.

In order to follow this course, you will need to be flexible and be willing to be exposed to many different teaching methods.

・In the classroom: lecture classes, seminars, face-to-face tutorials, practical classes, role play, presentations, final exam.

・Outside the classroom: teamwork, individual homework, independent study, final project and group case preparation and presentation.

Great emphasis is placed on the interaction between theory and business practice. The case method is used to sharpen analytical skills and team problem-solving abilities. Experiences and cases from different situations will be shared and developed through classes and seminar discussions. You are expected to participate actively in lectures, seminars and activities and do your homework every week.

5. Assessment

<u>Assessment will be based on five parameters:</u>

・Group case presentation
・Student participation
・Homework
・Final project
・Final exam

Assessment elements	Time period	Type of assessment		Assessment agent			Assessment		Kind of activity		Grouping		Weight %
		Mandatory	Optional	Lecturer	Self-assessment	Co-assessment	Continuous	Synthesis			Individual	Group	
Group case preparation & presentation	Each team once in the course	X		X				X	Practical			X	20
Student participation	Every class and seminar	X		X			X		Practical		X		10
Homework	Every class and seminar	X		X			X		Practical		X		5
Final project	Once in the course	X		X				X	Practical		X	X	25
Final exam	Once in the course	X		X				X	Conceptual & Synthesis		X		40

Group case presentation
During the first seminar, five groups will be formed. Each group will work on a case preparation and presentation. The cases will be presented and discussed during the weekly seminars, as set out in Section 8.

All students must read and prepare all the cases in groups and individually. Each presenting group will hand in or email a PPP before every seminar. In addition, the lecturer will ask questions for every case at the end of the lectures to be set as homework for the next seminar. Group answers to these questions must be typewritten and handed in or emailed to the lecturer before the next seminar session.

Group evaluation of the cases presented will take account of the presentation of case contents, case interest, coherence of contents, research skills, organisation and clarity of presentation, and speakers' naturalness and confidence.

All members of the team musk speak during the case presentation.

Each case group must produce a collective presentation of:

- The thinking behind the case
- The aims of the case
- The planning and progression of the case
- The outcomes of their case

Evaluation of case presentation will only be submitted once the last team has presented their case.

Homework presentation
Homework will be assigned at the end of each class and is due before the start of the next class. All homework must be typewritten; no handwritten homework will be graded. Homework should be done individually, unless otherwise indicated by the lecturer.

Final project
The final project will be a business proposal for entering into one of the European markets. The framework, assessment and sections of this business proposal will be explained by the lecturer in the first seminar and in class.

Final project topic will be negotiated between the student and the lecturer at the beginning of the course. During the first three weeks, each student will propose an final project subject to work on either individually or in groups of two or three: you must choose a business to start or expand into a European country (which should not be your home country).

The deliverables of the final project for this subject are a written executive summary (maximum 10 pages) and a PPP (maximum 7 slides). Assessment will be based on both documents, as well as on an individual or group presentation to be held during the last two seminar sessions (maximum 10 minutes). This presentation should be carefully planned: poor time management will have a negative impact on grades.

The process of preparing the final project will be assessed by the lecturer as part of the course assessment. While much of the work will be completed outside class time, the lecturer will assume both a supervisory and advisory role. When choosing their final project, students should ensure that they do not choose a subject they are studying on any other course they are taking.

Citation. All papers should use the proper form of resource citations (APA style) both for end references and in-text citations.

Plagiarism. Presenting the work of another as your own—whether through direct copying, uncited paraphrasing or inadequate citation practices—constitutes plagiarism. You must always cite your sources. If you do not know how to give credit where it is due, you should check library resources. Any paper that is plagiarised in whole or in part will receive a zero grade.

Final exam. The exam will determine 40% of the final grade. Failure to sit the final exam will result in a global course grade of "No Show". The minimum score to be achieved in the final exam is 5/10 points.

Before they can sit the final exam, students should have a minimum of 5/10 points average grade in the other areas of assessment (group case presentation, student participation, homework presentation and final project).

Make-up exam

Only students who have failed the course will be allowed to take the make-up exam. They should also have achieved a minimum average grade of 5/10 points in the activities carried out during the term (group case presentation, student participation, homework presentation and final project).

Only the final exam may be retaken. The activities carried out during the term cannot be retaken: students will keep the same grades (and respective weights) they earned in the term. Their final grade will break down as follows:

- Activities carried out during the term: 60%
- Make-up exam: 40%

Working competences and assessment of learning outcomes

	GI1	GI2	GP1	GS2	GS7	ED2	ED3	ED4	ED5	EP13	EP16	EP20	Learning outcomes
Student participation	X	X		X		X	X	X	X	X		X	X
Final project	X		X		X	X	X	X	X	X	X		X
Case study	X		X	X	X		X	X	X	X	X	X	X
Final exam	X	X	X	X	X	X	X	X	X	X	X	X	X

Any students found copying and/or plagiarising work, in whole or in part, will fail the subject. They will receive a final grade of zero and will not be allowed to take the make-up exam. In accordance with the UPF Disciplinary Rules and Regulations for Students, other additional sanctions may apply depending on the seriousness of the offence.

6. Bibliography and Teaching Resources

Basic teaching resources: Presentations, maps, articles and exercises will be delivered to students prior to class lectures. Papers, news and case studies will be discussed at seminars.

Bibliography:

Guay, T.R. *The Business Environment of Europe: Firms, Governments, and Institutions*. Cambridge: Cambridge University Press, 2014.

Johnson, D., and C. Turner. *European Business*. New York: Routledge, 2016.

Jolly, A. *Business Insights: Europe; A Practical Guide to Company Formation, Employment Law and Taxation across the EU*. London: Kogan Page, 2009.

Mole, J. *Mind Your Manners: Managing Business Cultures in the New Global Europe*. London: Nicholas Brealey Publishing, 2011.

Gil Puy, S.M. *Across the Pond: How to Set Up a Business in Europe*. e-book, 2010.

Hall, E. T. *The Hidden Dimension*. New York: Anchor Books, 1990.

Hofstede, G., J. Hofstede, and M. Minkov, *Cultures and Organizations: Software of the Mind*. 3rd Edition. New York: McGraw-Hill USA, 2010.

House, R.J., P.J. Hanges, M. Javidan, P.W. Dorfman, and V. Gupta, eds. *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*. Thousand Oaks, Calif: Sage Publications, 2004.

Reece, S. *The Practical Guide to Doing Toy Business in Europe*. RG Marketing Ltd, 2012.

Solomon, M.R., G.J. Bamossy, S. Askegaard, and M.K. Hogg. *Consumer Behaviour: A European Perspective*. Harlow: Pearson Education, 2016.

Steers, R.M., L. Nardon, and C.J. Sanchez-Runde. *Management Across Cultures: Developing Global Competencies*. Cambridge: Cambridge University Press, 2012.

Suder, G. *Doing Business in Europe*. London: SAGE, 2011.

Trompenaars, A., and C. Hampden-Turner.*Riding the Waves of Culture: Understanding Diversity in Global Business*. Burr Ridge, Ill: Irwin Professional Pub, 1994.

7. Methodology

Lecture sessions

The lecturer will present each unit during the classes using slides.

All students are expected to prepare and study the assigned cases and readings according to the timetable in this syllabus.

Note: This is an internet- and laptop-free class. Please turn off or silence all electronic devices before entering the classroom. The use of electronic devices will not be allowed at any time during lecture sessions.

Seminar classes

At the beginning of the course, students will be provided with a certain number of readings and materials to prepare each session. The lecturer will give instructions for each seminar and the kind of presentation expected.

On the first day, the students will be divided into five groups. Each group will be responsible for presenting a case in a seminar.

8. Timetable of Activities

1) Allocation of hours between theory and practical lessons

2 hours of lectures every week (mainly theoretical)
1 hour of seminar every week (practical).
Seminars will start in the first week of classes.

Students are expected to prepare each lecture and seminar outside the classroom on a 7-hour weekly average.

2) Course timetable

The following timetable should be used as a tentative study guide.

Students will be provided with specific readings and exercises to complement the classes. Additional readings will be recommended on request.

Note: Changes in the following timetable will be announced by the lecturer. In the case of changes, a new timetable will be handed out to students.

Week	TUESDAY	THURSDAY	PREPARATION FOR
W1	18 Sep Introduction to course UNIT 1. Introduction to Europe	20 Sep _____	W2 Lecture: reading Seminar: Hall's reading
W2	25 Sep UNIT 2. Culture: European Cultural Areas	27 Sep Hall's reading Debate	W3 Lecture: reading Seminar: Nardon & Steers' reading & assignment
W3	2 Oct UNIT 3. Business: Business Culture and Business Environment	4 Oct Nardon & Steers' reading Debate Individual assignment	W4 Lecture: reading Seminar: Case 1 preparation Final Project proposal
W4	9 Oct UNIT 4. Mediterranean Countries I	11 Oct Case 1: JCDecaux Debate Deadline: Fin. Proj. proposal	W5 Lecture: reading Seminar: Case 2 preparation
W5	16 Oct UNIT 4. Mediterranean Countries II	18 Oct Case 2: M&S vs. Zara Debate	W6 Lecture: reading Seminar: Case 3 preparation
W6	23 Oct UNIT 5. German-Speaking Countries and Benelux	25 Oct Case 3: Teckentrup Debate	W7 _____
W7	30 Oct _____	1 Nov _____	W8 Lecture: reading Seminar: Case 4 preparation
W8	6 Nov UNIT 6. British Isles and Brexit	8 Nov Case 4: Airbus vs. Boeing Debate	W9 Lecture: reading Seminar: Case 5 preparation Fin. Proj. exec. sum. & PPP
W9	13 Nov UNIT 7. Nordic Countries Deadline: Final Project	15 Nov Case 5: Spotify Debate	W10 Lecture: reading Seminar: Fin. Proj. presentation
W10	20 Nov UNIT 8. Eastern Europe	22 Nov Final Project Presentations	W11 Lecture: reading Seminar: Fin. Proj. presentation
W11	27 Nov UNIT 9. Former USSR and Balkan Republics	29 Nov Final Project Presentations	_____