

**Module: Practical International Trade****COMMON**

- ▶ Department: International Trade run by ESCOEX International Business School,
- ▶ Status: Common Business & Marketing
- ▶ Credits: 10
- ▶ Level 5
- ▶ Pre-Requisites: International Trade & Transport Organiser: Agustín Gutiérrez

**Overall Aims and Purpose**

- Understand and apply the procedures of declaring and settling taxes within the international trade activity.
- Acquire skills in choosing the correct customs regime that is most favourable for the company or business, knowing how to determine the taxable bases and the amount to be paid.

**Learning Outcomes**

Upon finishing this course students should:

1. Know the legal-fiscal taxes that imports are subject to.
2. Determine the tariff and fiscal tax bases for the settlement of above taxes.
3. Take advantage of benefits of customs tariffs and taxes that different regimes offer in order to take appropriate decisions.

**Indicative Content**

1. Customs Union: Common Customs Tariff and Common Commercial Policy.
2. Arrival of goods. Entry Summary declaration. Summary Declaration of Temporary Deposits. Presentation of customs declarations. Central immigration desk. Centralised despatch.
3. Authorised Economic Operator
4. Legal-fiscal elements of customs duties. Customs value.
5. Determining elements of customs law
6. Other non tariff duties
7. Customs destinations of goods.
8. Peculiarities in international trade in Canaries: REA and MEA.
9. Indirect tax laws on international trade
10. AIEM on imports
11. Exportation of goods
12. Passive transformation

**Assessment Methods**

- One exam 70%
- One coursework comprising 3 parts 30%

**Teaching and Learning Strategy**

Practical case studies of real companies will be used to achieve the objectives of the module. Students will study them individually or in group. Attendance to class is vital as this module is not at all theoretical

**Key Skills Taught**

- D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations
- D5: The ability to self-appraise and reflect on practice including the development of skills associated

1 final exam worth 70%  
1 individual written assignment worth 30%, minimum 3000 words

### Methodology

A combination of theoretical and practical elements will be used to teach this subject. Throughout the year students will carry out exercises and case studies as well as analysing articles from the current press to stimulate class debates and pupil participation. The practical assessments will endeavour to assess the pupil's ability to handle information and will include the critical analysis of the recommended reading.

200 notional learning hours comprising 112 hours classroom-based and 88 hours tutor-directed student learning.

### Basic skills

D1: Communication and presentation skills including audio, oral and written, using a range of methods

D3: Interactive and group skills including team projects and presentations; leadership, team building, influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation

D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations

D6: The ability to plan and manage learning in terms of time, behaviour, motivation, self-starting, individual initiative and enterprise

### Bibliography

#### Essential reading

- Harvey S. Rosen (2008): Hacienda Pública (7ªEd.) Ed. Mc. Graw Hill.
- Stiglitz, J. (2000): La Economía del Sector Público. (3ªEd.) Ed. Antoni Bosch.
- Francisco Mochon: Economía, Teoría y Política. 6ª edición. McGraw Hill
- Samuelson, Paul y Nordhaus, William (2003): Economía (17ª Ed). Mc Graw Hill.
- De Rus. Ginés (2004): Análisis Coste Beneficio (2ª Ed.) Ed. Ariel.

#### Recommended Reading:

- Begg, D.; Fisher, S.; Dornbusch, R. y Fernández, A. (2005): Economía (8ª Ed.) Mc Graw Hill.
- Krugman, Paul y Wells, Robin (2006): Introducción a la economía. Microeconomía. Editorial Reverté.
- Mankiw, Gregory (2007): Principios de Economía (4ªEd.) Ed. Thomson.

#### Journals:

The Economist, Actualidad Económica. Diarios económicos: Especial Negocios de El País, Expansión, Cinco Días.

**Web pages:** [www.worthpublishers.com/krugmanwellsmicro](http://www.worthpublishers.com/krugmanwellsmicro) (página de recursos didácticos sobre economía), [www.worldbank.org/](http://www.worldbank.org/) (Banco Mundial), [www.bde.es/](http://www.bde.es/) (Banco de España), [www.ecb.int/ecb/html/index.es.html](http://www.ecb.int/ecb/html/index.es.html) (Banco Central Europeo), [www.ine.es](http://www.ine.es) (Instituto Nacional de Estadística), [www.gobiernodecanarias.org/istac](http://www.gobiernodecanarias.org/istac) (Instituto Canario de Estadísticas), [www.cincodias.com](http://www.cincodias.com) (Diario económico Cinco Días), [www.expansionyempleo.com](http://www.expansionyempleo.com) (Diario económico Expansión), [//europa.eu.int/](http://europa.eu.int/) (portal de la Unión Europea)

Module: Market Economics II	COMMON
<ul style="list-style-type: none"> <li>▶ Department: Economics</li> <li>▶ Type: Common</li> <li>▶ Credits: 10</li> <li>▶ Level 5 – Year 3</li> <li>▶ Pre-requisites: Market Economics</li> </ul>	<p style="text-align: right;">run by ESCOEX International Business School</p> <p style="text-align: right;">Lecturer: Paola Garcia</p>
<b>Objectives</b>	
<p>To provide the students with a knowledge of the workings of markets and their main problems with particular emphasis on public intervention policies and their effect on business.</p>	
<b>Learning Outcomes</b>	
<p>On successful completion of this module the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate different market situations according to the level of welfare achieved.</li> <li>2. Recognise the situations in which markets fail as resource distribution mechanisms as well as becoming familiar with the mechanisms available to the government to intervene in these situations.</li> <li>3. Recognise the relationship between the public and private sector, the effects that the different forms of public intervention can have on business results and the optimum result which can be expected of the businessman in each case.</li> <li>4. Recognise the basic principles of decision making and some tools for the analysis of projects and public policies.</li> </ol>	
<b>Indicative Content</b>	
<p>MARKETS AND SOCIAL WELFARE</p> <ol style="list-style-type: none"> <li>1. Markets and social welfare. Measurement of social welfare and social loss of efficiency. Optimality of competitive equilibrium. Efficiency and equity.</li> <li>2. Market failures: (i) externalities.</li> <li>3. Market failures (ii) public goods and common resources</li> <li>4. Market failures (iii): imperfect competition. Market power. Regulation to promote competition.</li> <li>5. Market failures (iv): 1) Incomplete Markets; 2) Unemployment, inflation and other economic shocks; 3) Imperfect information.</li> <li>6. The decisions of the State.</li> </ol> <p>PUBLIC MECHANISMS OF MARKET INTERVENTION</p> <ol style="list-style-type: none"> <li>7. Public mechanisms of market intervention (i): Taxes</li> <li>8. Public mechanisms of market intervention (ii) Grants</li> <li>9. Public mechanisms of market intervention (iii): The public regulation.</li> <li>10. The role of elasticity in the effectiveness of policies and welfare.</li> </ol> <p>DECISION MAKING. EVALUATION INSTRUMENTS.</p> <ol style="list-style-type: none"> <li>11. Socioeconomic evaluation of projects and policies. Introduction to Cost-Benefit Analysis (CBA). Criticisms of the CBA in development projects.</li> </ol> <p>Public Policy Analysis.  European Policy: Analysis  Public policies for Canary Islands Analysis</p>	
<b>Evaluation Criteria</b>	

- <http://www.micarrera.net>
- <http://www.oit.org/public/spanish/index.htm>
- <http://www.puntolaboral.com>
- <http://www.redtelework.com>
- <http://www.shrm.org>
- <http://www.ipma-hr.org>
- <http://www.acaonline.org>
- <http://www.bwaldron.com/ipmaac/index.html>
- <http://www.ihrim.org>
- <http://www.aedipecat.com>
- <http://www.ictnet.es/esp/comunidades/forma/>
- <http://www.dirfo.com>
- <http://www.workforceonline.com>
- <http://www.rrhmagazine.com>
- <http://www.rrh.net>
- <http://www.portaldelconocimiento.net>

## Key Skills Taught

D1: Communication and presentation skills including audio, oral and written, using a range of methods

D2: Numeracy, computing & information technology skills; this requires familiarity with a range of business data, research sources and appropriate methodologies

D3: Interactive and group skills including team projects and presentations; leadership, team building, influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation

D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations

D5: The ability to self-appraise and reflect on practice including the development of skills associated with critical reflection

D6: The ability to plan and manage learning in terms of time, behaviour, motivation, self-starting, individual initiative and enterprise

## Indicative Reading

### Essential Reading

- Dolan, S.L. (2014): Gestión de personas y del talento. Mcgraw-Hill / Interamericana de España.
- Gómez-Mejías, L.; Balkin, D. y Cardy, R. (2011): Managing Human Resources. (6ª Ed.) Ed. Pearson Education
- Hay Group (2006): Factbook de RRHH (5ª Ed). Ed. Cizur Menor: Thomson y Aranzadi.
- Puchol, L. (2007): Dirección y Gestión de RRHH. (7ª Ed). Ed. Díaz de Santos.
- Peter, L.J. (2011): El principio de Peter. Ed. DEBOLSILLO.

### Recommended Reading

- Alles, M. (2008): Dirección Estratégica de RRHH. Gestión por competencias (3ª Ed). Ed. Granica
- Bohlander, G. y Snell, S. (2007): Managing Human Resources (14ª Ed.). Ed. Thomson
- Bonache, J. y Cabrera, A. (2005): Dirección de personas: Evidencias y Perspectivas para el siglo XXI (2ª Ed.) Ed. Prentice Hall.
- Chiavenato, I. (2009): Gestión de talento humano. Mcgraw-Hill / Interamericana de Mexico.
- Díaz-Llairo, A. (2013): El talento está en la red. Ed. LID.
- Goleman, D.; Boyatzis, R. y MCKee, A. (2010): El líder resonante crea más. Ed. DEBOLSILLO.
- Gordon, J. y Fraser, B. (2009): Prohibido quejarse: una historia para dar energía a los equipos de trabajo. Empresa activa.
- Henden, P. (2011): Administración de Recursos Humanos (9ª Ed). MCGraw Hill.
- Huete, L. (2005): Construye tu sueño. Ed.Did.

### Internet groups (linkedin):

- o RRHH People,
- o RRHH Retail
- o Gestión Integral de RRHH

### Press:

- Dominicales Economía/Trabajo de "El País" y "ABC"
- Digital HR

### WEB:

- <http://www.arearh.com>
- <http://www.canalwork.com>
- <http://www.gestiopolis.com>

**Module: Human Resources Management****COMMON**

- ▶ Department: Business run by ESCOEX International Business School
- ▶ Status: Common
- ▶ Credits: 20
- ▶ Level: 5
- ▶ Pre-requisites: Organisational Behaviour Organiser: Javier Ramirez

**Overall Aims and Purpose**

The overall objective of this subject is to develop the student's ability in the management of labour relations and human resources in companies and institutions. This capacity should guarantee the acquisition of a series of general competences essential for managing human capital within the organization. Focus will be given to different steps in human resource management: search and recruitment, selection promotion and development, labour flexibility, continuous training, performance evaluations and compensation.

**Learning Outcomes**

On successful completion of this module the student will be able to:

1. Identify important areas to take into account the design of a HR policy
2. Understand and develop sensitivity in labour relations aspects
3. Apply concepts and techniques that improve performance of people in an organisation.

**Indicative Content**

1. Function of HR
2. Organisational culture
3. Labour relations
4. Analysis and description of jobs
5. Management by competences
6. Performance Management
7. Motivation
8. Analysis and description of jobs
9. Recruiting and selecting
10. Training
11. Remuneration
12. Leadership
13. HR Management

**Assessment Methods**

1 final exam worth 60% of the grade.

1 group (3- 4 students) assignment of 6000 words worth 40%. Written document (25%), oral presentation (10%) and peer (5%).

**Teaching and Learning Strategy**

The method followed in the classroom will combine the lecturers' explanations through lectures and individual learning. In addition group or individual work with class presentations will also be undertaken.

200 notional learning hours comprising 112 hours classroom-based and 88 hours tutor-directed student learning.

influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation

D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations

D5: The ability to self-appraise and reflect on practice including the development of skills associated with critical reflection

### Indicative Reading

#### Essential Reading:

- Alonso JA (dir.) (2015), *Lecciones sobre Economía Mundial*, Ed. Civitas, Navarra
- Olier E, (2011) *Geoeconomía: Las Claves de la Economía Internacional*; Prentice Hall
- Krugman, P, Obstfeld, M (2006), *Economía Internacional: Teoría y Política*, Ed. McGraw-Hill Interamericana de España, Madrid
- Tugores Ques, J (2004), *International economics and economic integration*, Ed. McGraw-Hill, Madrid

#### Journals: Actualidad Económica

Business newspapers: Especial Negocios de El País, Expansión, Cinco Días, Gaceta de los negocios.

**Websites:** [www.gobiernodecanarias.org/istac](http://www.gobiernodecanarias.org/istac) [www.camaralaspalmas.com/creacion](http://www.camaralaspalmas.com/creacion) [www.ocei.es](http://www.ocei.es)  
[www.cincodias.com](http://www.cincodias.com) ([www.expansionyempleo.com](http://www.expansionyempleo.com) [www.negocios.com/gaceta](http://www.negocios.com/gaceta) <http://europa.eu.int>  
[www.worldbank.org](http://www.worldbank.org)

Module: Global Economic Issues	COMMON
<ul style="list-style-type: none"> <li>▶ Department: Economics</li> <li>▶ Status: Common</li> <li>▶ Credits: 20</li> <li>▶ Level 5</li> <li>▶ Pre-Requisites: Fundamental Economics</li> </ul>	<p style="text-align: right;">run by ESCOEX International Business School,</p> <p style="text-align: right;">Organiser: Aday Hernández / Mapi Díaz Casanova</p>
<b>Overall Aims and Purpose</b>	
<p>The general objective of this module is to give the students the basic tools and necessary knowledge to understand and interpret the reality of world economy.</p>	
<b>Learning Outcomes</b>	
<p>On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand differences between industrialisation processes</li> <li>2. Understand how different commercial policies work and their effect on society.</li> <li>3. Know how to draw up and analyse the Balance of Payments, as an ideal tool for studying economic relations between countries.</li> <li>4. Understand process of globalisation and implications</li> <li>5. Be familiar with EU jargon and meaning: institutions, legal and political agents, etc.</li> <li>6. Know how to look for information and procedures and opportunities offered by European market</li> <li>7. Better understand information on EU policies in mass media</li> <li>8. Draw conclusion on European politics</li> </ol>	
<b>Indicative Content</b>	
<p>Section 1: Theory on international trade, commercial policies, national accounting and balance of payments</p> <p>Section 2: International monetary systems. Globalisation, crises and developing countries.</p> <p>Section 3: European Union – History, functioning, Legal framework, sources of information for individuals and companies.</p>	
<b>Assessment Methods</b>	
<p>One exam 70%</p> <p>One coursework comprising 30%</p>	
<b>Teaching and Learning Strategy</b>	
<p>The methodology for this module will be based on a combination of theoretical and practical elements. There will be emphasis on practical cases and exercises, as well as the analysis of press articles in order to encourage discussion in class. The purpose of the practical work is to improve the student's capacity to analyse and handle information, including the critical analysis of the recommended books.</p> <p>200 notional learning hours comprising 112 hours classroom-based and 88 hours tutor-directed student learning.</p>	
<b>Key Skills Taught</b>	
<p>D2: Numeracy, computing &amp; information technology skills; this requires familiarity with a range of business data, research sources and appropriate methodologies</p> <p>D3: Interactive and group skills including team projects and presentations; leadership, team building,</p>	



6. MIT Sloan Management Review
7. Journal of International Business Studies
8. Directivos y Empresas

**WEB:**

1. [www.emprendedores.es](http://www.emprendedores.es)
2. [www.emprendedores.wanadoo.es](http://www.emprendedores.wanadoo.es)
3. [www.expansiónyempleo.com](http://www.expansiónyempleo.com)
4. [www.administrativedigest.com](http://www.administrativedigest.com)
5. [www.especialdirectivos.es](http://www.especialdirectivos.es)
6. [www.elpais.com/articulo/empresas/leen/directivos<sup>3º</sup>](http://www.elpais.com/articulo/empresas/leen/directivos3º)

## Key Skills Taught

D1: Communication and presentation skills including audio, oral and written, using a range of methods

D3: Interactive and group skills including team projects and presentations; leadership, team building, influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation

D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations

D5: The ability to self-appraise and reflect on practice including the development of skills associated with critical reflection

D6: The ability to plan and manage learning in terms of time, behaviour, motivation, self-starting, individual initiative and enterprise

## Indicative Reading

### Essential Reading:

1. Koontz, H.; Weihrich, H. y Cannice, M. (2014). "Administración: Una perspectiva Global y Empresarial", Editorial Mc Graw Hill, México, 14va. Ed.
2. Robbins, S. y Coulter, M. (2011). "Administración". Prentice Hall, México, 10ª edición.
3. Aguirre, Castillo y Tous (2003). "Administración de organizaciones en el entorno actual". Ed. Pirámide.
4. Clegg, S., Kornbergen, M. y Pitsis, T. (2005). "Managing and organizations an introduction to theory and practice". Ed. Sage Publications, London.
5. Hitt, M., Black, J. y Porter, L. (2006). "Administración". Ed. Pearson Educación, México.
6. Koontz, H. y Weihrich, H. (2003). "Administración, una perspectiva global". Editorial Mc Graw Hill, México, 12va. Ed.

### Recommended Reading:

1. Catmull, E. y Wallace, A. (2014). "Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration".
2. Cuervo García, A. (2001). "Introducción a la administración de empresas". Ed. Cívitas. 4ª Edición.
3. Drucker, P. (2002). "La gerencia: tareas, responsabilidades y prácticas". Editorial El Ateneo, Buenos Aires, 1ª Edición.
4. Drucker, P. y Maciariello, J. (2007). "El ejecutivo eficaz". Editorial Alienta, Barcelona, 1ª Edición.
5. Kawasaki, G. (2013). "El arte de empezar: el libro para emprendedores más útil escrito hasta la fecha" Editorial Ilustrae.
6. Maslow, A. (2005). "El management según Maslow". Ed. Paidós.
7. Nelson, B. y Economy, P. (2005). "La Biblia del management". Ed. Deusto.
8. Robbins, S. (2002). "Fundamentos de administración: conceptos esenciales y aplicaciones". Pearson Education, México.
9. Stoner, J. (2003). "Administración". Pearson Education, México.

### Journals:

1. Harvard Business Review
2. Expansión
3. Emprendedores
4. Mercado
5. Actualización Gerencial

**Module: Business Management****COMMON**

- ▶ Department: Business run by ESCOEX International Business School,
- ▶ Status: Common
- ▶ Credits: 10
- ▶ Level 5 Organiser: Francisco Rodríguez Higuera
- ▶ Pre-Requisites: Organisational Behaviour

**Overall Aims and Purpose**

The objective of this subject consists in helping the student obtain a deep knowledge about the management and administration of companies and to develop the capacity to analyse administrative processes such as planning, organisation, management and control of the organisation resources. In order to achieve this, the student must acquire such knowledge through searching and analysing current articles in the financial press and specialists magazines in the chosen area. In addition, this is complemented with an assignment each term which allows a global vision of the material that has been studied.

**Indicative Content**

1. On completing this subject, the student should be able to understand the following aspects:
  1. Introduction to Management
  2. Planning
  3. Decisión making process
  4. Integration of personnel
  5. Control system and process
  6. Introduction to management theories
  7. Current organisational environment
  8. Organisational structure
  9. Authority, delegation and decentralisation
  10. Management in organisations

**Assessment Methods**

One exam 60%  
One coursework comprising two parts 40% (individual-groupal)

**Teaching and Learning Strategy**

The concepts will be taught with a practical vision, although the theoretical base is obviously necessary in order to obtain a solid knowledge of the subject. During the course the student will carry out several activities such as internet searches, debates about related articles, solving cases in groups etc.. with the objective to gain a more realistic vision of management and organisations. Finally we will use the Extranet as a tool for interchanging information regarding assignments, published articles in specialist magazines and further documentation of interest to the student. It may also be used as a consultative mechanism through which experiences, doubts, questions and answers can be exchanged.

200 notional learning hours comprising 112 hours classroom-based and 88 hours tutor-directed student learning.

**Level 5 - YEAR 3**

**COMMON MODULE SPECIFICATIONS**

100 notional learning hours comprising 56 hours classroom-based and 44 hours tutor-directed student learning.

### Key Skills Taught

D3: Interactive and group skills including team projects and presentations; leadership, team building, influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation

D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations

D6: The ability to plan and manage learning in terms of time, behaviour, motivation, self-starting, individual initiative and enterprise

### Indicative Reading

#### Essential Reading:

- Cazorla Prieto, LM (2014), *Derecho financiero y tributario*, Ed. Aranzadi, Madrid
- Martín Queralt, J, Tejerizo López, JM, Cayón Galiardo, A (2015), *Manual de derecho tributario*, Ed. Thomson-Aranzadi, Navarra

#### Recommended Reading:

- Memento práctico Francis Lefebvre: Fiscal 2014, 2014, Ed. Francis Lefebvre, Madrid
- Rodríguez Márquez, J, Martín Fernández, J, Ferreiro Lapatza, JJ (2013), *Curso de Derecho tributario*, Ed. Marcial Pons, Madrid
- *Tax Law Normative. Three volumes of legislation, both Basic & complementary*, Editado por the Inland Revenue.
- VVAA (2009), *Guía Integrada de la Ley General Tributaria y sus Reglamentos de Desarrollo*, Ed. Ciss, Valencia

#### Websites

[www.aeat.es](http://www.aeat.es), [www.gobcan.es](http://www.gobcan.es), [www.minhac.es](http://www.minhac.es)

## Module: Tax Law

▶ Department: Business	run by ESCOEX International Business School
▶ Status: Common	Business & Finance, Business & Marketing
▶ Credits: 10	
▶ Level 4 – Year 2	
▶ Pre-requisites: Business Law	Organiser: Julio Méndez Calderín / Asier Álvarez Diez de Ulzurrun

### Overall Aims and Purpose

The aim of this module is to introduce students to the main tax issues to be considered at the onset and through the development of a business either between individuals or through a company. Tax Law also aims to provide the students with the necessary skills to take advantage of the tax incentives available in order to minimize the burden for the business (heavily focused on local market and tax regimes).

### Learning Outcomes

On successful completion of this module the student will be able to:

1. Understand and identify the structure and different elements of taxes in general.
2. Understand and identify the main taxes involving the developing of any economic activity in the Spanish mainland and the Canary Islands.
3. Understand Spanish corporate income tax and the Canarian tax incentives regarding this tax.
4. Acquire and understand some ideas about the main tax variables to be considered when trying to develop an economic activity in another country through a branch or a subsidiary.

### Indicative Content

1. Financial Law and its constitutional framework
2. Taxes: concepts & classification
3. Tax management procedure
4. Income tax.
5. General Canarian taxes
6. Transfer tax
7. Corporate tax
8. Determining the taxable base based on the accounting results.
9. Corporate tax: General incentives
10. Corporate income tax: Canarian tax incentives.
11. Tax Management
12. Introduction to international tax

### Assessment Methods

2 exams each worth 50%.

### Teaching and Learning Strategy

Lecturers will concentrate on developing the student's knowledge of the legal framework and legal environment from a company point of view. The lessons will be supported by the use of relevant case law and "real-life" experiences to avoid a purely theoretical focus. Participation and interaction among students will be highly encouraged.

among modules 1, 2 and 4).

Throughout the year students will carry out exercises and case studies as well as analysing articles from the current press to stimulate class debates and pupil participation. Participation and continuous debate is to be encouraged. A visit to a local company has been scheduled.

Finally, the ESCOEX Marketing department proposes the involvement of all teachers in the subject. Therefore, occasional visits from teachers of other levels will be included to begin or refresh the students' knowledge (in short sessions) in their field.

200 notional learning hours comprising 112 hours classroom-based and 88 hours tutor-directed student learning.

### Key Skills Taught

D1: Communication and presentation skills including audio, oral and written, using a range of methods

D2: Numeracy, computing & information technology skills; this requires familiarity with a range of business data, research sources and appropriate methodologies

D3: Interactive and group skills including team projects and presentations; leadership, team building, influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation

D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations

D5: The ability to self-appraise and reflect on practice including the development of skills associated with critical reflection

D6: The ability to plan and manage learning in terms of time, behaviour, motivation, self-starting, individual initiative and enterprise

### Indicative Reading

#### Essential Reading:

- Labajo González, V. (2011). *Trade marketing: La gestión eficiente de las relaciones entre fabricante y distribuidor*. Madrid: Pirámide.
- Domenech Castillo J. (2000). *Trade marketing*. ESIC Editorial
- "Fidelizando por fidelizar", Cosimo Chiesa, 2007, 3ª Ed. EUNSA(EDICIONES UNIVERSIDAD DE NAVARRA, S.A.)

#### Recommended Reading:

- Promoción de ventas o el nuevo poder, Henryk Salem, 2000
- Fundamentos de MK y Publicidad, C vega y O. Bocigas, 2001
- Administración de Ventas. Principios y problemas, B.R.Canfield
- Manual del Director de Ventas, John Strafford, 2002
- Del Castillo Puente, A.M. (2004) *Gestión por categorías: una integración eficiente entre fabricantes y distribuidores*. Netbiblo,
- Rico, Rubén Roberto,Doria, Evaristo. (2003). *Retail marketing: El nuevo marketing para el negocio minorista*. Buenos Aires: Pearson Education.

**Journals:** Expansión, Cinco Días, Emprendedores, Revista MK y Ventas (Harvard Deusto), Distribución Actualidad

**Websites:** [www.alimarket.es](http://www.alimarket.es), <http://www.distribucionactualidad.com/>, [www.elpublicista.com](http://www.elpublicista.com), [www.escoex-publicidad.blogspot.com](http://www.escoex-publicidad.blogspot.com), [www.anuncios.com](http://www.anuncios.com), [www.etc.territoriocreativo.es](http://www.etc.territoriocreativo.es), [www.marketingnews.com](http://www.marketingnews.com), [www.marketingdirecto.com](http://www.marketingdirecto.com);

## Module: Sales & Trade Marketing

▶ Department: Marketing	run by ESCOEX International Business School,
▶ Status: Common	Business & Finance, Business & Marketing
▶ Credits: 20	
▶ Level 4 – Year 2	
▶ Pre-Requisites: Marketing Essentials	Organisers: Jorge Rodriguez y Félix Pérez

### Overall Aims and Purpose

**Sales:** The aim of the subject is to deepen knowledge of sales by giving students a real idea of the importance of sales in the marketing department. They will be understand sales management from a general business point of view, understanding the implication of comercial margins with respect to the most important entries on the company financial statements as well as how to apply sales prices/discounts based on the purchasing costs of the products, fixed costs,, variable costs, Price elasticity and variations in demand...

**Trade Marketing:** the student will be able to relate to the channel of distribution as a partner and therefore an important part of any decision. They will be able to strategically handle the channels within the organisation as well as planning, executing and measuring plans for the different channels.

### Learning Outcomes

1. The Student is able to show the correct handling of Marketing tools in any situations related to the sale of a product or service.
2. Analyse and understand the aspects related to Trade Marketing.
3. Recognise and use on a basic level, the different methods available to carry out market research.
4. Know how to read and interpret the different styles of negotiation which exist with distribution channels.

### Indicative Content

1) Introduction to sales	MODULE I
2) Sales process.	MODULE I
3) Sales phases.	MODULE I
4) Sales profiles.	MODULE II
5) Sales force.	MODULE II
6) Size of network .	MODULE II
7) Sales Forecast	MODULE III
8) Sales Plan	MODULE III
9) Trade: Intro. Trade	MODULE I
10) Consumer Behaviour	MODULE II
11) Organisation of structure of Marketing	MODULE III
12) Trade Marketing Operative	MODULE IV
13) Shopper Marketing	MODULE V

### Assessment Methods

1 exam worth 60%.

1 individual written assignment with two parts worth 40%. Minimum 2500 words

### Teaching and Learning Strategy

A combination of theoretical and practical lectures will be used to teach the subject. The classes will be divided into modules and teachers with most time being allocated to module III (10 credits). The rest of the of the modules will be delivered in seminars based on their respective syllabus. (10 credits divided



essential reading manuals. This theoretical knowledge will be applied through the study of cases and practical exercises to encourage participation of the students.

### Key Skills Taught

D1: Communication and presentation skills including audio, oral and written, using a range of methods

D3: Interactive and group skills including team projects and presentations; leadership, team building, influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation

D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations

D5: The ability to self-appraise and reflect on practice including the development of skills associated with critical reflection

### Indicative Reading

#### Essential Reading:

- Heizer, Jay H; Render, Barry (2007), *Dirección de la producción y de operaciones: decisiones estratégicas*, Prentice Hall, cop. 8a ed. Madrid
- Heizer, Jay H; Render, Barry (2007), *Dirección de la producción y de operaciones: decisiones tácticas*, Prentice Hall, cop. 8a ed. Madrid

#### Recommended Reading

- Domínguez Machuca, J. A. (2002), *Dirección de operaciones: aspectos tácticos y operativos en la producción y los servicios*, McGraw-Hill, cop., Madrid
- Domínguez Machuca, J. A. (2005), *Dirección de operaciones: aspectos estratégicos en la producción y los servicios*, McGraw-Hill, Madrid
- Martín Peña, M.L. (Coord.) & Others (2001), *Production Management: Problems and exercises*, Prentice Hall Iberia, Madrid

Websites: [www.apics.org](http://www.apics.org), [www.informs.org](http://www.informs.org)

## Module: Production and Operations

- ▶ Department: Finance
  - ▶ Status: Common
  - ▶ Credits: 10
  - ▶ Level 4 – Year 2
  - ▶ Pre-Requisites: Organisational Behaviour
- run by ESCOEX International Business School,  
Business & Finance, Business & Marketing
- Organiser: María Núñez Zamorano

### Overall Aims and Purpose

The overall purpose of this module is to provide the students with the practical-theoretical knowledge and technical tools necessary so that they may make decisions regarding processes, products-services, location, quality etc..., and always from the point of view of the director of production and operations.

### Learning Outcomes

On successful completion of this module, the student will be able to:

1. Understand the importance of the management of operations and its contribution to the achievement of objectives. Dominate the strategy of operations and their implementation in real cases.
2. Understand and use the different modules for decision making that influence the operations of a company. Dominate the tactics of operations and solve real situations.
3. Use the tools and techniques for decision-making and understand the basics and implications of each of them.

### Indicative Content

Strategic Decisions:

1. **Introduction to Production/Operation systems**
2. **Process of Analysis**
3. **Product and service design**
4. **Quality administration**
5. **Factory distribution**
6. **Capacity planning**
7. **Placement**

Tactical Decisions:

1. **Programming operations**
2. **Aggregated planning**
3. **Classic stock management. Independent demand**
4. **Planning material needs**
5. **Just in time production**

### Assessment Methods

1 mid term exam worth 30%

1 final exam worth 40%

1 group assignment worth 30%. In groups of 2-3 students. Written document with minimum 5000 words 15%, oral presentation 10% each and 5% peer assessment.

### Teaching and Learning Strategy

The methodology for this module is based on the theoretical knowledge of the program derived from the

business data, research sources and appropriate methodologies

D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations

D5: The ability to self-appraise and reflect on practice including the development of skills associated with critical reflection

### Indicative Reading

#### Essential Reading:

- Mankin, G. (2014): Macroeconomía (8ª Ed.) Antoni Bosch editor, S.A., Barcelona.
- Mochón, F. (2009): Economía, teoría y política (6ª Ed.) Ed. McGrawHill, Madrid.
- Pindyck, R.S. y Rubinfeld, D.L. (2013): Microeconomía (8ª Ed.) Ed. Pearson, Madrid.
- Varian, H.R. (2011): Microeconomía intermedia: un enfoque actual (8ª Ed.) Antoni Bosch editor, S.A., Barcelona.
- Carrasco Pradas, A.; Gracia Expósito, E. y De la Iglesia Villasol, M.C. (2012): Microeconomía intermedia: ejercicios resueltos. Ed. McGraw-Hill Interamericana de España S.L.

#### Recommended reading:

- Blanchard, O. (2006): Macroeconomía (4ª Ed.) Ed. Prentice Hall Iberia. S.R.L.
- Krugman, P. y Wells, R. (2006): Introducción a la economía. Microeconomía. Editorial Reverté.
- Mochón, F. (2009): Introducción a la Macroeconomía (4ª Ed.) Ed. McGraw Hill
- Stiglitz, J.; Sen, A. y Fitoussi, J.P. (2013): Medir nuestras vidas: las limitaciones del PIB como indicador del progreso, RBA Libros.

#### Press:

- The Economist
- Actualidad Económica
- Especial Negocios de El País
- Expansión
- Cinco Días
- Gaceta de los negocios

#### WEB:

- [www.worthpublishers.com/krugmanwellsmicro](http://www.worthpublishers.com/krugmanwellsmicro) (página de recursos didácticos sobre economía)
- [www.worldbank.org](http://www.worldbank.org) (Banco Mundial)
- [www.bde.es](http://www.bde.es) (Banco de España)
- [www.ecb.int/html/index.es.html](http://www.ecb.int/html/index.es.html) (Banco Central Europeo)
- [www.ine.es](http://www.ine.es) (Instituto Nacional de Estadística)
- [www.gobiernodecanarias.org/istac](http://www.gobiernodecanarias.org/istac) (Instituto Canario de Estadística)
- [www.cincodias.com](http://www.cincodias.com) (Diario económico Cinco Días)
- [www.negocios.com/gaceta](http://www.negocios.com/gaceta) (Diario económico La Gaceta de los Negocios)
- [www.europa.eu.int](http://www.europa.eu.int) (Portal de la Unión Europea)

## Module: Market Economics I

▶ Department: Economics	run by ESCOEX International Business School,
▶ Status: Common	Business & Finance, Business & Marketing
▶ Credits: 10	
▶ Level 4 – Year 2	
▶ Pre-Requisites: Organisational Behaviour, Fundamental Economics	Organiser: Paola Garcia

### Overall Aims and Purpose

To provide the students with a basic knowledge of micro and macroeconomics aspects of the markets as well as the impact that they can have on business decisions.

### Learning Outcomes

The knowledge that the students will have acquired after completing this course are the following:

1. Know behaviour of economic agents behind the supply and demand functions
2. Know the factors that condition the level of competition in markets
3. Know the main principles of maximising profits in companies and why these are optimum decisions
4. Recognise the different types of market structures and evaluate the behaviour of a company in the same, and be able to analyse and interpret results of the same
5. Know the behaviour of the economy as a whole, expansions and recessions, total production of goods and services of the economy and of the inflation rates and unemployment

### Indicative Content

1. Market structures. Perfect competition
2. Monopoly
3. Oligopoly
4. Monopoly Competition
5. Introduction to macroeconomics. Indicators.
6. Goods market and fiscal policies
7. Money markets and monetary policies

### Assessment Methods

1 final exam worth 60%.

1 written group (3 – 4 students) assignment (minimum 5000 words) where they analyse a real market structure 40%, (written document 90%, peer assessment 10%)

### Teaching and Learning Strategy

A combination of theoretical and practical elements will be used to teach this subject. Throughout the year students will carry out exercises and case studies as well as analysing articles from the current press to stimulate class debates and pupil participation. The practical assessments will endeavour to assess the pupil's ability to handle information and will include the critical analysis of the recommended reading.

### Key Skills Taught

D2: Numeracy, computing & information technology skills; this requires familiarity with a range of

- ICEX-CECO 2013, *Manual of Internationalisation*, ICEX (Instituto Español de Comercio Exterior), Madrid.
- López Pita, A (2003), *Transporte marítimo y ferrocarril*, U. Politécnica de Cataluña, Barcelona

### **Background Reading**

- Baena, J (2002), *Transporte Internacional*, Logis Book, Barcelona
- Gorriz López, C, Arroyo Martínez, I (2001) *La responsabilidad en el contrato de transporte de mercancías (carretera, ferrocarril, marítimo, aéreo y multimodal)*, Real Colegio de España, Bolonia
- Montero García, L (2002), *Logística e intermodalidad*, Logis Book, Barcelona
- Ley 27/92 de Puertos del Estado

### **Journals**

Journal of International Business Studies, El Exportador, Actualidad Económica, Emprendedores, Inter Transport, Portnewspaper

### **Webs**

[www.africainfomarket.org](http://www.africainfomarket.org), [www.cpships.com](http://www.cpships.com), [www.portualia.com](http://www.portualia.com), [www.camaralaspalmas.com](http://www.camaralaspalmas.com), [www.icex.es](http://www.icex.es)

Air transport. National and International Air Transport Organisations. Cargo elements. Air cargo terminal. Commercialisation channels. Air cargo agent. Acceptance of merchandise. Legal framework of air transport. Knowledge on air transport.

Multimodal transport. Technical aspects of multimodal transport. Organisation of a terminal for containers. The operator for multimodal transport. Legal aspects of multimodal transport. Bill of lading for combined transport.

International Judicial Competence: Spanish trade law. International trade law. European trade law. International arbitration.

Introduction to International Contracts: International Contracts in the Spanish and EU field: Roma Treaty, 1980. Vienna Goods Treaty. International contracts and general conditions for contracts. Commercial law.

Introduction to International Contract: The Canary Islands' case.

Introduction to different types of insurances.

The Special Situation of the Canary Islands: Tourism. International Development. Joint Ventures. Agriculture exports.

#### Assessment Methods

One exam 60%  
 One coursework comprising two parts 40%

#### Teaching and Learning Strategy

It is based on a brief theory description: means, technical aspects, legal aspects, legal aspects and parties involved, with a strong practical side. Students consolidate the theory by doing practical work at level 2: analysing real cases related to transport operations, inter-relationship of all parties intervening (users, transports, insurance agencies, transit authorities, trustees, etc.), rights and duties. Publications/associations of sector mentioned assure that the information used is permanently updated.

#### Key Skills Taught

D1: Communication and presentation skills including audio, oral and written, using a range of methods  
 D2: Numeracy, computing & information technology skills; this requires familiarity with a range of business data, research sources and appropriate methodologies  
 D3: Interactive and group skills including team projects and presentations; leadership, team building, influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation  
 D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations  
 D5: The ability to self-appraise and reflect on practice including the development of skills associated with critical reflection  
 D6: The ability to plan and manage learning in terms of time, behaviour, motivation, self-starting, individual initiative and enterprise

#### Indicative Reading

##### Essential Reading:

- Cabrera Cánovas, A (2013), *Las reglas Incoterms® 2010: manual para usarlas con eficacia*, Marge Books, Barcelona
- Cabrera Cánovas, A (2011), *Transporte Internacional de Mercancías*, ICEX (Instituto Español de Comercio Exterior), Madrid
- González Laxe, F (2003), *Economía del transporte marítimo*, Netbiblo, La Coruña

## Module: International Transport

▶ Department: International Trade	run by ESCOEX International Business School,
▶ Credits: 10	Business & Marketing
▶ Level 4 year 2	
▶ Pre-Requisites: International Trade and Transport	Organiser: Manuel M. Rivero Ojeda

### Overall Aims and Purpose

This module explores the most important aspects of international trade transport operations. Aspects related to financing, contracting, the transfer of responsibilities, as well as the physical movement of the merchandise traded are also taught in International Transports.

It is clear how this module complements the others: from an economical point of view, the costs derived from the transportation/delivery of the merchandise can decide the benefits of a given international trade operation. From a juridical point of view, it is important to bear in mind the relations that link users with the people who transport, as well as third parties (for example, insurance agencies).

According to what has been established in the International Trade agreement (Incoterm 1990), the student has to recognise vital issues such as, contracting adequate means of transportation (and other connection services). To enable the terms of delivery and reception to be fulfilled according to a particular case, its time, place and deadline agreed.

### Learning Outcomes

To provide the student, from a double perspective (either user or company rendering transportation services), with a practical view of:

- different means of transportation (as well as its juridical and physical security),
- technical aspects, parties intervening in the transportation operations,
- compromises and acquired rights, etc..
- customs, special tax regimen, etc.

### Indicative Content

Incoterms. International Commercial Terms.

Legal protection of the goods. Legal framework of the insurance contract. Type of policy. transport insurance. Maritime transport insurance. Most important policies and clauses. Dealing with accidents.

International transport. International trade operation. People that intervene in maritime transport.

Maritime transport. The vessel. Types and definitions. The port and types of the same. Real and personal aspects of maritime transport. The maritime transport market. Regular maritime transport. Cost structure in the regular transport services. Bill of Lading. Charter transport system. Fluvial transport of merchandise.

Road Transport. Essential aspects of road transport. Vehicles, limitations and authorisations. Classifications of international transport. Commercialisation channels. Legal framework for road transport.

Rail Transport. Technical aspects. Towing. Types of trains. Trains in inter-modal transport. Legal framework of rail transport. International rail transport.

<b>Evaluation Criteria</b>
1 final exam worth 40%. 1 individual written assignment and international negotiation 60%. Written document 2000 words (45%), SKYPE negotiation 15%.
<b>Methodology</b>
The focus of this module is extremely practical. Theoretical classes are supported by cases studies and practical exercises using SKYPE and company videos. Students shall contact with other international trade students from other universities.
<b>Basic Skills</b>
D1: Communication and presentation skills including audio, oral and written, using a range of methods D2: Numeracy, computing & information technology skills; this requires familiarity with a range of business data, research sources and appropriate methodologies D3: Project management skills together with skills of effective listening, negotiating, persuasion and presentation D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations D6: The ability to plan and manage learning in terms of time, behaviour, motivation, self-starting, individual initiative and enterprise
<b>Bibliography</b>
<p><b>Essential Reading:</b></p> <ul style="list-style-type: none"> <li>• ICEX-CECO 2013, <i>Manual of Internationalisation</i>, ICEX (Instituto Español de Comercio Exterior, Madrid).</li> <li>• EOI (Escuela de Organización Industrial) 2005, <i>Curso Básico. Operativa y Práctica del Comercio Exterior</i>, ICEX (Instituto Español de Comercio Exterior, Madrid).</li> <li>• EOI (Escuela de Organización Industrial) 2005, <i>Curso Superior. Estrategia y Gestión del Comercio Exterior</i>, ICEX (Instituto Español de Comercio Exterior, Madrid)</li> <li>• Tamames R, Huerta B.G. (2010), <i>Estructura Económica Internacional</i>, Alianza Editorial, Madrid.</li> </ul> <p><b>Journals:</b> IHT, Expansion, Cinco Días, Financial Times.</p> <p><b>Websites:</b> <a href="http://www.zonafranca.org">www.zonafranca.org</a>, <a href="http://www.zec.org">www.zec.org</a>, <a href="http://www.africainfomarket.org">www.africainfomarket.org</a>, <a href="http://www.camaralaspalmas.com">www.camaralaspalmas.com</a>, <a href="http://www.alibaba.com">www.alibaba.com</a> , <a href="http://europe.chinadaily.com.cn">http://europe.chinadaily.com.cn</a></p>



## Module: International Trade

- ▶ Department: INTERNATIONAL TRADE
- ▶ Type: Common
- ▶ Credits: 10
- ▶ Level 4- year 2
- ▶ Pre-Requisites: Introduction to International Trade

Delivered by ESCOEX International Business School, Business & Finance, Business & Marketing

Lecturer: Jose Luis Artiles

### Objetives

Students will learn about the international environment, trends and complexities, they will learn how to determine the interrelations between economy and business in a global context.

They will also learn about the different International Organisms, the organisms for Promotion of Trade in Spain and they will the Fiscal and Economics Regime in the Canary Islands.

### Learning outcomes

1. Students shall be able to carry out negotiations with foreign suppliers particularly regarding payment terms.
2. Students shall be able to create an international trade company in the free trade zone in the Canaries based on exporting products to the BRIC countries.
3. Students shall have a vision of using social networks in order to create an international presence and attract international clients.

### Indicative content

#### 1. THE INTERNATIONAL ECONOMIC ENVIRONMENT.

THE ECONOMIC SITUATION AND OUTLOOK INTERNACIONAL. TRENDS  
ECONOMIC BLOCKS.

MAJOR CHALLENGES IN THE INTERNATIONAL PANORAMA.  
ALTERNATIVES.

INTERNATIONAL ECONOMIC ARCHITECTURE  
INTERNATIONAL ORGANIZATIONS.

#### 2. THE SPANISH ECONOMY.

THE CURRENT SITUATION

CHALLENGES AND POSSIBILITIES.

DEBT, BALANCE OF PAYMENTS, UNEMPLOYMENT, PRODUCTIVITY...

#### 3. THE CANARY ISLANDS IN THE INTERNATIONAL ENVIRONMENT.

SOME THOUGHTS ON THE CANARIAN ECONOMY

CHALLENGES AND OPPORTUNITIES.

ECONOMIC/FISCAL REGIME IN THE ISLANDS

#### 4. HOW TO ELABORATE TABLE OF ECONOMIC INDICATORS.

## Recommended Reading

- Bello, Fernando. La aventura de arriesgar. Pirámide. Madrid.2001.
- Martín Frías, Francisco: El primer café de la mañana. 2ª Edición. Gestión 2000. Madrid 2007.
- Trías de Bes, Fernando: El libro negro del emprendedor. Empresa activa. Barcelona 2007
- Borello, Antonio, (2000). *El plan de negocios: de herramienta de evaluación de una inversión a elaboración de un plan estratégico y operativo*. Santafé de Bogotá, Ed. McGraw-Hill.
- Arnal Losilla, José Carlos, (2003). *Creación de empresas: los mejores textos*. Barcelona, Ed. Ariel.
- Gil Estallo, M<sup>a</sup>. A. y Giner de la Fuente, F., (2003). *Cómo crear y hacer funcionar una empresa: conceptos e instrumentos*. Madrid. ESIC.
- Ludevid, Manuel y Ollé, Montserrat. (1989). *Cómo crear su propia empresa: factores clave de gestión*. Barcelona, Ed. Marcorbo.
- Hisrich, Robert D., Peters, Michael P. y Shepherd, Dean A., (2005). *Entrepreneurship=Emprendedores*. 6ª edición, Madrid, Ed. McGraw-Hill Interamericana de España.
- Fernández Aguado, Javier, López Domínguez, Ignacio y Rodríguez Fernel, Antonio (2000). *Manual para la creación de empresas: cómo emprender y consolidar un proyecto empresarial*. Madrid, Ed. Edisofer.
- Sáenz-Marrero Fernández, Fernando, 2011. *Las 3R de su negocio: Re-pensar, Re-diseñar, Re-emprender*. La Coruña, Netbiblo.
- Hilde, Tim, (2000). *Guide to Management Ideas*. Gran Bretaña, The Economist Books.

## Web pages:

- . Empresas, Pymes, Autónomos, Empresarios: [www.emprendedores.es](http://www.emprendedores.es)
- . Punto de encuentro de emprendedores de habla hispana: [www.emprendedor.com](http://www.emprendedor.com)
- . Premio Emprendedor XXI: [www.emprendedorxxi.es](http://www.emprendedorxxi.es)
- . Más emprendedor: [www.masemprendedor.com](http://www.masemprendedor.com)
- . Servicio de Creación de Empresas de la Cámara de Las Palmas y la Cámara de Santa Cruz de Tenerife [www.creacionempresas.com](http://www.creacionempresas.com)
- . Portal de emprendeduría de la Universidad de Las Palmas de Gran Canaria: [www.emprende.ulpgc.es](http://www.emprende.ulpgc.es)
- . Portal de emprendeduría de la Universidad de La Laguna: [www.emprendeull.ning.com](http://www.emprendeull.ning.com)
- . Global Entrepreneurship Monitor España (GEM): [www.ie.edu/gem](http://www.ie.edu/gem)
- . Instituto de Iniciativa Emprendedora de ESADE: [www.esade.edu/research/esp/entrepreneurship](http://www.esade.edu/research/esp/entrepreneurship)
- . Sociedad de Promoción Económica de Gran Canaria: [www.spegc.org](http://www.spegc.org)
- . Agencia Canaria de Investigación, Innovación y Sociedad de la Información: [www.aciisi.itccanarias.com](http://www.aciisi.itccanarias.com)
- . Sociedad Canaria de Fomento Económico, S.A. (PROEXCA): [www.proexca.es](http://www.proexca.es)
- . Sociedad para el Desarrollo Económico de Canarias (SODECAN): [www.sodecan.es](http://www.sodecan.es)
- . Gobierno de Canarias: [www.gobiernodecanarias.org](http://www.gobiernodecanarias.org)
- . Ministerio de Industria, Turismo y Comercio: [www.mityc.es](http://www.mityc.es)
- . Instituto Español de Comercio Exterior: [www.icex.es](http://www.icex.es)
- . Plan Iniciación Promoción Exterior: [www.portalpipe.com](http://www.portalpipe.com)
- . Seguridad Social: [www.seg-social.es](http://www.seg-social.es)
- . Centro Europeo de Empresas e Innovación del Principado de Asturias: [www.ceei.es](http://www.ceei.es)
- . Centro Europeo de Empresas e Innovación de Galicia: [www.bicgalicia.org](http://www.bicgalicia.org)
- . Antonio Flores, Innovando en modelos de negocio: [www.antoniflores.com](http://www.antoniflores.com)
- . Servicios profesionales de innovación: [www.infonomia.com](http://www.infonomia.com)
- . [www.slideshare.net](http://www.slideshare.net)

**Journals:** Emprendedores, Estrategias. Somos Emprendedores. Cinco Días, franquicias y negocios, Dinero, The Economist, Harvard Business Review.

<p>Environment.  Market and commercial viability.  Marketing plan.  Plan management and operations.  Financial plan.  Strategic assessment of entrepreneurship and conclusions.</p> <p><b>6. Implementation of the new company:</b>  Introduction and launch phase.  Consolidation phase.  Growth phase.</p> <p><b>7. Mechanisms and tools to support entrepreneurship:</b>  Financial plan.  Investment needs.  Sources of Financing.  Resources for SMEs and freelancers:  Agencies and institutions involved in business creation.  Types of aid.</p> <p><b>8. Analysis of entrepreneurship:</b>  Methodology</p>
<b>Assessment Methods</b>
<p>Final exam with a total value of 60% of the final grade.  1 group assignment (maximum 4 students) worth 40%. Written assignment 20%, oral presentation 15%  peer assessment 5%.</p>
<b>Teaching and Learning Strategy</b>
<p>A combination of theoretical and practical elements will be used to teach this subject. Throughout the year students will carry out exercises and case studies as well as analyse specific cases of undertaking new companies. The practical part of this module is given by providing the students with in-class talks of real entrepreneurs talking about their own experiences when creating a company.</p> <p>100 notional learning hours comprising 56 hours classroom-based and 44 hours tutor-directed student learning.</p>
<b>Key Skills Taught</b>
<p>D1: Communication and presentation skills including audio, oral and written, using a range of methods  D3: Interactive and group skills including team projects and presentations; leadership, team building, influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation  D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations  D5: The ability to self-appraise and reflect on practice including the development of skills associated with critical reflection</p>
<b>Indicative Reading</b>
<p><b>Essential Reading:</b></p> <ul style="list-style-type: none"> <li>• Gonzalez Dominguez, Francisco J., Creating companies. Entrepreneur guide. Piramide. 2006</li> <li>• Nueno, Pedro: Emprendiendo hacia el 2020. Deusto. 2009</li> </ul>

## Module: Enterprise and Innovation Management

▶ Department: Business	run by ESCOEX International Business School,
▶ Status: Common	Business & Finance, Business & Marketing
▶ Credits: 10	
▶ Level 4 – Year 2	
▶ Pre-Requisites: Organisational Behaviour	Luis Hernandez Martí

### Overall Aims and Purpose

This course aims to study in the process of creating companies from a human perspective, realistic and rigorous approach. It is intended to provide a professional, modern and exciting vision of the art of creating companies.

### Learning Outcomes

Upon successful completion of this module, the student will be able to:

1. Describe and discuss the life cycle of a company in all its phases.
2. Know the development of a good business plan; the forecast of its success and criteria to value to its potential.
3. Demonstrate the independence of the company so that the entrepreneur can concentrate on formulating a strategy of growth.
4. Know the skills and competences of a good entrepreneur.

### Indicative Content

#### **1. Introduction to entrepreneurship:**

Entrepreneurship  
Entrepreneurship and Self-Employment Intraemprededuría.

#### **2. The entrepreneur:**

Types entrepreneur.  
Skills, qualities and attributes of the entrepreneur.  
Causes of failure and entrepreneurial success factors.  
The entrepreneurial company.  
The entrepreneurial manager.

#### **3. Creation of a new company:**

New business models.  
How to start a business.  
The process of creating a new company.

#### **4. Idea:**

The importance of the idea.  
New business opportunities.  
Feasibility plan of the idea:  
Presentation of ideas.  
Evaluation and selection of alternatives.  
Description of the business idea.  
SWOT analysis.

Elevator Pitch

#### **5. Business Plan:**

Methodology of developing a business plan.  
Research techniques and sources of information.  
Content of a Business Plan:

One exam 70%  
One coursework 30%

### **Methodology**

The methodology to be used shall be theoretical classes supported by power point representation: solving of practical case studies and exercises.

### **Basic Skills**

D1: Communication and presentation skills including audio, oral and written, using a range of methods  
D3: Interactive and group skills including team projects and presentations; leadership, team building, influencing and project management skills together with skills of effective listening, negotiating, persuasion and presentation  
D4: Problem solving skills including identifying, formulating and solving business problems; the ability to create, evaluate and assess a range of options, together with the capacity to apply ideas and knowledge to a range of situations

### **Bibliography**

#### **Essential Reading**

- Miner, J (2008), *Financial Maths*, 2nd edition, Mc Graw Hill, Madrid
- García Boza, J (2011), *Financial Maths*, Editorial Pirámide, Madrid
- Baquero, MJ, Maestro, ML (2003), *Problemas resueltos de matemática de las operaciones financieras*, Editorial S.A. Alfa Centauro, Madrid

#### **Recommended Reading**

- Cruz Rambaud, S, Del Valls Martínez, M (2003), *Introduction to financial maths*, Editorial Pirámide, Madrid
- García Boza, J, Déniz, A (2002), *Problemas resueltos de matemática de las operaciones financieras*, Editorial Pirámide, Madrid

#### **Press:**

- Expansión newspaper.

#### **Web:**

- <http://www.bancopopular.es/empresas/centro-de-ayuda/simuladores-y-comparadores/simulador-credito-personal/>

## MODULE: Introduction to Financial Analysis

- ▶ Department: Finance
- ▶ Type: Common
- ▶ Credits: 10
- ▶ Year 2º
- ▶ Pre-Requisites: Accounting I

Run by ESCOEX International Business School

Lecturers: Daniel Álvarez- Nava García

### Objectives

The basic objective of this module is to introduce students to the basic financial skills required to evaluate financial and non-financial assets using the financial mathematical instruments and their application in a business plan.

### Learning outcomes

Upon completing this module students will be capable of:

- Calculating the current and final value of a financial asset and /or of financial income
- Evaluating the impact of the interest rates on the current value of assets - tangible and intangible.
- Calculating amortisation quotas of loans. Impact of inflation and taxes.
- Knowing the return binomial – risk of financial markets
- Obtaining an insight into financial markets
- Understanding and managing a business plan and integrating a business model in the plan.

### Indicative content

1. Introduction to Finance:  
Time & value of money.  
Financial regimes. Interest rates.
2. Capitalization and Simple Discount:  
Simple capitalization.  
Simple discount. Types.
3. Capitalization and Compound Discounts:  
Compound interest.  
APR financing operations.
4. Revenue:  
Concept of income.  
Classification of income.
5. Loans:  
Introduction.  
Different depreciation systems.
6. NPV and IRR:  
Concept.  
Investment approaches.
7. Creating the Business Plan:  
Structure of a BP.  
Financial analysis of the business plan.

### Evaluation criteria