

Facilitator's Handbook

International Environments
and Business Operations





Content

Tecmilenio Certificates.....	3
Is It a Certificate or a Certification?	4
Certificate on International Business Management.....	5
Certificate Competence.....	6
Course Competence.....	6
Course Methodology.....	6
Assignments	6
Term Project	6
Syllabus.....	8
Supporting Resources	8
Evaluation	9
Teaching Notes	11
Final Project	31

Tecmilenio Certificates

In order to understand the importance of the course in which you will be the **facilitator**, we find it necessary to provide more context about the **Certificates** program of Universidad Tecmilenio, as a core part of our new educational model, based upon **learning by doing** and the **provision of an educational experience tailored to the needs of our students**.

Each certificate is a **short academic program**, **composed of several courses** embedded in the second half of the undergraduate curriculum, which aims to develop **highly specific competences** in the students and prepare them to excel in their performance at the workplace.



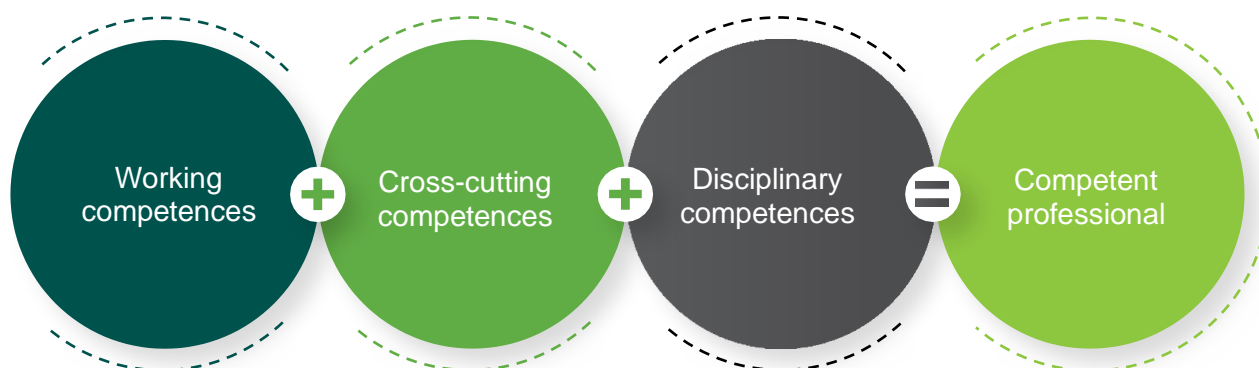
Knowledge + Performance + Excellence

With this approach, we seek that our undergrads will certainly **know** what is expected (have a theoretical knowledge), but they will also be **able to do well** (have the ability to perform a task) and to **know-how** (an understanding of what you do and having the capacity to make it in the best way possible). This rationale is explained in the following video: (<https://www.youtube.com/watch?v=g1maCpZXX8s>).

Click on the picture



In Universidad Tecmilenio, **learning by doing** means that the student will enroll in a handful of **certificates in which he will develop disciplinary competences that are valued by the labor market**, becoming a highly competent professional and thereby increasing his employability rate.



Most of our certificates consist on average of four courses, which have a logical follow-up and end up with a major and high level of complexity project (last course). A successful completion of the term project will demonstrate mastery of the global competence declared in each certificate.

Is it a certificate or a certification?

It is very important to clarify that a certificate and certification are two different things. A **certificate** is a formal recognition **granted internally by Universidad Tecmilenio** to students who prove they have passed the corresponding courses and acquired the global competence of the **certificate**.

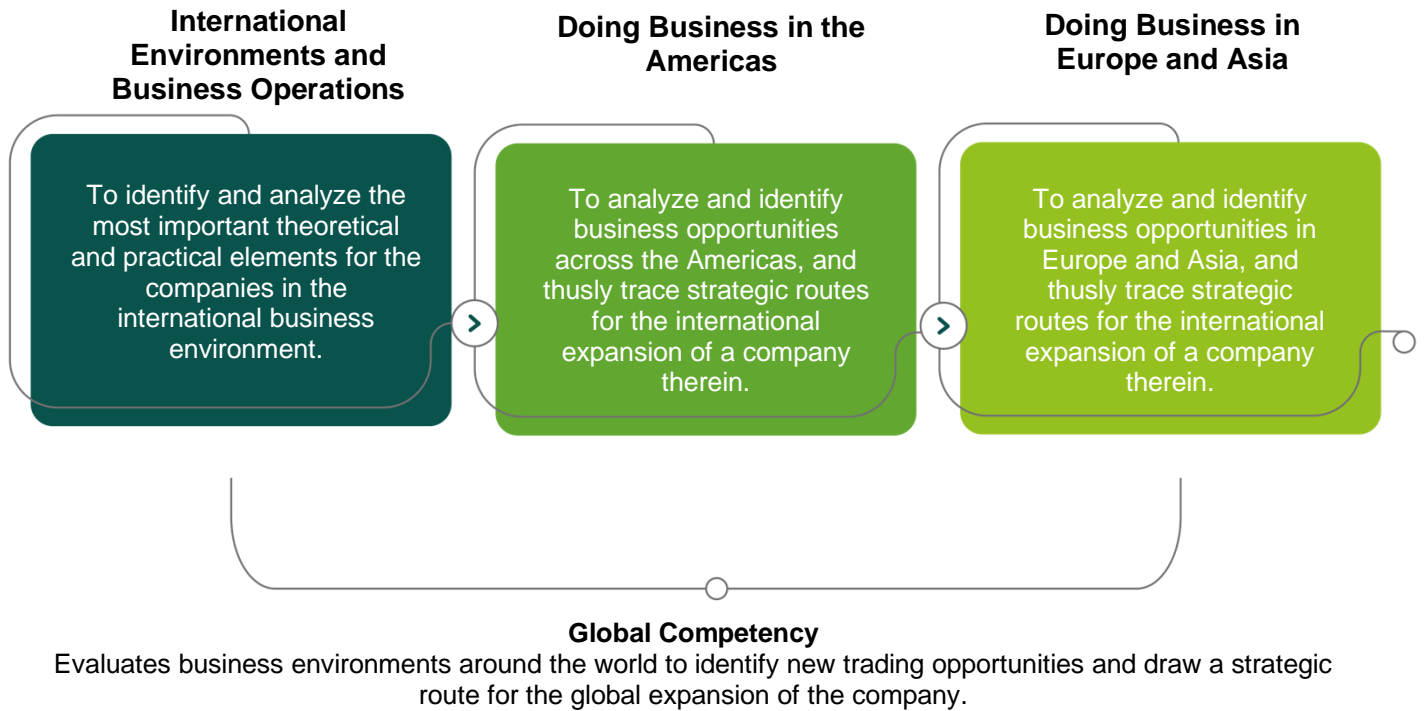
On the other hand, while a **certification** is also a recognition, it is obtained through the accreditation of a specific course of the academic program of the university and after passing a proficiency exam applied by an **external certification entity** (mind-mapping, foreign languages, software skills, etcetera).



Your work as a teacher facilitator of this course is very important to us. Thanks for contributing with your knowledge and experience in teaching this certificate. You can review detailed information below about the course that you will teach.

Certificate on International Business Management

The International Business Management certificate includes three courses and one capstone project, according to the following distribution:



This course of **International Environments and Business Operations** is the first certificate course of International Business Management.

Certificate competence

At the end of our Certificate on **International Business Management**, the student shall have developed and acquired the following global competence to its full extent:

To evaluate business environments around the world in order to identify new trading opportunities and trace a strategic route for the global expansion of the company.

Course competence

The specific competence that the participant must obtain when successfully completing this **course of International Environments and Business Operations** is as follows, in its entirety:

To identify and analyze the most relevant theoretical and practical elements for companies in the international business environment.

Course Methodology

Twelve lessons, divided into three different modules will be reviewed in this course of International Environments and Business Operations.

During the course, the participant must work on:

- 4 graded assignments
- 5 advances of the term project
- 1 final delivery of the term project

Assignments

Assignments should be submitted through Canvas platform on the specified date. In the case the assignments were done in physical form (hard copy), they must be digitized first and then submitted through the platform.

Term project

The term project of this course consists in the student acting as a Mexican business consultant with international field experience. Hypothetically, the student is being hired by two corporate clients (one local and one international) to present an analysis of the international environment that surrounds their own business interests and strategies. Through this term project, the student will demonstrate the ability to apply the knowledge and skills that he/she will gain throughout the reviewed lessons in the course.

The details of the term project can be consulted in the last section of this document.



NOTE: It is important to emphasize that students should always keep a digital copy of all the assignments and products that were generated during the course (assignments, homework, and the term project). This will help them to integrate a personal portfolio of projects as well as for the development of their capstone project (last course of the certificate). To do this, you are prompted to place a notification in Canvas (Announcements section), using the following text as a reference:

Dear participant, please remember to always keep a digital copy of all your assignments and term project that you do in your courses. Having these documents will be useful, especially for two purposes:

1. Integrating a personal portfolio of projects that will serve as an important tool for the enhancement of your professional career.
2. Developing the capstone project of your certificate (last course).

Therefore, be sure to back-up all your documents locally on a hard drive (USB flash drive + computer), as well as in the cloud (online storage services such as OneDrive).

Syllabus

The lessons addressed in this certificate course are as follows:

1. Globalizing businesses and marketplaces
2. Country differences matter
 - 2.1. Political systems
 - 2.2. Economic systems
 - 2.3. Legal systems
 - 2.4. Cultural frameworks
3. Ethics and social responsibility in international business
4. International trade theory
5. International trade policy
6. Strategy and foreign direct investments
7. World financial environments
 - 7.1. Currency and the foreign exchange markets
 - 7.2. The international monetary system
 - 7.3. The global capital market
8. Global strategy and implementation
9. Organization of the multinational firm: design and control
10. International expansion and foreign markets
11. Export and import practices
12. Global sourcing, production, and logistics

Supporting Resources

The eBook used in this course is:

Hill, C. (2021). *International Business: Competing in the Global Marketplace* [Global Edition]. United States: McGraw-Hill.

*Note: the lessons portrayed in Canvas do not replace in any way the need to buy the textbook. It is very important to emphasize this when addressing the students for the first time.

Evaluation

The evaluation of the course is structured as follows:

Units	Assessment tool	Points
4	Assignments	24
5	Project – Preliminary Reports	46
1	Project – Final Delivery	30
Total		100

All these graded assignments shall be delivered according to the following table, which is defined once the dates and values have been **validated with the information available in *Servicios en Línea***.

Assignments	Points
Assignment 1	10
Term project – Part 1	12
Term project – Part 2	12
Term project – Part 3	12
Term project – Part 4	12
Term project – Part 5	12
Term project – Final Delivery	30
100 points	

IMPORTANT:

Dear professor, do not forget to upload the grades of your students on the specified dates.

You can see a manual for uploading grades in the following link:

<https://drive.google.com/file/d/0Bw75UcLH85hkYjBFWkNBcDZRczA/view?usp=sharing>

You can see a manual for registering absences in the following link:

<https://drive.google.com/file/d/0Bw75UcLH85hkLTRPSk1aeUt3Z00/view?usp=sharing>

Teaching Notes

Right before teaching the course, please review the data and concepts provided therein, in order to detect and, if necessary, to update or enrich specific details and information while the course is already underway.

The teaching notes shown here are a reference for the face-to-face and online versions, unless stated otherwise in each course. You can review them below.

Basic recommendations

In terms of the actual delivery of this course, the following is being suggested:

1. Review the list of assignments and the program in Banner to double-check the exact dates in which all the assignments should be turned in.
2. Every once in a while, review Canvas 's Discussions section to answer and solve the students' questions and concerns about the assignments and the course in general.
3. Encourage students to participate and turn in their homework on time.
4. Always provide constant feedback on the assignments and projects carried out by the students.
5. After consulting Banner and the due dates, make a calendar and upload it to the platform as an announcement so that the students can easily spot the lessons and assignments that will be reviewed each week.
6. Remind students that it is important to keep both assignments and term project of the course in their personal portfolio, since they will require all of those documents in order to finish the certificate.
7. Please enrich the course with videos, readings, and other resources whenever you can.

In the case you are about to teach this **course online**, the following is also recommended:

8. Coordinate and carry out at least two live video sessions during the course with students, to review the revised lessons and answer all those questions that may arise. You are required to select the tool or platform that best suits your technique: Collaborate (within Canvas), WebEx, Skype, Google Hangouts, Join.me, Zoom, or any other that proves reliable.
9. You are encouraged to remind your students about the session's deliveries of the assignments through the Assignments section or by email.

Lesson 1

Teaching notes for the lesson:

Globalization is a process and as such, it is constantly evolving. Ask students to read the news constantly to spot the main topics that are being discussed in the world today, such as terrorism, immigration, organized crime, rising environmental concerns, trade agreements, etc. Then, generate atopic discussion about the pros and cons in globalization, either in the classroom or in the live sessions, in case you are teaching it online.

Notes for the activity: Assignment 1

Go ahead and open the forum with a provocation for the students to write their opinions.

You can grade the assignment with these evaluation criteria:

	Criteria	Score
1	The student gives his/her opinion on the whole globalization process on the designated forum.	40
2	<p>The student follows the questions below, but not limited to these guiding questions for giving his/her opinion on the forum:</p> <ul style="list-style-type: none"> • Which of these tendencies is the most relevant and why? • What do you personally think of globalization? How does it affect your everyday life and your professional aspirations? • Is the process fair to all or most countries? Why or why not? • What is your stance on the work done by the World Trade Organization? Does it do more harm than good? • What economic good has the globalization done for Mexico? Are we better off? Maybe a more competitive country? • Is there a price we have to pay in order to fully embrace the globalization process? Perhaps a cultural tradeoff? 	30
3	The student replies to at least two opinions posted by his/her classmates.	30
	Total	100

Lesson 2

Teaching notes for the lesson:

Basically, there are four dimensions in the Hofstede's model, but more dimensions have been added recently (there are six now). It is important for the students to become familiar at least with the basic four mentioned in the lesson. Also, review the questions at the end of the topic with the students.

Term project 1st part

Students will act as if they were business consultants, it is important to set up a meeting with each one of them to review their options and help them to present themselves as professionals. It is advisable that they look for a professional job listing in International Business Consulting to see the required qualifications. You can grade the assignment with these evaluation criteria:

Performance level				
Evaluation criteria	Highly competent100%-86%	Competent85%-70%	Not yet proficient69%-0%	%
Business persona.	35-30	29-25	24-0	
	<p>The student makes up a business persona and includes the following:</p> <ul style="list-style-type: none"> Name and current position in the company. Short bio (two paragraphs) that underscores your expertise in the international business arena, including academic credential, personal achievements, and professional certifications (if applicable). A mock LinkedIn profile page. 	<p>The student makes up a business persona and includes at least two of the following</p> <ul style="list-style-type: none"> Name and current position in the company. Short bio (two paragraphs) that underscores your expertise in the international business arena, including academic credential, personal achievements, and professional certifications (if applicable). A mock LinkedIn profile page. 	<p>The student makes up a business persona and includes at least one of the following</p> <ul style="list-style-type: none"> Name and current position in the company. Short bio (two paragraphs) that underscores your expertise in the international business arena, including academic credential, personal achievements, and professional certifications (if applicable). A mock LinkedIn profile page. 	
	35-30	29-25:	24-0	
	<p>The student makes up the identity of a consulting firm, in which, he/she works and also includes the following:</p> <ul style="list-style-type: none"> Name and branding (logo, slogan, social media, and corporate image). What other consulting firms from the real world you would be competing with. 	<p>The student makes up the identity of a consulting firm, in which, he/she works and also includes at least two of the following:</p> <ul style="list-style-type: none"> Name and branding (logo, slogan, social media, and corporate image). What other consulting firms from the real world 	<p>The student makes up the identity of a consulting firm, in which, he/she works and includes one of the following:</p> <ul style="list-style-type: none"> Name and branding (logo, slogan, social media, and corporate image). What other consulting firms from the real world you would be 	

	<ul style="list-style-type: none"> One "About us" section. 	<p>you would be competing with.</p> <ul style="list-style-type: none"> One "About us" section. 	<p>competing with.</p> <ul style="list-style-type: none"> One "About us" section. 	
	30-26	25-21	20-0	
	<p>The student describes the mission, vision, values, customer service/satisfaction of the consulting firm and includes the following:</p> <ul style="list-style-type: none"> What kind of service you and/or your consulting firm provide, and a brief description of how you do it. What geopolitical region of the world your company is mostly focused on, businesswise. What industry of industries your company has the most experience with. Past and current clients that have hired your company, and how you helped and found solutions for them. 	<p>The student describes the mission, vision, values, customer service/satisfaction of the consulting firm and includes at least two of the following:</p> <ul style="list-style-type: none"> What kind of service you and/or your consulting firm provide, and a brief description of how you do it. What geopolitical region of the world your company is mostly focused on, businesswise. What industry of industries your company has the most experience with. Past and current clients that have hired your company, and how you helped and found solutions for them. 	<p>The student describes the mission, vision, values, customer service/satisfaction of the consulting firm and includes at least one of the following:</p> <ul style="list-style-type: none"> What kind of service you and/or your consulting firm provide, and a brief description of how you do it. What geopolitical region of the world your company is mostly focused on, businesswise. What industry of industries your company has the most experience with. Past and current clients that have hired your company, and how you helped and found solutions for them. 	
TOTAL				100%

Lesson 3

Teaching notes for the lesson:

There are many examples of ethical issues in international business, so you may ask students to read the status about Boeing 737 in the following link: <https://simpleflying.com/lot-polish-airlines-crime-victim-boeing/737-max/>

Another recent case about global business ethics is the Volkswagen scandal about hacking their cars' internal system to falsely report lower-than-real carbon emissions and therefore bypassing environmental regulations. On this regard, students must read and comment on the article about social responsibility located at the end of the lesson.

Lesson 4

Teaching notes for the lesson:

Chapter 7 from the textbook should be the reference for this topic. Ask students to read the section *Implications for managers* and discuss why this topic is important.

Governments have become active promoters of trade and investment for their home companies, looking for resources that can help boosting their economic growth. One of the main reasons to do this is the positive relationship between trade and economic growth observed in the past. Ask students to question these theories. Does a country that can only offer cheap labor really earns a profit from foreign investment and trade? You might mention the case of Amancio Ortega, one of the wealthiest businessmen in the world and founder of the Zara clothing firm, who outsources manufacturing to poor countries with the lowest wages, such as Bangladesh.

Term project 2nd part

Students should clearly understand that they are doing a dual project, one for a Mexican company interested in business abroad, and another one for a foreign company willing to come to Mexico. It does not matter if it is a Mexican company, they will do it in English regardless. Only the foreign company may be fictitious, the Mexican one has to be real.

You can grade the term project 2nd part with these evaluation criteria:

	Performance level			
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Not yet proficient 69%-0%	%
Fictitious company.	50- 43 The student describes a fictitious foreign company that is about to enter the Mexican market, and includes the following: <ul style="list-style-type: none">Business, administrative and contact information.	42-35: The student describes a fictitious foreign company that is about to enter the Mexican market, and includes at least four of the following: <ul style="list-style-type: none">Business, administrative and contact	34-0 The student describes a fictitious foreign company that is about to enter the Mexican market, and includes at least two of the following: <ul style="list-style-type: none">Business, administrative and contact information.	

	<ul style="list-style-type: none"> • Introduction and strategy. • Business concept. • Management and ownership. • Current customers and projects (including completed ones). • Supporting documentation. 	<ul style="list-style-type: none"> • Introduction and strategy. • Business concept. • Management and ownership. • Current customers and projects (including completed ones). • Supporting documentation. 	<ul style="list-style-type: none"> • Introduction and strategy. • Business concept. • Management and ownership. • Current customers and projects (including completed ones). • Supporting documentation. 	
Mexican company	<p>50- 43</p> <p>The student describes a real Mexican small business of his/her choice, aiming to expand internationally soon, and includes the following:</p> <ul style="list-style-type: none"> • Business, administrative and contact information. • Introduction and strategy. • Business concept. • Management and ownership. • Current customers and projects (including complete ones). • Supporting documentation. 	<p>42-35:</p> <p>The student describes a real Mexican small business of his/her choice, aiming to expand internationally soon, and includes at least four of the following:</p> <ul style="list-style-type: none"> • Business, administrative and contact information. • Introduction and strategy. • Business concept. • Management and ownership. • Current customers and projects (including complete ones). • Supporting documentation. 	<p>34-0</p> <p>The student describes a real Mexican small business of his/her choice, aiming to expand internationally soon, and includes at least two of the following:</p> <ul style="list-style-type: none"> • Business, administrative and contact information. • Introduction and strategy. • Business concept. • Management and ownership. • Current customers and projects (including complete ones). • Supporting documentation. 	
TOTAL				100%

Lesson 5

Teaching notes for the lesson:

When dealing with different countries and their industrial policies, students must know the available tools that governments commonly have at hand and the options to solve possible disputes.

Lesson 6

Teaching notes for the lesson:

The important things to highlight are as follows:

- Inward FDI flow to developed economies has reached its highest level ever in 2019.
- Consult the current situation of foreign direct investment on sites such as IMF
- The shift towards services in FDI has continued.
- International production by MNE's foreign affiliates grew faster than their domestic counterparts.
- FDI increase is conditioned to geopolitical tensions and persistent vulnerabilities in developing countries.

Ask students to research about the Hisense case in Nuevo León, and what where the benefits offered to the company by state officials. What do they think about Hisense moving in to produce its products in Mexico? What will they produce here? Analyze this case using the concepts reviewed in the lesson. You can add more examples with NYX Plastics in Coahuila and Le Bélíer in Guanajuato.

Term project 3rd part

The business environment both in Mexico and the selected target country are basic information to develop an international business strategy and to define key variables to work with during the project. Explain students that what they see in the instructions is just a guide, it is ONLY a suggestion, so they do not have to copy/paste the outline as it is, they have to work through it and select those relevant variables that make more sense for their clients. This is important because one of the competences that we want to develop in our students is to assess a business environment; and in order to do so, they have to know which variables are relevant in each environment depending on the industry. For example, if they have chosen a Mexican SME that wants to export to Europe, the economic variable is outstanding, depending on that industry's specifics that may also apply, such as government regulations and political cycles.

You can grade the term project 3rd part with these evaluation criteria:

	Performance level			
Evaluation criteria	Highly competent100%-86%	Competent85%-70%	Not yet proficient69%-0%	%
Fictitious company.	50- 43	42-35:	34-0	
	The student analyzes the current Mexican business environment for the industry he/she chose (the fictitious company), and includes the	The student analyzes the current Mexican business environment for the industry he/she chose (the fictitious company), and includes at least six of the following:	The student analyzes the current Mexican business environment for the industry he/she chose (the fictitious company), and	

	<p>following:</p> <ul style="list-style-type: none"> • The Mexican political system. • The Mexican economic system and how it relates to that specific industry. • The Mexican legal system and government regulations that apply to that industry. • Foreign direct investments in Mexico, • How is the Mexican peso doing? An analysis of the current picture around it. • Mexico's culture (including the workplace). • Relevant environmental regulations. • Mexican employment practices, minimum wage, and the role of labor unions. • Mexico's trade policy details that are relevant to that industry (tariffs, subsidies, import quotas, antidumping duties). • Summary of relevant free-trade agreements with other countries. 	<ul style="list-style-type: none"> • The Mexican political system. • The Mexican economic system and how it relates to that specific industry. • The Mexican legal system and government regulations that apply to that industry. • Foreign direct investments in Mexico. • How is the Mexican peso doing? An analysis of the current picture around it. • Mexico's culture (including the workplace). • Relevant environmental regulations. • Mexican employment practices, minimum wage, and the role of labor unions. • Mexico's trade policy details that are relevant to that industry (tariffs, subsidies, import quotas, antidumping duties). • Summary of relevant free-trade agreements with other countries. 	<p>includes at least four of the following:</p> <ul style="list-style-type: none"> • The Mexican political system. • The Mexican economic system and how it relates to that specific industry. • The Mexican legal system and government regulations that apply to that industry. • Foreign direct investments in Mexico. • How is the Mexican peso doing? An analysis of the current picture around it. • Mexico's culture (including the workplace). • Relevant environmental regulations. • Mexican employment practices, minimum wage, and the role of labor unions. • Mexico's trade policy details that are relevant to that industry (tariffs, subsidies, import quotas, antidumping duties). 	
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			<ul style="list-style-type: none"> Summary of relevant free-trade agreements with other countries. 	
Mexican company.	<p>50- 43</p> <p>The student analyzes the environments that prevail in the regional/national market(s) that the Mexican PyME is trying to reach, and includes the following:</p> <ul style="list-style-type: none"> • Its political system (corruption and transparency). • Its economic system and how it relates to that specific industry and Mexico. • Its legal system and the set of regulations that apply to that industry and to Mexican companies. • How foreign direct investments (FDI) work in that country. • How is their currency doing nowadays? An analysis of the current picture around it. • The culture of that country/region. • Relevant environmental regulations that the Mexican PyME might face. Their employment practices, minimum wage, HR intelligence, and the 	<p>42-35:</p> <p>The student analyzes the environments that prevail in the regional/national market(s) that the Mexican PyME is trying to reach, and includes at least six of the following:</p> <ul style="list-style-type: none"> • Its political system (corruption and transparency). • Its economic system and how it relates to that specific industry and Mexico. • Its legal system and the set of regulations that apply to that industry and to Mexican companies. • How foreign direct investments (FDI) work in that country. • How is their currency doing nowadays? An analysis of the current picture around it. • The culture of that country/region. • Relevant environmental regulations that the Mexican PyME might face. Their employment practices, minimum wage, HR intelligence, and the role of labor unions. • Their trade policy towards Mexico (tariffs, subsidies, import quotas, antidumping duties). 	<p>34-0</p> <p>The student analyzes the environments that prevail in the regional/national market(s) that the Mexican PyME is trying to reach, and includes at least four of the following:</p> <ul style="list-style-type: none"> • Its political system (corruption and transparency). • Its economic system and how it relates to that specific industry and Mexico. • Its legal system and the set of regulations that apply to that industry and to Mexican companies. • How foreign direct investments (FDI) work in that country. • How is their currency doing nowadays? An analysis of the current picture around it. • The culture of that country/region. • Relevant 	

	<p>role of labor unions.</p> <ul style="list-style-type: none"> • Their trade policy towards Mexico (tariffs, subsidies, import quotas, antidumping duties). • A summary of relevant free-trade agreements they might have signed with other countries. 	<ul style="list-style-type: none"> • A summary of relevant free-trade agreements they might have signed with other countries. 	<p>environmental regulations that the Mexican PyME might face. Their employment practices, minimum wage, HR intelligence, and the role of labor unions.</p> <ul style="list-style-type: none"> • Their trade policy towards Mexico (tariffs, subsidies, import quotas, antidumping duties). • A summary of relevant free-trade agreements they might have signed with other countries. 	
TOTAL				100%

Lesson 7

Teaching notes for the lesson:

Ask students to look at the latest financial news and comment about the current situation in the world, what are this year forecasts for the major world economies?

What are the main trends for major currencies such as dollar, euro, and yuan?

Lesson 8

Teaching notes for the lesson:

Ask students to read the opening case on Chapter 13 and discuss it in class or live session.

The 'Panama Papers' scandal should be mentioned because off-shore hedge funds are part of a strategy commonly used in international business and they are somewhat legal; what is not legal, though, is to use them as a way to hide money obtained from criminal activities or to avoid paying taxes.

If you or any of your students have Prime video, you could look the first episode of [This Giant Beast that is the Global Economy](#).

Term project 4th Part

Now the students have to present previous findings on the business environment in Mexico for their foreign clients.

You can grade the term project 4th part with these evaluation criteria:

	Performance level			
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Not yet proficient 69%-0%	%
Business quote.	5-4 points	3-2 points	1-0 points	
	The student starts with a brainy business quote that is relevant to his/her project.	The student starts with a brainy business quote that is not relevant to his/her project.	The student doesn't start with a brainy business quote.	
Introduction.	10-9 points	8-7 points	6-0 points	
	The student introduces himself/herself by answering the following questions: Who you are, who you work for (consultancy firm), what brought you here, what it means to you to work with them as a client.	The student introduces himself/herself by answering at least three of the following questions: Who you are, who you work for (consultancy firm), what brought you here, what it means to you to work with them as a client.	The student introduces himself/herself by answering two or less of the following questions: Who you are, who you work for (consultancy firm), what brought you here, what it means to you to work with them as a client.	
Mexican	50-43 points	42-35 points	34-0 points	

business environment	<p>The report includes all the following points:</p> <ol style="list-style-type: none"> 1. The relationship between Mexican demographics and purchasing power. Is it favorable for them or their products? 2. How can the Mexican political system help or undermine their endeavor? 3. How the economics will play out within the Mexican economic system, surrounding that specific industry. 4. How to use the Mexican legal system and relevant government regulations to their favor. 5. How do foreign direct investments work in Mexico, and if there any fiscal incentives they can take advantage of. 6. How is the Mexican peso doing? An analysis of the current monetary trends around it. 7. An insight on Mexican culture in the workplace: what they will find and how to deal with it. 8. How to comply with relevant fiscal and/or environmental regulations that apply to that specific industry. 9. What to expect about Mexican hiring practices, employment benefits, minimum wage, and the role of labor unions. 10. Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc. 	<p>The report includes at least eight of the following points:</p> <ol style="list-style-type: none"> 1. The relationship between Mexican demographics and purchasing power. Is it favorable for them or their products? 2. How can the Mexican political system help or undermine their endeavor? 3. How the economics will play out within the Mexican economic system, surrounding that specific industry. 4. How to use the Mexican legal system and relevant government regulations to their favor. 5. How do foreign direct investments work in Mexico, and if there any fiscal incentives they can take advantage of. 6. How is the Mexican peso doing? An analysis of the current monetary trends around it. 7. An insight on Mexican culture in the workplace: what they will find and how to deal with it. 8. How to comply with relevant fiscal and/or environmental regulations that apply to that specific industry. 9. What to expect about Mexican hiring practices, employment benefits, minimum wage, and the role of labor unions. 10. Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc. 	<p>The report includes at least six of the following points:</p> <ol style="list-style-type: none"> 1. The relationship between Mexican demographics and purchasing power. Is it favorable for them or their products? 2. How can the Mexican political system help or undermine their endeavor? 3. How the economics will play out within the Mexican economic system, surrounding that specific industry. 4. How to use the Mexican legal system and relevant government regulations to their favor. 5. How do foreign direct investments work in Mexico, and if there any fiscal incentives they can take advantage of. 6. How is the Mexican peso doing? An analysis of the current monetary trends around it. 7. An insight on Mexican culture in the workplace: what they will find and how to deal with it. 8. How to comply with relevant fiscal and/or
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			<p>environmental regulations that apply to that specific industry.</p> <p>9. What to expect about Mexican hiring practices, employment benefits, minimum wage, and the role of labor unions.</p> <p>10. Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc.</p>	
Strategic decisions.	<p>25-22 points</p> <p>The student provides recommendations that answer the following questions:</p> <ol style="list-style-type: none"> 1. What adjustments should be made to enter the Mexican market? 2. When should they start doing it? Why and what are the costs? 3. To what scale? Should they enter the national market directly or by regional markets instead? Why? 4. Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best fit? 5. Are there any acquisitions or strategic alliances to 	<p>21-18 points</p> <p>The student provides recommendations that answer the following questions:</p> <ol style="list-style-type: none"> 1. What adjustments should be made to enter the Mexican market? 2. When should they start doing it? Why and what are the costs? 3. To what scale? Should they enter the national market directly or by regional markets instead? Why? 4. Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best fit? 5. Are there any acquisitions or strategic alliances to be made? 	<p>17-0 points</p> <p>The student provides recommendations that answer the following questions:</p> <ol style="list-style-type: none"> 1. What adjustments should be made to enter the Mexican market? 2. When should they start doing it? Why and what are the costs? 3. To what scale? Should they enter the national market directly or by regional markets instead? Why? 4. Among exporting, licensing, franchising, 	

	be made?		joint ventures, and wholly owned subsidiaries, which entry mode is their best fit? 5. Are there any acquisitions or strategic alliances to be made?	
Conclusions	10-9 points	8-7 points	6-0 points	
	Concludes by including the most important points of the proposals and gives an opinion.	Concludes by including the most important points of the proposals but not an opinion.	Don't finish the work with a conclusion.	
TOTAL				

Lesson 9

Teaching notes for the lesson:

At this point, students will now confirm the entry mode that they have chosen for their project. Ask them to give as many examples as possible for each entry mode.

Lesson 10

Teaching notes for the lesson:

Exporting is the main entry mode that companies use all over the world, stress that when possible.

Term project 5th Part

At this point, students have to present their findings to their Mexican client. They must adapt them to what they believe are the most interesting points in the industry where that client is from.

You can grade the term project 5th part with these evaluation criteria.

	Performance level			
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Competence not yet developed 69%-0%	%
Quote and presentation.	5-4 points	3-2 points	1-0 points	
	The student creates a presentation and starts with a brainy business quote that is relevant to his/her particular project.	The student creates a presentation and starts with a brainy quote that is relevant to his/her particular project.	The student creates a presentation but don't starts with a brainy business quote that is relevant to his/her particular project.	
Introduction.	10-9 points	8-7 points	6-0 points	

	<p>The student introduces himself/herself to generate empathy. The introduction includes the following:</p> <ul style="list-style-type: none"> ▪ Who you are. ▪ Who you work for (consultancy firm). ▪ What brought you here. ▪ What it means to you to work with them as a client. 	<p>The student introduces himself/herself to generate empathy. The introduction includes at least three of the following:</p> <ul style="list-style-type: none"> ▪ Who you are. ▪ Who you work for (consultancy firm). ▪ What brought you here. ▪ What it means to you to work with them as a client. 	<p>The student introduces himself/herself to generate empathy. The introduction includes two or less of the following:</p> <ul style="list-style-type: none"> ▪ Who you are. ▪ Who you work for (consultancy firm). ▪ What brought you here. ▪ What it means to you to work with them as a client. 	
Mexican business environment.	<p>50-43 points</p> <p>The student goes straight to his/her findings on the current business environments that prevail in the targeted country/region, which include all the following:</p> <ul style="list-style-type: none"> ▪ The relationship between demographics and purchasing power in that country. Is it favorable for the Mexican company? ▪ How their political system can help or undermine your client ▪ How the whole project will play out within the economic system of the targeted country. ▪ How to use their legal system and relevant government regulations to your client's favor. ▪ How do foreign direct investments work in that country, and if there any fiscal incentives for your client. ▪ How is the local currency doing? <p>Include a snapshot of</p>	<p>42-35 points</p> <p>The student goes straight to his findings on the current business environments that prevail in the targeted country/region, which include at least six of the following:</p> <ul style="list-style-type: none"> ▪ The relationship between demographics and purchasing power in that country. Is it favorable for the Mexican company? ▪ How their political system can help or undermine your client ▪ How the whole project will play out within the economic system of the targeted country. ▪ How to use their legal system and relevant government regulations to your client's favor. ▪ How do foreign direct investments work in that country, and if there any fiscal incentives for your client. ▪ How is the local currency doing? <p>Include a snapshot of</p>	<p>34-0 points</p> <p>The student goes straight to his findings on the current business environments that prevail in the targeted country/region, which include at least four of the following:</p> <ul style="list-style-type: none"> ▪ The relationship between demographics and purchasing power in that country. Is it favorable for the Mexican company? ▪ How their political system can help or undermine your client ▪ How the whole project will play out within the economic system of the targeted country. ▪ How to use their legal system and relevant government regulations to your client's favor. ▪ How do foreign direct investments work in that country, and if there any fiscal incentives for your client. ▪ How is the local currency doing? <p>Include a snapshot of</p>	

	<p>the current monetary trends around it.</p> <ul style="list-style-type: none"> ▪ An insight on that country's culture in the workplace: what the Mexican company will find and how to deal with it. ▪ How to comply with relevant fiscal and/or environmental regulations that apply directly to your client's business. ▪ What to expect about local hiring practices, employment benefits, minimum wage standards, and the role of labor unions. <p>The student enlists relevant trade policy details between Mexico and the other country, in terms of signed free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc.</p>	<p>the current monetary trends around it.</p> <ul style="list-style-type: none"> ▪ An insight on that country's culture in the workplace: what the Mexican company will find and how to deal with it. ▪ How to comply with relevant fiscal and/or environmental regulations that apply directly to your client's business. ▪ What to expect about local hiring practices, employment benefits, minimum wage standards, and the role of labor unions. <p>The student enlists relevant trade policy details between Mexico and the other country, in terms of signed free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc.</p>	<p>the current monetary trends around it.</p> <ul style="list-style-type: none"> ▪ An insight on that country's culture in the workplace: what the Mexican company will find and how to deal with it. ▪ How to comply with relevant fiscal and/or environmental regulations that apply directly to your client's business. ▪ What to expect about local hiring practices, employment benefits, minimum wage standards, and the role of labor unions. <p>The student enlists relevant trade policy details between Mexico and the other country, in terms of signed free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc.</p>	
Strategic decisions.	<p>25-22 points</p> <p>The student rounds up with his/her recommendations on which strategic decisions might bring success to the expansion effort, which includes all the following:</p> <ol style="list-style-type: none"> 2. Should your Mexican client enter the market in the targeted country? Yes or no? 3. If so, when should they start doing it? What are the costs? 4. And to what scale? Should they enter the national market directly, or by internal 	<p>21-18 points</p> <p>The student rounds up with his/her recommendations on which strategic decisions might bring success to the expansion effort, which include at least 3 of the following:</p> <ol style="list-style-type: none"> 1. Should your Mexican client enter the market in the targeted country? Yes or no? 2. If so, when should they start doing it? What are the costs? 3. And to what scale? Should they enter the national market 	<p>17-0 points</p> <p>The student rounds up with his/her recommendations on which strategic decisions might bring success to the expansion effort, which include at least 2 of the following:</p> <ol style="list-style-type: none"> .. Should your Mexican client enter the market in the targeted country? Yes or no? 2. If so, when should they start doing it? What are the costs? 3. And to what scale? Should they enter the national market 	

	regional markets instead? Why? 5. Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best option? Are there any acquisitions or strategic alliances to be made in the targeted country?	directly, or by internal regional markets instead? Why? 4. Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best option? Are there any acquisitions or strategic alliances to be made in the targeted country?	directly, or by internal regional markets instead? Why? 4. Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best option? Are there any acquisitions or strategic alliances to be made in the targeted country?	
Conclusions.	10-9	8-7 points	6-0 points	
	The student ends the presentation with a conclusion.	The student ends the presentation with a vague conclusion.	The student didn't end the presentation with a conclusion.	
TOTAL				

Lesson 11

Teaching notes for the lesson:

At this point, students will now confirm the entry mode that they have chosen for their project. Ask them to give as many examples as possible for each entry mode.

Lesson 12

Teaching notes for the lesson:

In recent years, outsourcing has dominated in international business, which is an excellent opportunity for Mexican business to offer their services abroad. Many Mexican companies have also stopped production and instead chose to buy from overseas because it is way cheaper in the long run. Ask students to observe companies supply chains to better understand the concepts reviewed. Specially, review the closure case in chapter 17 from the textbook *"Procter & Gamble Remakes Its Global Supply Chains"*.

Final Project

Make sure that students use what they have learned in their projects and that they use an adequate terminology/lexicon. It is advisable that, whenever possible, students present their projects not only to their classmates and professor, but also to special guests such as campus authorities that speak English or invited international business managers.

You can grade the term project **final** part with these evaluation criteria:

	Performance level			
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Competence not yet developed 69%-0%	%
Presentation time.	5-4 points	3-2 points	1-0 points	
	The presentation length is longer than 8 minutes but less than 10.	The presentation length is longer than 10 minutes or less than 8.	The presentation length is longer than 12 minutes or less than 7.	
Quality of the presentation .	10-9 points	8-7 points	6-0 points	
	The presentation is clean, with images, and not full of text. The student doesn't read the content.	The presentation is clean, with images, and some slides are full of text. The student reads part of the content.	The presentation is not clean, without images, and most slides are full of text. The student reads most of the content.	
Delivery method and public speaking skills.	10-9 points	8-7 points	6-0 points	
	The student introduce him/herself answering the following questions: Who you are, who you work for (consultancy firm), what brought you here, what it means to you to work with them as a client.	The student introduce him/herself answering at least 3 of the following questions: Who you are, who you work for (consultancy firm), what brought you here, what it means to you to work with them as a client	The student introduce him/herself answering 2 or less of the following questions: Who you are, who you work for (consultancy firm), what brought you here, what it means to you to work with them as a client	
Consistency of the content.	50-43 points	42-35 points	34-0 points	
	The report includes all the following points: 1.The relationship between Mexican demographics and purchasing power. Is it favorable for them or their products? 2. How the Mexican political system can help or undermine their endeavor. 3. How the economics will play out within the Mexican economic system, surrounding that	The report includes at least eight of the following points: 1.The relationship between Mexican demographics and purchasing power. Is it favorable for them or their products? 2. How the Mexican political system can help or undermine their endeavor. 3. How the economics will play out within the	The report includes all the following points: 1.The relationship between Mexican demographics and purchasing power. Is it favorable for them or their products? 2. How the Mexican political system can help or undermine their endeavor. 3. How the economics will play out within the Mexican economic system, surrounding	

<p>specific industry.</p> <p>4. How to use the Mexican legal system and relevant government regulations to their favor.</p> <p>5. How do foreign direct investments work in Mexico, and if there any fiscal incentives they can take advantage of.</p> <p>6. How is the Mexican peso doing? An analysis of the current monetary trends around it.</p> <p>7. An insight on Mexican culture in the workplace: what they will find and how to deal with it.</p> <p>8. How to comply with relevant fiscal and/or environmental regulations that apply to that specific industry.</p> <p>9. What to expect about Mexican hiring practices, employment benefits, minimum wage, and the role of labor unions.</p> <p>10. Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc.</p>	<p>Mexican economic system, surrounding that specific industry.</p> <p>4. How to use the Mexican legal system and relevant government regulations to their favor.</p> <p>5. How do foreign direct investments work in Mexico, and if there any fiscal incentives they can take advantage of.</p> <p>6. How is the Mexican peso doing? An analysis of the current monetary trends around it.</p> <p>7. An insight on Mexican culture in the workplace: what they will find and how to deal with it.</p> <p>8. How to comply with relevant fiscal and/or environmental regulations that apply to that specific industry.</p> <p>9. What to expect about Mexican hiring practices, employment benefits, minimum wage, and the role of labor unions.</p> <p>10. Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import</p>	<p>that specific industry.</p> <p>4. How to use the Mexican legal system and relevant government regulations to their favor.</p> <p>5. How do foreign direct investments work in Mexico, and if there any fiscal incentives they can take advantage of.</p> <p>6. How is the Mexican peso doing? An analysis of the current monetary trends around it.</p> <p>7. An insight on Mexican culture in the workplace: what they will find and how to deal with it.</p> <p>8. How to comply with relevant fiscal and/or environmental regulations that apply to that specific industry.</p> <p>9. What to expect about Mexican hiring practices, employment benefits, minimum wage, and the role of labor unions.</p> <p>10. Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc.</p>	
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		quotas, antidumping duties, etc.		
Likelihood of implementation of the ideas (feasibility).	25-22 points	21-18 points	17-0 points	
	<p>The student provides recommendations that answer the following questions:</p> <ol style="list-style-type: none"> 1. What adjustments should be made to enter the Mexican market? 2. When should they start doing it? Why and what are the costs? 3. To what scale? Should they enter the National market directly or by regional markets instead? Why? 4. Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best fit? 5. Are there any acquisitions or strategic alliances to be made? 	<p>The student provides recommendations that answer the following questions:</p> <ol style="list-style-type: none"> 1. What adjustments should be made to enter the Mexican market? 2. When should they start doing it? Why and what are the costs? 3. To what scale? Should they enter the National market directly or by regional markets instead? Why? 4. Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best fit? 5. Are there any acquisitions or strategic alliances to be made? 	<p>The student provides recommendations that answer the following questions:</p> <ol style="list-style-type: none"> 1. What adjustments should be made to enter the Mexican market? 2. When should they start doing it? Why and what are the costs? 3. To what scale? Should they enter the National market directly or by regional markets instead? Why? 4. Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best fit? 5. Are there any acquisitions or strategic alliances to be made? 	
Conclusions	10-9 points	8-7 points	6-0 points	
	Concludes by including the most important points of the proposals and gives an opinion.	Concludes by including the most important points of the proposals but doesn't include an opinion.	Don't finish the work with a conclusion.	
TOTAL				100%

Final Project

The student must finish a term project through which he/she demonstrates mastery of the course competency. It is important to reiterate that students should take their term project very seriously and include it in their personal portfolio of projects, a very helpful tool that shall come in handy when looking for a job.

The instructions for conducting the term project are as follows:

Deliverables

Your project is segmented in six parts (written assignments) you were required to deliver during the semester. **Please make sure you check the calendar where the delivery dates are indicated.** The six parts you'll have to review, improve, and add to the final project are briefly described here:

Part 1: Defining your business persona

You will choose the name and branding of your consulting firm, which will be based in the state you currently reside, and your focalized expertise by international region and industry.

Part 2: Choosing your clients

Here you will select both of your clients for this project, either hypothetical or real ones. First, a company headquartered abroad that is currently exploring the idea of entering the Mexican market for their product(s) or brand(s). Second, a real Mexican small business (PyME) of your choice (preferably from your own community) that is ripe for an international expansion. Both selections will be accompanied by a general description and an analytical justification.

Part 3: Analyzing the respective environments

Next, you will do an extensive research based on the theoretical concepts reviewed in the course thus far, in order to provide an in-depth analysis of (1) the current Mexican business environment for the specific industry you chose, and (2) the business environment of the regional market that the Mexican company is trying to reach.

Part 4: Doing business in Mexico

Now you will present your findings to the international company of your choice. Your report shall include factual and detailed information on the current Mexican business environment stressing the imports segment, with a brief history of the relevant industries and at least two short-term projections or future scenarios. Your work must be presented in the format of a highly standardized executive report.

Part 5: Mexican expansion

Next, you will present your findings to the Mexican PyME of your choice. Your report shall include factual and detailed information on the current exporting trends and the business environment of the world region they are aiming at. Please add a brief history of similar successful cases, and at least two projections or future scenarios. Your work must be presented in the format of a highly-standardized executive report.

Part 6: Final report and presentation

The final part of your term project consists of the two final expanded versions of the reports (one per client) that include the whole business process you have been through (all six parts). Along with it, you are required to produce a powerful businesslike PowerPoint presentation for each client with your findings and conclusions, personally addressing the CEO of both companies.

You will need to record yourself in no more than 10 minutes, upload it to YouTube, and share the link with your teacher.

Your presentation/video will be judged based on the following criteria:

- **Presentation time.** The presentation length is longer than 8 minutes but less than 10.
- **Quality of the presentation.** Creativity, persuasiveness, and excitement. The presentation is clean, with images, and not full of text. You don't read the content.
- **Your delivery method and public speaking skills.** You must introduce yourself answering the following questions: who you are, who you work for (consultancy firm), what brought you here, what it means to you to work with them as a client.
- **Consistency of the content.** Research, analysis and strategic relevance. The report must include all the following points:
 - The relationship between Mexican demographics and purchasing power. Is it favorable for them or their products?
 - How the Mexican political system can help or undermine their endeavor.
 - How the economics will play out within the Mexican economic system, surrounding that specific industry.
 - How to use the Mexican legal system and relevant government regulations to their favor.
 - How do foreign direct investments work in Mexico, and if there any fiscal incentives they can take advantage of.
 - How is the Mexican peso doing? An analysis of the current monetary trends around it.
 - An insight on Mexican culture in the workplace: what they will find and how to deal with it.
 - How to comply with relevant fiscal and/or environmental regulations that apply to that specific industry.
 - What to expect about Mexican hiring practices, employment benefits, minimum wage, and the role of labor unions.
 - Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc.
- **Likelihood of implementation of the ideas (feasibility).** You must provide recommendations that answer the following questions:
 - What adjustments should be made to enter the Mexican market?
 - When should they start doing it? Why and what are the costs?
 - To what scale? Should they enter the national market directly or by regional markets instead? Why?
 - Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best fit?
 - Are there any acquisitions or strategic alliances to be made?
- **Conclusions.** Conclude by including the most important points of the proposals and give an opinion.