



Taller de estrategias de  
negocios

Facilitator's Handbook  
LSNI1810 and LTNI1805

# Table of Contents

The Certificate Program.....	3
International Business Management Certificate.....	4
Methodology.....	5
Bibliography and Special Resources .....	5
Evaluation.....	6
Teaching Notes .....	7

## The Certificate Program

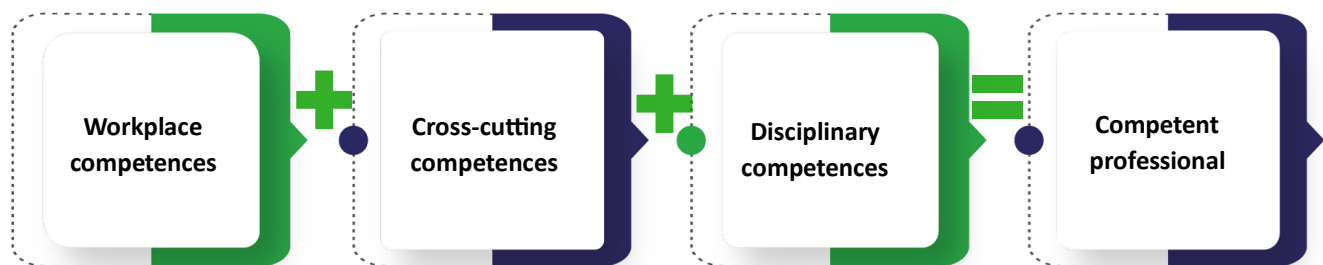
In order to understand the importance of the course in which you will be the **facilitator**, it is necessary to provide more context about the **Certificate** program offered by Universidad Tecmilenio, as it is a core component of the new educational model based on **learning by doing**, and **to provide an educational experience tailored to the needs of the students**.

A certificate is a **short academic program, composed of several courses** embedded in the second half of the professional curriculum, which aims to develop **highly specific competences** in the students and prepares them to perform in the best way in a job.

### Knowing + Doing + Well

With this approach, we seek to assure that graduates will not only acquire **theoretical knowledge**, but that they are also **capable of doing** (to have the ability to perform a task) and demonstrate **know-how** (understanding what you do and to have the capacity to make it in the best way), as it is explained in the following video: <https://www.youtube.com/watch?v=g1maCpZXX8s>

In Universidad Tecmilenio, **learning by doing** means that students will undertake **certificates in which they will develop disciplinary competences of a given specialty that are valued by the labor market**, becoming highly capable professionals, and thereby increasing their employability.



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

## Certificate or certification?

It is very important to clarify that certificates and certifications 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**.

Meanwhile, a **certification** is also a recognition, but this is obtained through the accreditation of a specific course of the academic program of the university and by passing a proficiency exam applied by an **external entity** (mind maps, languages, use of software, among others).

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

## International Business Management Certificate

---

These are the courses you've taken during your certificate, and the competences you've achieved.

- **International Environments and Business Operations**

**Competency:** Identifies and analyzes the fundamental theoretical and practical elements that enterprises operating in international business environments apply.

- **Doing Business in the Americas**

**Competency:** Analyzes and identifies business opportunities across the Americas, tracing strategic routes for the international expansion of a company therein.

- **Doing Business in Europe and Asia**

**Competency:** Traces strategic routes for international expansion of a Mexican company in the regions of Europe and Asia.

### Here you can read the global competency you're about to achieve:

Evaluates business environments around the world to identify new trading opportunities and draws a strategic route for the company's global expansion.

## Methodology

---

In this workshop you are required to define, execute and deliver a project for a small local business (the client) that is willing to expand its operations abroad. This will be done in **four phases**:

- I. **Introspection.** You will create a portfolio of projects with which you will demonstrate the competences achieved from each course and of the certificate in general and the reflection about your own learning.
- II. **Scope\*.** Next you are required to select one local company (the client) that has good potential and is willing to either be part of a global supply chain, or to enter a foreign market. Here you will perform an in-depth analysis of relevant business environments to detect the best markets and strategies that favor your client's international expansion.
- III. **Execution.** The third step is to design a strategy for your client based on the thorough environmental analysis you just finished, taking into consideration both the global and local trends currently affecting the selected country/market. Said strategy will be timely presented and shared with your client.
- IV. **Results.** Finally, you are required to create an executive report that includes (1) a presentation with your findings and (2) professional business brief with all the details of your project. This executive report must be delivered in hard copy to your tutor and to your client. If you are taking a traditional classroom version of this course, it is possible that a selected committee of international business experts will evaluate the final presentations of the group.

\*It is NOT possible to pick any of the previous projects/clients you already developed in other courses of the Certificate, or in any other course previously taken at Universidad Tecmilenio.

**Important:** All phases must be turned in consecutively. Despite the grading of the activities, failing to deliver any of the four will disqualify you from obtaining this certificate.

**#ProTip:** You are encouraged to start your final project as soon as the course kicks off.

The results of each phase must be sent through the educational platform and will be evaluated according to the criteria or rubric indicated.

## Bibliography and Special Resources

For completing your project, you can check the following bibliography:

- Cateora, P., Money, R., Gilly, M., and Graham, J. (2020). *Marketing Internacional* (18<sup>th</sup> ed.). USA: McGraw-Hill.
- Hill, C. (2022). *International Business* (14<sup>th</sup> ed.). USA: McGraw-Hill.
- Kerin, R. (2023). *Marketing* (16<sup>th</sup> ed.). USA: McGraw-Hill.

## Evaluation

Deliverables	Week	Score
Phase I	2	10
Phase II	4	20
Phase III	14	40
Phase IV	16	30
	Total	100

# Teaching Notes

This course is designed as a project-based learning experience, allowing students to apply theoretical concepts in a real-world context. The following notes will help facilitators guide students through the phases of the project effectively, ensuring both the process and the deliverables meet the required academic and professional standards.

## General Notes

- 1. Project-based focus:**  
This is a practical course where students develop a comprehensive international expansion strategy for a local SME. Remind students that their success depends on selecting a feasible company and product early.
- 2. Student support:**  
Monitor student progress weekly, particularly between phases II and III. Encourage students to ask questions and provide feedback on each phase to avoid issues in subsequent steps.
- 3. Challenges to expect:**  
Common difficulties include:
  - Identifying a suitable product and justifying its selection.
  - Analyzing industry and market trends thoroughly.
  - Developing a cost analysis and budget.
  - Choosing appropriate Incoterms and entry strategies.
- 4. Recommendations for delivery:**
  - **Face-to-face:** Focus on interactive discussions and provide examples for each phase.
  - **Online:** Create video tutorials explaining key project components, such as market analysis and budgeting.

## Phase-Specific Teaching Notes

### Phase II: Scope of International Expansion

- 1. Objective:**  
Guide students in selecting a local SME with growth potential and conducting an industry and product analysis to determine its readiness for international expansion.
- 2. Key focus areas:**
  - Ensure students select companies they can access for interviews or data.
  - Stress the importance of using credible sources for industry analysis.
  - Provide examples of product profiles, including HS codes, regulations, and logistics.
- 3. Common issues:**
  - Choosing companies or products with insufficient data.

- Overlooking international quality or legal standards.

4. **Facilitator's role:**

- Verify the feasibility of the selected company and product early.
- Provide resources for industry and market research, such as CANACINTRA or Bancomext.

### Phase III: Execution of International Expansion Strategy

1. **Objective:**

Help students define the expansion strategy by analyzing potential markets, entry strategies, regulations, logistics, and financial feasibility.

2. **Key Focus areas:**

- Guide students in comparing markets using structured criteria (e.g., FTAs, market size, business environment).
- Emphasize the importance of a detailed logistics plan, including transportation methods, cubic analysis, and route planning.
- Ensure clarity when selecting Incoterms and calculating costs.

3. **Common issues:**

- Overlooking regulatory compliance or misinterpreting tariffs and certifications.
- Struggling with cost and profit analysis.

4. **Facilitator's role:**

- Provide examples of market analysis and comparison tables.
- Encourage group discussions on Incoterms and logistics scenarios.
- Offer templates for cost analysis and budgeting.

### Phase IV: Results

1. **Objective:**

Guide students in evaluating the project's outcomes, including risk analysis, projections, and final presentation.

2. **Key focus areas:**

- Risk assessment using frameworks like FMEA.
- Comprehensive cultural and political analysis.
- Developing a professional final report and presentation.

3. **Common issues:**

- Incomplete risk analysis or unrealistic projections.
- Weak conclusions or poorly structured presentations.



#### 4. **Facilitator's role:**

- Provide examples of risk simulations and mitigation plans.
- Encourage rehearsal of presentations to build confidence.
- Ensure students include personal reflections in their reports, fostering self-awareness and critical thinking.

#### **Evaluation support**

- Regularly review student deliverables against the rubric for each phase.
- Offer constructive feedback, particularly on feasibility, data interpretation, and strategy alignment.
- Motivate students to integrate theoretical knowledge with practical insights from the project.

These notes enhance the teaching experience while ensuring students achieve the course objectives through structured guidance and professional-level deliverables.