

Facilitator's Handbook

Going Global (Workshop)



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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 Tecmilenio University, 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>).

Click on the picture



In Tecmilenio University, **learning by doing** means that the student will undertake **certificates in which he will develop disciplinary competences of a given specialty that are valued by the labor market**, becoming a highly capable professional and thereby increasing his employability.



Most of our certificates consist on average of 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 capstone project will demonstrate 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 Tecmilenio University** 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, etc.).

Your work as a 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 about the course that you will teach below.

International Business Management Certificate

The International Business Management certificate includes 3 courses plus a term project in every course, according to the following distribution:



This course of **Going Global (workshop)** is the last course of the International Business Management certificate, thus, it is very important that, as a facilitator, you verify that your students have passed the previous courses. If they haven't, this could affect their academic achievement on this course.

Certificate competence

At the end of the **International Business Management certificate**, the student must have developed and acquired the following global competence to its full extent:

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

Purpose and Characteristics of the Capstone Project

The purpose of the capstone project is to show that the student has achieved the competence of the certificate and therefore can accredit it.

The design of the capstone project has been thought as follows:

- The student learns by doing, which means that the student must go to companies or real organizations to detect problems and propose solutions.
- It is self-sustaining. It is important to point out that the instructions of the project are general and broad enough so that the projects that students develop can be unique.
- It has a high level of difficulty. The intention is that students make complex and well-developed projects. Instructions have been drawn to achieve this purpose.

Every capstone project has 4 phases:

1. **Introspection:** consists of making a portfolio which allows the student to reflect about his learning experience at a conceptual level.
2. **Scope:** defines the problem that must be solved.
3. **Execution:** proposes solutions to the problems found.
4. **Results:** shows the findings.

In the link to the course you will be able to see the instructions for each phase in detail.

Capstone Project Methodology

- I. **Introspection.** You will make a portfolio of evidences which will let you demonstrate the achieved competences from each course and of the certificate and the reflection on your own learning.
- II. **Scope.** Then, you are required to select one local company (client) that has 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 in order 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 and taking into consideration, both the global and local trends currently affecting the selected country/market. Such strategy will be timely presented and shared with your client.
- IV. **Results.** Finally, you are required to make an executive report that includes (1) a presentation with your findings and (2) a professional business brief with all the details of your project. This executive report must be delivered printed to your tutor and to your client. If you are taking a face-to-face class version of this course, it is possible that a selected committee of international business experts will evaluate the final presentations of the group.

Bibliography and Supporting Resources

In order to develop the capstone project, the student is required to consult the subsequent bibliography. In the right column we provide a justification for each of the recommended resources.

Bibliography / Resource
Charles W. L. Hill (2014). <i>International Business: Competing in the Global Marketplace</i> . USA: McGraw Hill.
Minervini, N. (2014). <i>Ingeniería de la exportación</i> . México: Cengage Learning Editores.
Ajami, R., et. al. (2013). <i>International Business: Theory and Practice</i> (3rd. ed.). USA: Routledge.
Deresky, H. (2011). <i>International Management</i> (7th ed.). USA: Pearson.

Evaluation

The capstone project evaluation is structured as follows:

Deliverables	Points
Phase I: Introspection	10
Phase II: Scope	20
Phase III: Execution	40
Phase IV: Results	30

IMPORTANT:

Dear professor, do not forget to capture the grades of your group on the specified dates.

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

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

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

<https://drive.google.com/file/d/0Bw75UcLH85hkLTRPSk1aeUf3Z00/view?usp=sharing>

Course Program

This is the course program and the biannual weighing of each phase.

Week	Deliverables	Score
Week 2	Phase I	10
Week 4	Phase II	20
Week 12	Phase III	40
Week 16	Phase IV	30

This is the course program and the four-month weighing of each phase.

Week	Deliverables	Score
Week 1	Phase I	10
Week 1	Phase II	20
Week 4	Phase III	40
Week 4	Phase IV	30

Check the instructions of each phase in the link to the course.

Teaching Notes

Before teaching the course, please review the data and concepts provided therein, in order to detect and, if necessary, to update or enrich specific information while the course is being taught.

One important aspect in the development of lessons is the involvement of the facilitator to guarantee compliance with the course competence.

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

Generalities

For the teaching of this course, the following is suggested:

1. Review the list of deliverables and the program in *Servicios en Línea* to see in which lessons and weeks the assignments should be performed.
2. Review the Blackboard manual to learn the best ways to maintain a constant and effective communication with students, answer questions and motivate them. You can see the platform

tutorial on the following link:

<https://drive.google.com/file/d/0Bw75UcLH85hkOHVLaGo3WC1qUDA/view?usp=sharing>

3. Periodically review Blackboard's Discussion section to solve student's questions and concerns about the assignments and capstone project.
4. Encourage students to participate and carry out their assignments on time.
5. Provide constant feedback on the assignments carried out by students.
6. Make a calendar and upload it to the platform so that students can schematically view the lessons and assignments that should be reviewed each week.

If you teach the **course in the online modality**, the following is also recommended:

1. Perform at least 2 synchronous sessions during the course with students to review the revised lessons and solve the different questions that may arise. The facilitator will select the tool or platform that best suits him: Collaborate (within Blackboard), WebEx, Skype, Google Hangouts, Join.me, Zoom, etc.

You can see a guide to arrange synchronous sessions by clicking on the following link:

<https://drive.google.com/file/d/0Bw75UcLH85hkDjA5bzNCNmIIWW8/view?usp=sharing>

2. Use announcements to remind students about the delivery dates of the assignments through the Assignments section or by email.

Portfolio Alternatives

What should I do if a student has not saved any evidences to make the portfolio?

The objective of the first phase of the capstone project is to ensure that the student of the certificate has achieved the competence and identified strengths and areas of opportunity. To this end, in this phase the student is required to make a portfolio of evidences which includes a selection of assignments, videos, audio files and any other item that he or she has compiled during the certificate.

On the other hand, when some of the students do not have the evidences available, there are 2 alternatives for the evaluation of this phase:

Guidelines

When to consider an exception?

During the certificate, students are expressly required to gather all the evidences digitally (hard drive/computer or on the cloud). Thus, an alternative evaluation to the portfolio will be considered when the student has not done some of the previous courses to the capstone project in our University due to student exchange programs, if the student accredited courses from another institution, or if the student has recently enrolled at the University after a temporary leave (re-entry).

Exceptions will not be granted for students that provide excuses for non-compliance such as: "my laptop stopped working, my laptop was stolen, my house was robbed" and similar situations.

Options

If the student reaches the first phase of the capstone project and does not have evidences of the previous courses, you can choose to evaluate them using one of these 2 options (which are explained in the following paragraph):

- **Alternative 1.** Glossary + SQA table + Reflection.
- **Alternative 2.** Conceptual maps + SQA table + Reflection.

Grades

If the student has not compiled evidences because he studied abroad, accredited courses from another educational institution or due to re-entry, the grade of phase 1 of the capstone project will be out of 100.

If the student does not have evidences because he did not follow instructions and failed to compile them at the appropriate time, the highest possible score in this phase will be 70.

Alternative 1

GLOSSARY + SQA TABLE + REFLECTION

Students will elaborate a glossary of 24 terms/concepts minimum, learned during the certificate. You as a teacher will define what the 24 concepts will be. Please make sure that the concepts that you choose are those of most importance in the course. The information provided for each entry must show a high level of analysis (definitions from the dictionary are not allowed), since this will help the student to achieve the competence of the certificate. Afterwards, the student will complete a SQA table, and finally, he will elaborate a reflection on his learning experience. The instructions are as follows:

1. Elaborate a glossary with the following listed concepts. The definitions that you include must be referenced and you must cite at least 10 books or articles from specialized journals (you can use resources from *Biblioteca digital*). Other kinds of references, like educational websites, are acceptable, but they will not count towards the minimum of 10 references.

1	9	17
2	10	18
3	11	19
4	12	20
5	13	21
6	14	22
7	15	23
8	16	24

2. After finishing the glossary, complete the table by following these instructions:
 - a. In the "I know" column, write the concepts that you effectively mastered.

- b. In the “I want to know” column, write at least 5 concepts that you haven’t mastered, or that you need to research further.
- c. Research the concepts that you listed in the “I want to know” column and elaborate a document where you expand the definitions and applications of the concepts. Cite at least one academic source (books and specialized articles, no websites).
- d. After identifying the concepts that you already know, the concepts you want to know, and elaborating on the researched concepts, write what you learned in the third column. Keep in mind that in this column you will answer the question: What do I know now that I did not know before?

I know	I want to know	I learned

3. Elaborate a discussion paper, 3 pages minimum, where you answer the following questions:
 - a. What knowledge, skills, attitudes and values did you learn during the certificate? How did you learn them? Where would you apply the aforementioned knowledge?
 - b. Explain your learning experience. What knowledge did you acquire first? Which one later? What’s the link between them?
 - c. Explain your learning experience regarding skills, attitudes and values. Which ones did you achieve first? Which ones later? What’s the link between them?
 - d. What thoughts and concepts did you discuss or think of during the certificate? What else do you need to know?
 - e. What changed about you during the certificate? What do you credit the aforementioned changes to?
 - f. What else do you know about yourself now?

Evaluation Criteria for alternative 1

Evaluation criteria	Score
Presents a glossary with 24 concepts, using at least 10 academic resources.	12
Completed the SQA chart.	16
Delivers a paper with detailed research on the concepts of the “I want to know” column using at least one academic resource for each additional explanation.	16
Identifies what he learned and how.	16
Explains and analyzes the consequences of the acquiring knowledge, skills, attitudes and values.	16
Explains the ideas and concepts discussed and identifies what else should be learned.	12
Identifies his changes during the certificate.	12
Total score	100

*** In Blackboard, update only the final result of this section (total score).**

Alternative 2

CONCEPTUAL MAP + SQA TABLE + REFLECTION

The student will elaborate a concept map of 24 terms/concepts minimum, learned during the certificate. You as a teacher will define what the 24 concepts will be. Please make sure that the concepts that you choose are those of most importance in the course. The information provided for each concept must show a high level of analysis (definitions from the dictionary are not allowed), since this will help the student to achieve the competence of the certificate. Afterwards, the student will complete a SQA table, and finally, he will elaborate a reflection on his learning experience. The instructions are as follows:

1. Elaborate a concept map that include these concepts in it:

1	9	17
2	10	18
3	11	19
4	12	20
5	13	21
6	14	22
7	15	23
8	16	24

2. After finishing the concept map, complete the table by following these directions:
 - a. In the “I know” column, write the concepts that you effectively mastered.
 - b. In the “I want to know” column, write at least 5 concepts that you haven’t mastered, or that you need to research further.
 - c. Research the concepts that you listed in the “I want to know” column and elaborate a document where you expand the definitions and applications of the concepts. Cite at least one academic source (books and specialized articles, no websites).
 - d. After identifying the concepts that you already know, the concepts you want to know and elaborating on the researched concepts, write what you learned in the third column. Keep in mind that in this column you will answer the question: What do I know now that I did not know before?

I know	I want to know	I learned

3. Elaborate a discussion paper, 3 pages minimum, where you answer the following questions:
 - a. What knowledge, skills, attitudes and values did you learn during the certificate? How did you learn them? Where would you apply the aforementioned knowledge?
 - b. Explain your learning experience. What knowledge did you acquire first? Which one later? What’s the link between them?
 - c. Explain your learning experience regarding skills, attitudes and values. Which ones did you achieve first? Which ones later? What’s the link between them?

- d. What thoughts and concepts did you discuss or think of during the certificate? What else do you need to know?
- e. What changed about you during the certificate? What do you credit the aforementioned changes to?
- f. What else do you know about yourself now?

Evaluation criteria for alternative 2

Evaluation criteria	Score
Presents a concept map with 24 concepts, using at least 10 academic resources.	12
Completed the SQA chart.	16
Delivers a paper with detailed research on the concepts of the “I want to know” column, using at least one academic resource for each additional explanation.	16
Identifies what he learned and how.	16
Explains and analyzes the consequences of acquiring knowledge, skills, attitudes and values.	16
Explains the factors discussed and identifies what else should be learned.	12
Identifies his changes during the certificate.	12
Total score	100

*** In Blackboard, update only the final result of this section (total score).**