



Facilitator's Handbook

Doing Business in Europe and Asia



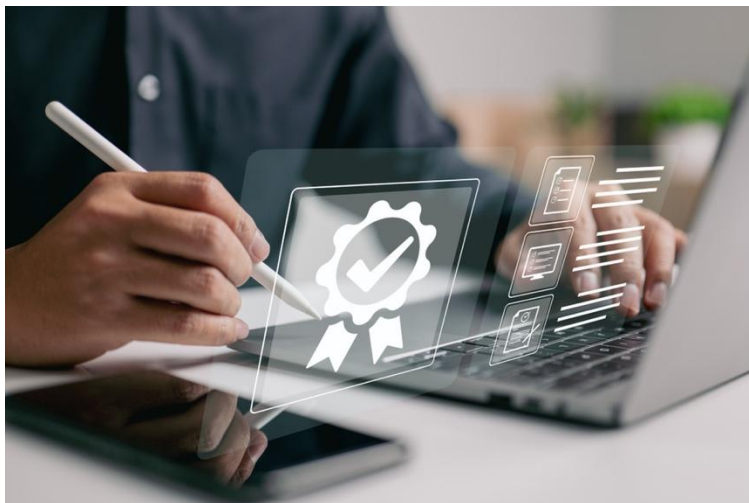
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Tecmilenio Certificates

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**.

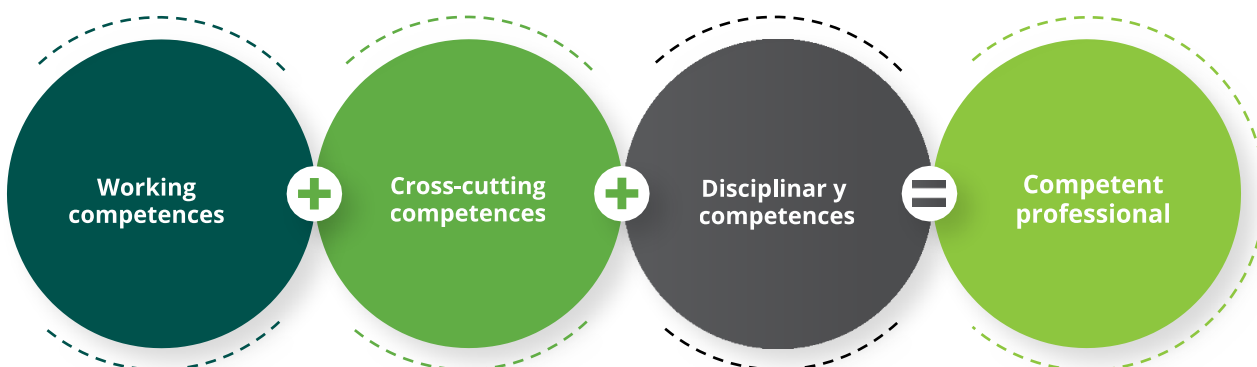
Each certificate is a **short academic program, composed of several courses** embedded in the second half of the undergraduate curriculum, which aims to develop **highly specific competences** in the students and prepare them to excel in their performance at the workplace.



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>).

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



Most of our certificates consist of 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**.

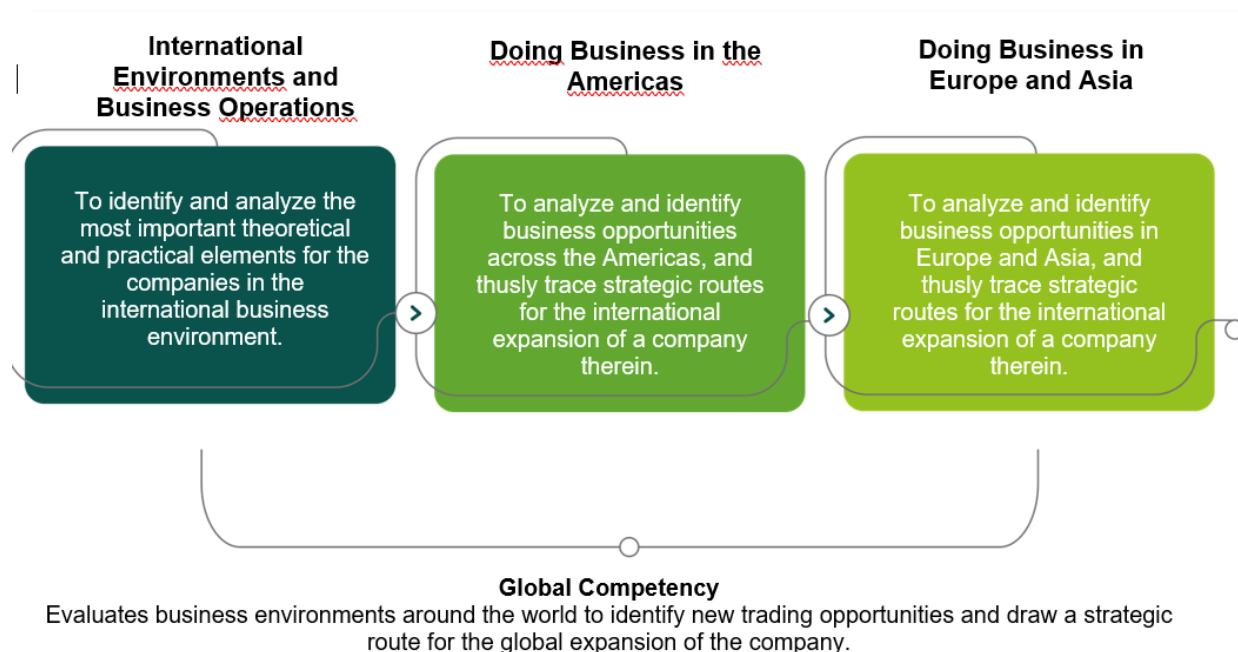
On the other hand, while a **certification** is also a recognition, it is obtained through the accreditation of a specific course of the academic program of the university and after passing a proficiency exam applied by an **external certification entity** (mind-mapping, foreign languages, software skills,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



This course in **Doing Business in Europe and Asia** is the third 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 in Doing Business in Europe and Asia** is as follows, in its entirety:

To analyze and identify business opportunities in Europe and Asia, and thusly trace strategic routes for the international expansion of a company therein.

Course Methodology

A **certificate** is a short academic program consisting of several courses whose contents are based on work experience and whose objective is to develop specific competencies in the student, preparing them to perform correctly in a job.

Each certificate is composed of three or four courses, the last one being the development of a project or workshop in which the achievement of the established global competency is demonstrated.

A course is divided into modules and each module is divided into topics. In the topics you will find the following:

- **Explanation** consisting of a set of theoretical concepts and real examples from working life that will help to broaden knowledge.
- **Educational resources** which consist of a selection of readings and videos available on websites that have been duly reviewed by experts and serve as a complement to the explanations.
- **Assignments** whose purpose is to apply and experiment with the concepts studied.
- **Evidence/Project** consisting of activities that encompass the skills of the entire course and whose main function is to demonstrate that the overall competency of the course has been achieved.

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

Important

Keep a digital copy of all the work, activities and evidences that you complete in your courses, as these files will be **essential** to be able to complete your final project (last subject of the certificate). With them you will form a personal portfolio of projects that will be very useful to strategically organize the large volume of experience and learning obtained throughout your career; in addition, your portfolio will be a means to enrich your professional projection and demonstrate all your knowledge and skills, which will allow you to showcase your achievements to potential employers.

Be sure to back up all your documents on a physical storage device, as well as on a cloud service (OneDrive, Google Drive, iCloud).

Syllabus

The lessons addressed in this certificate course are as follows:

General Framework in Europe and Asia

- 1 Free trade agreements in both regions
- 2 Business environments
- 3 Industrial clusters and technology
- 4 Political and security challenges
- 5 Social and economic factors

Doing Business in Europe

- 6 Primary sector
- 7 Manufacturing
- 8 Services
- 9 Economic poles in Europe
- 10 European cultural diversity

Doing Business in Asia

- 11 Primary sector
- 12 Manufacturing
- 13 Services
- 14 Economic poles
- 15 Cultural diversity

Supporting Resources

Textbook

- Hill, C. (2022). *International Business* (14th ed.). USA: McGraw-Hill.

Supplementary books

- Cateora, P., Money, R., Gilly, M., and Graham, J. (2020). *Marketing Internacional* (18th ed.). USA: McGraw-Hill.
- Kerin, R. (2023). *Marketing* (16th ed.). USA: McGraw-Hill.

Evaluation

The evaluation of the course is structured as follows:

LSNI6002

Units	Assessment tool	Points
8	Assignments	60
1	Final project	40
	Total	100

LTNI1806

Units	Assessment tool	Points
6	Assignments	70
1	Final project	30
	Total	100

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:

Mi espacio → Servicios → De Apoyo → BANNER Tecmilenio Manuales Docentes

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

Mi espacio → Servicios → De Apoyo → BANNER Tecmilenio Manuales Docentes

Si deseas probar la nueva versión BETA de MiEspacio haz clic aquí



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 - Mis datos
 - Mi desarrollo



- Success Factors
- Portal de procesos
- Espacio Transformación
- BANNER Tecmilenio INB
- BANNER Tecmilenio XE Admin
- BANNER Tecmilenio Overall XE Admin
- BANNER Tecmilenio SSB
- BANNER Tecmilenio Manuales Académicos
- BANNER Tecmilenio Manuales Escolares
- Tecmilenio Cartera
- BANNER Tecmilenio Manuales Docentes
- Servicios en Línea Tecmilenio
- Descarga de Lync
- Servicios de Tesorería (GDC)
- Reflexiona
- Herramientas básicas

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. Encourage students to participate and turn in their homework on time.
2. Always provide constant feedback on the assignments and projects carried out by the students.
3. 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.
4. 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.
5. Please enrich the course with videos, readings, and other resources whenever you can.

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

9. 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, WebEx, Skype, Google Hangouts, Join.me, Zoom, or any other that proves reliability.
10. 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:

Objective: Help students understand the purpose, structure, and implications of FTAs with Europe and Asia, focusing on Mexico's opportunities.

Key points:

- Overview of existing FTAs with Europe (e.g., EU-Mexico) and Asia (e.g., CPTPP).
- Emphasize updates on modern digital trade clauses and sustainability provisions.

Discussion prompts:

- How do modern FTAs address digital trade and labor rights?
- What are potential challenges Mexico might face in maintaining these agreements?

Activity: Analyze recent FTAs updates and their effects on a Mexican industry of choice.

Lesson 2

Teaching notes for the lesson:

- **Objective:** Guide students in analyzing diverse business environments in Europe and Asia, considering cultural, political, and economic factors.
- **Key points:**
 - Use the GLOBE Project to illustrate how regional differences affect business.
 - Examples of cultural contrasts (e.g., Nordic egalitarianism vs. Southern European flexibility).
- **Discussion prompts:**
 - What challenges might Mexican businesses face in adapting to European/Asian markets?
- **Activity:** Case study comparison of business strategies for Mexico's entry into two distinct European or Asian regions.

Additionally, reading Chapter 2 from the textbook is a good reference for this lesson. Discuss the 'Closing Case' about China's Mixed Economy.

Chapter 3 is also a good reference since it talks about political economy and that gives the students some elements to evaluate what is happening in Europe with government debt and in Asia with recent economic setbacks. Read the case of India's Economic Transformation.

Lesson 3

Teaching notes for the lesson:

- **Objective:** Explain the concept of industrial clusters and their role in innovation and competitiveness in Europe and Asia.
- **Key points:**
 - Explore examples like Germany's automotive cluster or Japan's tech hubs.
 - Emphasize the technological advancements in these clusters.
- **Discussion prompts:**
 - How do industrial clusters enhance business productivity and innovation?
- **Activity:** Research an industrial cluster in Europe or Asia and present its benefits for international firms.

Additionally, read Chapter 8 about dealing with FDI, which is the main engine for R&D and the main objective of several industrial policies. Talk to students about the industrial policy in the EU and raise the question about what happens to countries caught in between East Asia and the EU. Ask students to adopt a single country and look for their industrial policy. The 'flying geese' model from the last century in East Asia has proved to be a long-term solution to expand development, and many Asian companies are moving to America to become more efficient in their supply chains. Does Mexico have a coherent industrial policy or are we just overreacting to foreign actions?

Lesson 4

Teaching notes for the lesson:

- **Objective:** Examine the political and security challenges in Europe and Asia, with a focus on their impact on trade.
- **Key points:**
 - Current security issues (e.g., Russia-Ukraine conflict, Middle East instability).
 - Political risks for businesses in the region.
- **Discussion prompts:**
 - How do security concerns affect foreign investments in Europe and Asia?
- **Activity:** Debate on mitigating political and security risks for international business.
- Additionally, reading Chapter 5 from the textbook is a good reference for this lesson. Discuss the 'Closing Case' named *Who Stitched Your Designer Jeans?* that is about ethical implications of outsourcing apparel production.

Lesson 5

Teaching notes for the lesson:

- **Objective:** Enable students to assess cultural, social and economic factors influencing business environments in Europe and Asia.
- **Key points:**
 - Social factors: demographics, migration, and labor.
 - Economic trends: emerging middle class, consumer spending habits.
- **Discussion prompts:**
 - How do economic disparities influence market strategies in Asia?
- **Activity:** Analyze the influence of one social factor (e.g., migration) on a specific industry. Additionally, reading Chapter 4 from the textbook is a good reference for this lesson. Discuss the 'Closing Case' named *Russian Culture* to understand cultural differences among countries.

Students must be aware of the management style consequences of a certain cultural background; dealing with other cultures can be frustrating if there is no strategy on how to make communication flow. Understanding our own culture is fundamental. Make students reflect on this.

Lesson 6

Teaching notes for the lesson:

- **Objective:** Examine Europe's agricultural and mining sectors, with an emphasis on sustainability and innovation.
- **Key points:** Overview of agriculture, emphasizing the Common Agricultural Policy (CAP) and sustainability goals.

Focus on European mining regulations, particularly in green initiatives and energy transition.

- **Discussion prompts:**

How is the CAP shaping agricultural practices in Europe?

What challenges do European mining companies face in balancing economic goals with environmental policies?

- **Activity:** Create a case study on a European country's agricultural practices or mining sector and assess its alignment with sustainability goals.

Although subsidies have been reduced in the EU, there are still a lot of non-tariff barriers that protect the EU market from foreign competition. For example, consumer movements to promote the consumption of only local products and the concern that they may use foreign products, such as the case of olive oil and tomatoes in Italy. Discuss it.

Europeans are very proud of their quality products; they praise and consume certain food or products that may be produced locally as tradition, which is a natural barrier to imported food. It is a permanent request to force authorities to ask producers to specify in their labels where ingredients come from. In such a globalized world, that is a complex task that Europeans support in the name of health and their right to know what they are eating.

Therefore, it is very important to know the host country regulations for labeling, safety, and health to export to the EU without major setbacks.

Lesson 7

Teaching notes for the lesson:

Objective: Understand Europe's manufacturing trends, including the emphasis on digitalization, Industry 4.0, and sustainability.

Key points:

- Impact of automation and robotics on the workforce in sectors like automotive and electronics.
- Overview of leading manufacturing countries in Europe, e.g., Germany's focus on precision engineering.

Discussion prompts:

- What are the main drivers of digital transformation in Europe's manufacturing sector?

Activity: SWOT analysis for a Mexican company looking to enter the European manufacturing market.

Additionally, reading Chapter 16 of exporting is a good source of information to know exactly what are the elements that may determine the success of an export strategy of manufactured goods to Europe.

Lesson 8

Teaching notes for the lesson:

Objective: Analyze the structure of Europe's service sector, with a focus on financial, digital, and tourism services.

Key points:

- Importance of GDPR and other regulations in digital services.
- Leading service industries in countries like the UK (finance) and France (tourism).

Discussion prompts:

- How do data protection regulations affect international businesses in Europe?

Activity: Develop a service entry plan for a Mexican firm focusing on a European market, addressing key compliance challenges.

Additionally, reading Chapter 7 on 'Political Economy and International Trade' is a good read to know about the advances in liberalization of the tertiary sector in Europe. Ask students to read the opening case named *China limits exports of rare earth metals* and discuss it.

Lesson 9

Teaching notes for the lesson:

Objective: Identify the significance of Europe's economic hubs and how they support trade and finance.

Key points:

- Analysis of cities like London, Paris, and Frankfurt as economic and financial centers.
- The role of these poles in shaping Europe's economic policies and global influence.

Discussion prompts:

- What factors make economic hubs like Frankfurt essential for Europe's economy?

Activity: Research an economic pole in Europe and present how it supports both regional and international businesses.

Lesson 10

Teaching notes for the lesson:

Objective: Explore the cultural diversity within Europe, considering its impact on business practices and negotiations.

Key points:

- Differences between Northern, Western, Southern, and Eastern European business cultures.
- Role of language, tradition, and corporate etiquette across regions.

Discussion prompts:

- How does cultural diversity in Europe create both opportunities and challenges for Mexican businesses?

Activity: Create a cultural adaptation plan for entering two different European markets.

Additionally, how do cultural differences with immigrants affect business opportunities but also trigger them? Read Chapter 4 from the textbook, for reference.

Lesson 11

Teaching notes for the lesson:

The primary sector in Asia and the Middle East is dominated by China and huge oil fields. There are no specific chapters in the textbook that talk about it, but there is some information on liberalization policies and the use of subsidies as an industrial policy that harms some commodity producing countries. It makes an interesting topic to discuss.

Objective: Analyze Asia's primary sector, with emphasis on agriculture, mining, and sustainable practices.

Key points:

- Major agricultural producers and their contributions to global food security.
- Key players in the mining sector, focusing on sustainable extraction and production.

Discussion prompts:

- What role does sustainability play in the primary sector of Asian countries?

Activity: Research an Asian country's agricultural policy and propose how Mexican firms might enter the market.

Lesson 12

Teaching notes for the lesson:

Asia's world leadership in manufacturing has generated the region dynamic growth rates that seem to be reaching a limit, which means they need to diversify and expand their reach to the world with complementary activities to continue improving their supply chains as they have done so far in a very efficient way. Mexican businesses need to spot the chances there to become part of global strategies and to implement a "catch-up" strategy. There are some Asian companies that are established already in our country, so ask students to do some research about some of them and who are their Mexican most important suppliers.

Objective: Examine Asia's role in global manufacturing, particularly in electronics, automotive, and high-tech production.

Key points:

- Innovations in technology and manufacturing, with a focus on countries like China and Japan.
- Challenges related to supply chains and labor costs.

Discussion prompts:

- How do technological advancements in Asia impact global manufacturing trends?

Activity: Prepare a market entry plan for a Mexican company aiming to set up a manufacturing base in Asia.

Lesson 13

Teaching notes for the lesson:

- **Objective:** Understand the service sector in Asia, highlighting logistics, digital services, and financial technology.
- **Key points:**
 - Growth of digital and logistics services driven by eCommerce and rapid urbanization.
 - Regulatory challenges and consumer expectations in leading Asian markets.
- **Discussion prompts:**
 - What factors drive the demand for digital services in Asia?

- **Activity:** Develop a business proposal for a Mexican logistics company aiming to enter the Asian market.

Lesson 14

Teaching notes for the lesson:

- **Objective:** Identify Asia's major economic hubs, their strategic importance, and their impact on regional and global trade.
- **Key points:**
 - Analysis of economic poles like Tokyo, Singapore, and Shanghai.
 - Benefits and challenges of operating in these cities for foreign businesses.
- **Discussion prompts:**
 - How do economic hubs in Asia shape regional development?
- **Activity:** Select an economic pole in Asia and outline the main opportunities it offers to international companies.

Economic poles are linked to economic integration that can be promoted with political agreements. Africa is a region that was not reviewed in this certificate, but students need to know that good business opportunities can also be found there, whilst many of them have already been taken by the Chinese and former colonialist countries from Europe. Ask students to watch the following map and discuss it:

<https://pbs.twimg.com/media/CcA3MEsW8AEksER.jpg>

Lesson 15

Teaching notes for the lesson:

Objective: Guide students in navigating Asia's cultural diversity, emphasizing communication and negotiation strategies.

Key points:

- Cultural characteristics of East, South, and Southeast Asia and their influence on business.
- Role of hierarchy, tradition, and personal relationships in business negotiations.

Discussion prompts:

- What are some challenges of adapting to diverse cultural expectations across Asia?

Activity: Design a cultural adaptation plan for a Mexican business preparing to expand into two distinct Asian regions.

Chapter 4 from the textbook is a good resource for this lesson, but it is more important to ask students about the cultural differences they see when compared to Asians, using either the GLOBE or Hofstede models aforementioned in the course.

Final Project

Term Project Part 1

Description:

The overall goal of this project is to analyze current business environments in Europe or Asia and identify viable expansion opportunities for a real Mexican company. This project is individual, culminating in a detailed report to the CEO, addressing strategies, partner selection, and supply chain proposals.

Requirements:

To complete this project, you will need access to a word processor, Internet for research, and textbook material on international business strategies.

Term Project Part 1: Initial Analysis of Business Environments

Objective

Evaluate the business environment in a European or Asian market, including factors affecting production, logistics, and sourcing. Develop initial insights into potential industries for sourcing and trade.

Instructions

1. **Read relevant material:** Review textbook chapters related to production, logistics, and sourcing in international business. Take notes on how these elements impact multinational companies.
2. **Research business environment:** Choose either Europe or Asia and research the business climate, identifying a potential industry for sourcing opportunities.
3. **Report deliverable:** Write a two-page report covering:
 - An overview of the region's economic environment.
 - Key factors for sourcing opportunities, including main sourcing countries for your selected industry.
 - A diagram with a written summary, explaining the industry's value chain in your selected region.

Term Project Part 2

Objective

Identify a suitable Mexican company and potential business partner in the chosen region, considering industry best practices and compatibility.

Instructions

1. **Select a Mexican company:** Find a Mexican company that fits the sourcing needs of the selected industry from the first deliverable. Create a checklist for narrowing your selection to three to five companies, using industry's best practices.
2. **Identify a foreign partner:** Research a reliable business partner within your chosen continent and evaluate their fit with the Mexican company.
3. **Deliverables:**
 - A two-page report detailing the selected Mexican company and the checklist used for selection.
 - A two-page report on the chosen partner, including company history, business environment in its country, and compatibility analysis.
 - An executive presentation (5-7 slides) comparing labor costs and logistics performance between the selected country and Mexico.

Term Project Part 3

Objective

Develop a complete supply chain strategy that supports the Mexican company's expansion in Europe or Asia, considering all prior analyses.

Instructions

1. **Design supply chain strategy:** Propose a strategy that includes a strategic objective for expansion, potential partnerships, and an analysis of supply chain risks and benefits.
2. **Support with data:** Use relevant data, such as economic indicators, labor costs, logistics data, and sector analyses, to support the feasibility of your strategy.
3. **Address four key questions:**
 - What is the strategic objective for this expansion?
 - Is a strategic alliance beneficial? If so, what are the potential risks and benefits?
 - What is the ideal supply chain strategy, and why?
4. **Final report:** Bundle all sections into a single business document (minimum three pages for the final strategy) addressed to the CEO.

Units of competency covered

- Understanding free trade agreements between Mexico and Europe/Asia and their applications.
- Identifying positive business environments and trade poles in Europe or Asia.
- Developing sustainable, socially responsible supply chain proposals.
- Expanding international markets with cultural sensitivity and negotiation skills.

Rubric Term Project Part 1

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

Taxonomic level: Usage.

	Performance level			
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Has not developed the competence yet 69%-0%	%
Analyzes relevant material.	25-21.5	21.4-17.5	17.4-0	
	Accurately identifies and relates elements of production, logistics, and supply chain, clearly explaining their impact on multinational companies.	Relates elements of production, logistics, and supply chain, providing a general description of their impact.	Demonstrates limited understanding of production, logistics, and supply chain elements or fails to establish their impact.	
Researches the business environment.	25-21.5	21.4-17.5	17.4-0	
	Provides a detailed description of the economic climate in the selected region, specifically highlighting opportunities in the industry.	Describes the economic climate in the selected region, identifying opportunities in a general manner.	Provides superficial or incomplete information on the economic climate and opportunities in the region.	
Prepares the report.	25-21.5	21.4-17.5	17.4-0	
	Writes a clear, well-structured, and concise report covering all required elements (economic overview, key factors, and a diagram with an explanatory summary).	Produces a report covering the required elements, though details or structure could be improved.	The report is incomplete, lacks clarity, or omits required elements such as the diagram.	
	25-21.5	21.4-17.5	17.4-0	

Graphically represents the value chain.	Designs a clear, precise, and professional diagram that accurately reflects the value chain in the selected region, accompanied by a detailed summary.	Presents a functional diagram describing the value chain, with a basic or incomplete summary.	The diagram is unclear, incomplete, or misses the explanatory summary.	
				Total

Rubric Term Project Part 2

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

Taxonomic level: Usage.

	Performance level			
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Has not developed the competence yet 69%-0%	%
Selects a Mexican company.	25-21.5	21.4-17.5	17.4-0	
	Identifies a Mexican company that precisely meets the sector's needs, using a detailed checklist based on best practices.	Identifies a suitable Mexican company, using a checklist with general criteria.	Fails to identify a suitable company or uses an incomplete or irrelevant checklist.	
Researches and evaluates a foreign partner.	25-21.5	21.4-17.5	17.4-0	
	Conducts comprehensive research on a foreign partner, detailing their history, business environment, and compatibility with the Mexican company.	Researches a foreign partner, providing relevant information on their history and environment, but with limited details on compatibility.	Provides insufficient or irrelevant information about the foreign partner without assessing compatibility.	
Prepares the required reports.	25-21.5	21.4-17.5	17.4-0	
	Writes clear, well-structured, and concise reports that fulfill all requested elements (Mexican company, foreign partner, compatibility analysis).	Produces reports covering the required elements, though with shortcomings in structure, clarity, or depth.	Reports are incomplete, disorganized, or fail to include the requested elements.	
Prepares the executive presentation.	25-21.5	21.4-17.5	17.4-0	
	Designs a professional, visually	Delivers a functional presentation with	The presentation lacks clarity, relevant	

	appealing, and accurate presentation that clearly and convincingly compares labor costs and logistical performance.	relevant comparisons but with room for improvement in visuals or clarity.	data, or does not include required elements for the comparison.	
			Total	

Rubric Term Project Part 3

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

Taxonomic level: Usage.

	Performance level			
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Has not developed the competence yet 69%-0%	%
Proposes a supply chain strategy.	25-21.5	21.4-17.5	17.4-0	
	Defines a clear, innovative strategy aligned with the strategic expansion goal, considering partnerships and detailed analysis of risks and benefits.	Proposes an adequate strategy for expansion, though with limited details on partnerships, risks, or benefits.	The strategy is vague, misaligned with the strategic goal, or does not include relevant partnerships.	
Supports with relevant data.	25-21.5	21.4-17.5	17.4-0	
	Integrates economic data, labor costs, logistics, and sector analysis accurately and thoroughly to substantiate the feasibility of the strategy.	Uses relevant data to justify the strategy, though partially or with limited depth.	Data is insufficient, irrelevant, or not used to support the proposed strategy.	
Answers key questions.	25-21.5	21.4-17.5	17.4-0	
	Provides detailed responses to each question, demonstrating critical analysis and a clear connection between objectives, partnerships, and the supply chain strategy.	Answers key questions with adequate information but limited analysis or weak connections between topics.	Does not answer all questions, or responses lack clarity, analysis, or relevance to the strategy.	
	25-21.5	21.4-17.5	17.4-0	

Prepares the final document.	Delivers a professional, structured, and persuasive report addressed to the CEO, integrating all sections cohesively and in detail.	Submits a complete and functional report, though with room for improvement in structure, clarity, or professionalism.	The report is incomplete, disorganized, or not appropriately targeted to the intended audience (CEO).	
				Total