

Facilitator's Handbook

International Environments
and Business Operations



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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**.

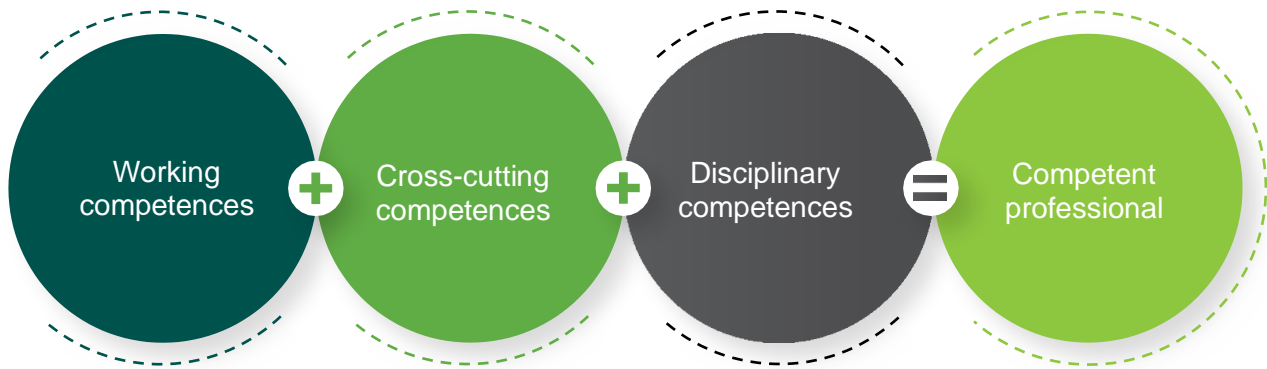
Each certificate is a **short academic program**, **composed of several courses** embedded in the second half of the undergraduate curriculum, which aims to develop **highly specific competences** in the students and prepare them to excel in their performance at the workplace.



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 a highly competent professional and thereby increasing their employability rate.



Most of our certificates consist 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**.

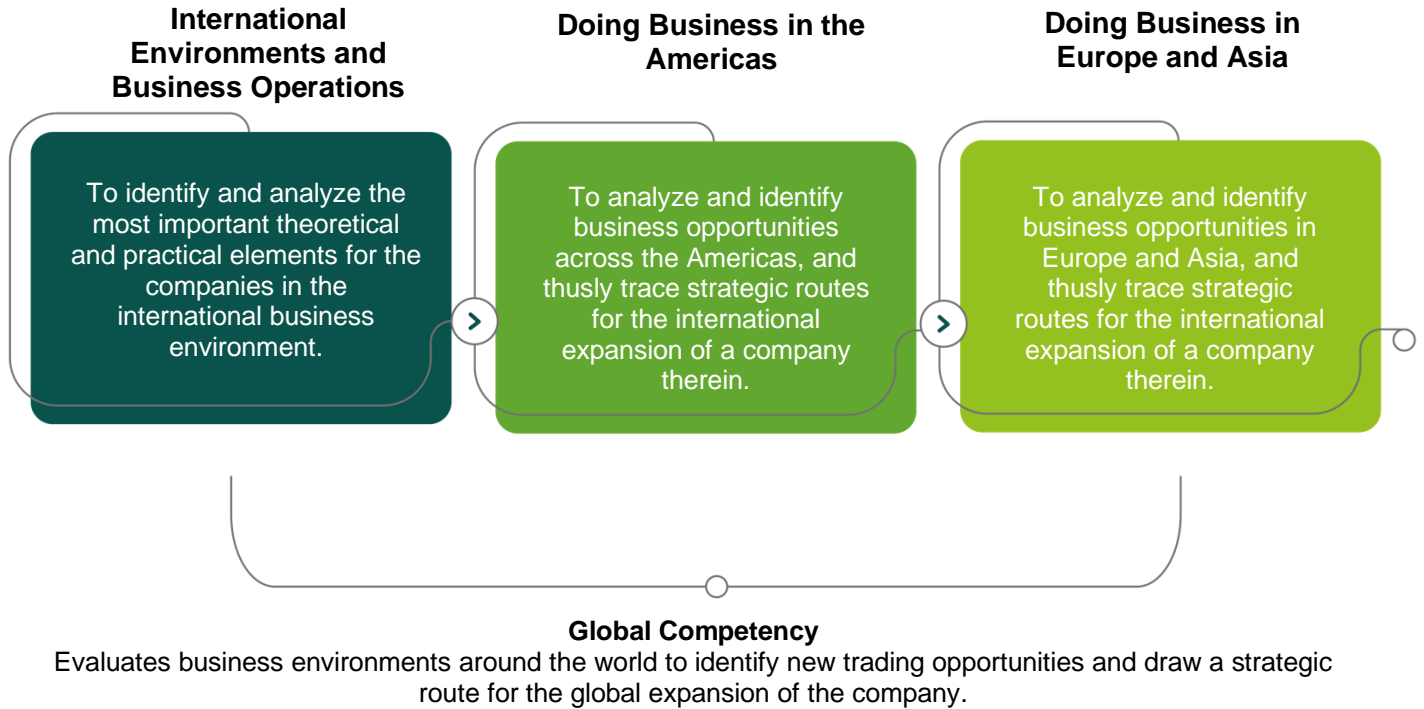
On the other hand, while a **certification** is also a recognition, it is obtained through the accreditation of a specific course of the academic program of the university and after passing a proficiency exam applied by an **external certification entity** (mind-mapping, foreign languages, software skills,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

Topic 1. Globalizing Businesses and Marketplaces

1.1 Globalization

1.2 Global Institutions

Topic 2. Country Differences Matter

2.1 What about culture?

2.2 The determinants of culture

Topic 3. Ethics and Social Responsibility in International Business

3.1 Ethical issues in international business

3.2 Moral obligations

Topic 4. International Trade Theory

4.1 Mercantilism

4.2 Absolute Advantage and Comparative Advantage

4.3 New Trade Theory

4.4 National Competitive Advantage

Topic 5. Country Differences Matter

5.1 Instruments of Trade Policy

5.2 The Case of Government Intervention

5.3 Development of the World Trading System

Topic 6. Strategy and Foreign Direct Investments

6.1 Foreign Direct Investment in the World Economy

6.2 Theories of Foreign Direct Investment

6.3 Benefits and Costs of FDI

6.4 Government policy instruments and FDI

Topic 7. World Financial Environments

7.1 The Foreign Exchange Market

7.2 The International Monetary System

7.3 Crisis Management by the IMF

7.4 The Global Capital Market

Topic 8. Global Strategy and Implementation

8.1 Strategy and the firm

8.2 Choosing a strategy

8.3 The evolution of strategy

Topic 9. Organization of the Multinational Firm: Design and Control

9.1 Organizational architecture and organizational structure

9.2 Organizational culture

9.3 Synthesis: strategy and architecture

9.4 Organizational change

Topic 10. International expansion and foreign markets

10.1 Basic entry decisions

10.2 Entry modes

10.3 Selecting an entry mode

Topic 11. Export and import practices

11.1 The promise and pitfalls of exporting

11.2 Improving export performance

11.3 Export and import financing

11.4 Countertrade

Topic 12. Global sourcing, production and logistics

12.1 Production and logistics

12.2 The strategic role of foreign production sites

12.3 Managing a global supply chain

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:

LSNI6003

Units	Assessment tool	Points
4	Assignments	24
5	Term projects	46
1	Final project	30
Total		100

LTNI2107

Units	Assessment tool	Points
1	Assignment	10
5	Term projects	60
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:

<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 suggested:

1. Review the list of assignments and the program in Banner to double-check the exact dates on which all the assignments should be turned in.
2. Occasionally, review Canvas' 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 homeworks 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 reliability.
9. You are encouraged to remind your students about the session's deliveries of the assignments through the Assignments section or by email.

Topic 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 a topic discussion about the pros and cons of globalization, either in the classroom or in the live sessions, in case you are teaching it online.

As additional knowledge and support for the course and to give examples, the following resources can be used:

- Eye on Tech. (2019, December 11). *What is Globalization? Globalization and its Impact on Technology* [Video file]. Retrieved from <https://youtu.be/PsBRrvugSWA?si=uLSAvdAZ2HIMTQOh>
- CNBC. (2020, February 16). *How U.S. Consumers Help Prop Up The World Economy* [Video file]. Retrieved from <https://youtu.be/7Zw0Eook7WI?si=KX98QafvUfSIVB3>
- Microlearning Daily. (2024, June 6). *Understanding Glocalisation – Bridging Global and Local Markets (18 Minutes)* [Video file]. Retrieved from https://youtu.be/hBPSwuGIBBA?si=fau6_9_kM71rgMF
- Council on Foreign Relations. (2023). *Six Essential International Organizations You Need to Know*. Retrieved from <https://education.cfr.org/learn/reading/six-essential-international-organizations-you-need-know>
- Velocity Global. (2023). *Globalization benefits and challenges*. Retrieved from <https://velocityglobal.com/resources/blog/globalization-benefits-and-challenges/>

Topic 2

Teaching notes for the lesson:

Originally, there were four dimensions in the Hofstede's model, but two dimensions have been added recently, becoming six. It is important for the students to become familiar at least with the basic four mentioned in the lesson.

As additional knowledge and support for the course and to give examples, the following resources can be used:

- GreggU. (2021, August 23). *Hofstede's Dimensions of National Culture* [Video file]. Retrieved from <https://youtu.be/JMaLin3kCdk?si=nYemf2acAgOlumXt>
- More Travels w/ Drew Binsky. (2022, January 31). *18 Cultural Differences: USA v. Europe* [Video file]. Retrieved from <https://youtu.be/Cu4mzJ6N7J0?si=y pb-iVfvpO1ncVzY>
- The Spanish Group. (2021). *Top 10 Different Cultures Around the World*. Retrieved from <https://thespanishgroup.org/blog/top-10-different-cultures-around-the-world>
- Greatcontent. (n.d.). *Globalization vs. Localization: What Are the Differences & Benefits?* Retrieved from <https://greatcontent.com/globalization-vs-localization/>
- Larkin, A. (2021). *1,500 languages could be lost in the next 100 years, study finds*. Retrieved from <https://www.cbsnews.com/news/endangered-languages-high-risk-lost/>

Topic 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 of Boeing 737.

Another 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.

As additional knowledge and support for the course and to give examples, the following resources can be used:

- PBS NewsHour. (2020, January 16). *What are the differences between NAFTA and the USMCA?* [Video file]. Retrieved from <https://youtu.be/KVT6weUVOoc?si=AAOesa7busSU9Jze>

- Kobayashi, E. (2022). *Want to Understand Carbon Credits? Read This*. Retrieved from <https://www.forbes.com/sites/erikkobayashisolomon/2020/03/13/want-to-understand-carbon-credits-read-this/?sh=2ee144ba71aa>
- Jaro Education. (n.d.). *Understand Why Business Ethics and Social Responsibility are Important*. Retrieved from <https://www.jaroeducation.com/blog/understand-why-business-ethics-and-social-responsibility-are-important/>

Topic 4

Teaching notes for the lesson:

Governments have become active promoters of trade and investment for their home companies, looking for resources that can help boost their economic growth. One of the main reasons for doing 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 earn 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.

As additional knowledge and support for the course and to give examples, the following video and reading resources can be used:

- International Trade Administration. (2022, February 10). *Introduction to Free Trade Agreements (FTAs)* [Video file]. Retrieved from <https://youtu.be/L2oAkcNLnog?si=krCDgbGytMShGB8S>
- Paliwal, D. (2022). *Theories of international trade*. Retrieved from <https://blog.ipleaders.in/theories-of-international-trade-2/>

Topic 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.

Topic 6

Teaching notes for the lesson:

The important things to highlight are as follows:

- Inward FDI flow to developed economies 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 the Hisense case in Nuevo León, and what were 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 Béliér in Guanajuato.

As additional knowledge and support for the course and to give examples, the following resources can be used:

- StudyCorgi TV. (2024, March 11). *Toyota Company: Foreign Direct Investment - Research Paper Example* [Video file]. Retrieved from <https://youtu.be/DIICjkwLEBg?si=zOfnUZvEPeeVY0M>
- Business School 101. (2021, June 27). *Foreign Direct Investment | International Business | From A*

- *Business Professor* [Video file]. Retrieved from <https://youtu.be/s9-zP8IAhqA?si=yqKzSlkSQldRuwry>
- GlobalHub. (2021, September 13). *Foreign Direct Investment Explained* [Video file]. Retrieved from <https://youtu.be/Ql8zEypIFn4?si=nasxmqi09H4-C2Vc>
- U.S. Department of Commerce. (2024). *U.S. Remains World's Top Destination for Foreign Direct Investment for 12th Consecutive Year*. Retrieved from <https://www.commerce.gov/news/blog/2024/04/us-remains-worlds-top-destination-foreign-direct-investment-12th-consecutive-year>
- Tetakawi. (2024). *Why is Mexico an Attractive Destination for Foreign Direct Investment?* Retrieved from <https://insights.tetakawi.com/why-mexico-is-attractive-for-foreign-direct-investment>

Topic 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's forecasts for the major world economies?

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

As additional knowledge and support for the course and to give examples, the following resources can be used:

- Claret Asset Management. (2023, July 18). *How Currency-Hedged ETFs Work* [Video file]. Retrieved from <https://youtu.be/T7wvf3ezNY?si=Binia6AjbIDy34A>
- Pesme, J., Feyen, E., and Stewart, F. (2024). *Financial system trends in six charts*. Retrieved from <https://blogs.worldbank.org/en/opendata/financial-system-trends-in-six-charts>

Topic 8

Teaching notes for the lesson:

The Panama Papers scandal should be mentioned because offshore hedge funds are a strategy commonly used in international business and are, in some cases, legal. However, it becomes illegal when they are used to conceal money obtained from criminal activities or to evade taxes.

As additional knowledge and support for the course and to give examples, the following resources can be used:

- Arek Dvornechuck. (2022, March 1). *What is strategic positioning?* [Video file]. Retrieved from <https://youtu.be/9nTzWguQ0Mo?si=3TVeMocOdOH0f8lt>
- World Trade Organization. (2021, November 20). *Let's Talk Rules-based Trade* [Video file]. Retrieved from <https://youtu.be/24i-2dtbOrM?si=eUIEmBvHiGtwFe6B>
- Vrontis, D., Shams, R., Thrassou, A., and Kafourous, M. (2024). Global strategy evolution, devolution or revolution: Disruptions to globalization and international business introversion. *Journal of International Management*, 30(5). Retrieved from <https://doi.org/10.1016/j.intman.2024.101188>
- BigCommerce. (n.d.). *Optimizing Ecommerce Operations to Run a Smooth Online Business*. Retrieved from <https://www.bigcommerce.com/articles/ecommerce/operations/>
- Coufano, G. (2024). *What Is The Experience Curve And Why It Matters In Business*. Retrieved from <https://fourweekmba.com/experience-curve/>

Topic 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.

As additional knowledge and support for the course and to give examples, the following resources can be used:

- BBC Learning English- ¿Quieres aprender a hablar inglés? (2021, October 11). *What is a*

multinational? BBC Learning English [Video file]. Retrieved from

<https://youtu.be/vfui9l2Nflc?si=d5b3mnZOTBzCvKa2>

- Bennett, G. (2024). *The Connection Between Organizational Design, Org Structure, and Org Charts*. Retrieved from <https://www.onedirectory.com/blog/organizational-design-org-structure-and-org-charts/>
- Gratton, P. (2024). *What Is a Multinational Corporation?* Retrieved from <https://www.investopedia.com/terms/m/multinationalcorporation.asp>

Topic 10

Teaching notes for the lesson:

Exporting is the primary entry mode that companies use worldwide, and this should be emphasized whenever possible.

As additional knowledge and support for the course and to give examples, the following resources can be used:

- Business School 101. (2021, August 27). *Entry Strategies (With real world examples) | International Business | From A Business Professor* [Video file]. Retrieved from <https://youtu.be/Mgb5jnxcw?si=HdNzXzY7cNIUJlZd>
- Mishra, S. (2023). *Turnkey project: What is turnkey contract and examples*. Retrieved from <https://housing.com/news/turnkey-project/>
- American Express. (2023). *What is Supply Chain Mapping and Why is it Important?* Retrieved from <https://www.americanexpress.com/en-gb/business/trends-and-insights/articles/supply-chain-mapping/>

Topic 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.

As additional knowledge and support for the course and to give examples we can use the following resources:

- WoodrowWilsonCenter. (2022, May 24). *The Mexico-China Economic Relationship: Examining Licit and Illicit Trade Practices* [Video file]. Retrieved from <https://youtu.be/pM2YXbRbweU?si=NjBjM5cut-7nhq3u>
- CGTN America. (2022, February 17). *China-Mexico trade and investment* [Video file]. Retrieved from https://youtu.be/VyPK-7XBptc?si=aqcK_yoBwWod1SRs
- Oleg, P. (2024). *The Key to Global Trade: Understanding Export and Import Licenses*. Retrieved from <https://www.cleverence.com/articles/business-blogs/the-key-to-global-trade-understanding-export-and-import-licenses/>
- Thuri, V. (2022). *Advantages and Disadvantages of Exporting – Full Guide*. Retrieved from <https://wise.com/us/blog/advantages-of-exporting>
- Kinsella, K. (2024). *What Is an Export Management Company?* Retrieved from <https://www.smartcapitalmind.com/what-is-an-export-management-company.htm>

Topic 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.

As additional knowledge and support for the course and to give examples, the following resources can be used:

- The Procurement Channel. (2024, August 7). *Global Sourcing or Local Sourcing - All You Need to Know* [Video file]. Retrieved from <https://youtu.be/KaCjldVAVck?si=K8XliGNBosHjxNJG>
- Free To Choose Network. (2022, August 3). *Just In Time | Johan Norberg's New and Improved* [Video file]. Retrieved from <https://youtu.be/kUhDUEZrCFI?si=6DD1MyGDuN1A2JGj>
- Wu, Y. (2022). *China Standards 2035 Strategy: Recent Developments and Implications for Foreign Companies*. Retrieved from <https://www.china-briefing.com/news/china-standards-2035-strategy-recent-developments-and-their-implications-foreign-companies/>
- Burke, R. (2022). *Trade Troubles: Do We Still Need the WTO?* Retrieved from <https://thediplomat.com/2022/09/trade-troubles-do-we-still-need-the-wto/>

Final Project

Final Project: Final Report and Presentation

Description

For the final project of the course, you will act as a Mexican business consultant with expertise on the international arena, who has been hired by two different clients (one local, one from overseas) to present an analysis of the international environments surrounding their own business strategy.

You are required to research, develop and deliver two executive reports on:

- The current Mexican business environment for a foreign company of your choice, either hypothetical or real, that intends to enter the Mexican market.
- The current international business environment of a specific region of the world, for a Mexican small business (SME) that is considering an international expansion.

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 during the whole semester.

Requirements

Microsoft Word.

Instructions

Your project is segmented into six parts (written assignments) that 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 in, 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 (SME) 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 extensive research based on the theoretical concepts reviewed in the course so far, to provide an in-depth analysis of the current Mexican business environment for the specific

industry you chose, and 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 SME of your choice. Your report should include factual and detailed information on the current export 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.

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 business-like PowerPoint presentation for each client with your findings and conclusions, personally addressing the CEO of both companies. You will need to record a video of yourself, no longer than 10 minutes, upload it to YouTube, Vimeo, or Google Drive (OneDrive), 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 eight minutes but less than 10.
- **Quality of the presentation.** Creativity, persuasiveness, and enthusiasm. The presentation is clean, with images, and not full of text. The student doesn't read the content.
- **Your delivery method and public speaking skills.** You must introduce yourself, answering the following questions: who are you? Who do you work for (consultancy firm)? What brought you here? What does it mean to you to work with them as a client?
- **Consistency of the content.** Research, analysis, 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 can the Mexican political system help or undermine their endeavor?
 - How will the economics play out within the Mexican economic system, particularly in relation to that industry?

- How to use the Mexican legal system and relevant government regulations to their favor.
 - How do foreign direct investments work in Mexico? Are there any fiscal incentives they can take advantage of?
 - How is the Mexican peso performing currently? An analysis of the current economic context surrounding it.
 - An insight on Mexican culture in the workplace: what they will find and how to address 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.
 - How can the availability of skilled employees affect business expansion plans?
 - Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, antidumping duties, etc.
 - Mention a successful story of a foreign company that's already operating in the Mexican market.
- **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, and why? What are the associated costs?
 - To what scale should they enter the market? Should they enter the national market directly or through regional markets instead? Why?
 - 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?
 - What might be the challenges in logistics for the business in Mexico, and how can they be addressed?

Conclusions. Conclude by including the most important points of the proposals and giving an opinion.

Rubric Final Project

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

Taxonomic level: Usage.

Evaluation criteria	Performance level			%
	Highly competent 100%-86%	Competent 85%-70%	Competence not yet developed 69%-0%	
Presentation time.	5-4.3 The presentation length is longer than eight minutes but less than 10.	4.3-3.5 The presentation length is longer than 10 minutes or less than eight.	3.4-0 The presentation length is longer than 12 minutes or less than seven.	
	5-4.3 The presentation is clean, with images, and not full of text. The student doesn't read the content.	4.3-3.5 The presentation is clean, with images, some slides are full of text. The student reads part of the content.	3.4-0 The presentation is not clean, without images, and most slides are full of text. The student reads most of the content.	
Quality of the presentation.	5-4.3 The student introduces themselves answering the following questions: Who are you? Who do you work for (consultancy firm)? What brought you here? What does it mean to you to work with them as a client?	4.3-3.5 The student introduces themselves answering at least three of the following questions: Who are you? Who do you work for (consultancy firm)? What brought you here? What does it mean to you to work with them as a client?	3.4-0 The student introduces themselves answering two or less of the following questions: Who are you? Who do you work for (consultancy firm)? What brought you here? What does it mean to you to work with them as a client?	
	5-4.3 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 can the	42-35 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?	34-0 The report includes at least six of the following points: 1.The relationship between Mexican demographics and purchasing power. Is it favorable for them or their products?	
Delivery method and public speaking skills.	5-4.3 The student introduces themselves answering the following questions: Who are you? Who do you work for (consultancy firm)? What brought you here? What does it mean to you to work with them as a client?	4.3-3.5 The student introduces themselves answering at least three of the following questions: Who are you? Who do you work for (consultancy firm)? What brought you here? What does it mean to you to work with them as a client?	3.4-0 The student introduces themselves answering two or less of the following questions: Who are you? Who do you work for (consultancy firm)? What brought you here? What does it mean to you to work with them as a client?	
Consistency of the content.	50-43 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 can the	42-35 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?	34-0 The report includes at least six of the following points: 1.The relationship between Mexican demographics and purchasing power. Is it favorable for them or their products?	

	<p>Mexican political system help or undermine their endeavor?</p> <p>3. How will the economics play out within the Mexican economic system, particularly in relation to that 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? Are there any fiscal incentives they can take advantage of?</p> <p>6. How is the Mexican peso performing currently? An analysis of the current economic context surrounding it.</p> <p>7. An insight on Mexican culture in the workplace: what they will find and how to address 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. How can the availability of skilled employees affect business expansion</p>	<p>2. How can the Mexican political system help or undermine their endeavor?</p> <p>3. How will the economics play out within the Mexican economic system, particularly in relation to that 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? Are there any fiscal incentives they can take advantage of?</p> <p>6. How is the Mexican peso performing currently? An analysis of the current economic context surrounding it.</p> <p>7. An insight on Mexican culture in the workplace: what they will find and how to address 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</p>	<p>2. How can the Mexican political system help or undermine their endeavor?</p> <p>3. How will the economics play out within the Mexican economic system, particularly in relation to that 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? Are there any fiscal incentives they can take advantage of?</p> <p>6. How is the Mexican peso performing currently? An analysis of the current economic context surrounding it.</p> <p>7. An insight on Mexican culture in the workplace: what they will find and how to address 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</p>	
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	<p>plans?</p> <p>11. Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, anti-dumping duties, etc.</p> <p>12. Mention a successful story of a foreign company that's already operating in the Mexican market.</p>	<p>practices, employment benefits, minimum wage, and the role of labor unions.</p> <p>10. How can the availability of skilled employees affect business expansion plans?</p> <p>11. Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, anti-dumping duties, etc.</p> <p>12. Mention a successful story of a foreign company that's already operating in the Mexican market.</p>	<p>unions.</p> <p>10. How can the availability of skilled employees affect business expansion plans?</p> <p>11. Enlist relevant trade policy details in terms of free-trade agreements, tariffs, subsidies, import quotas, anti-dumping duties, etc.</p> <p>12. Mention a successful story of a foreign company that's already operating in the Mexican market.</p>	
Likelihood of implementation of the ideas (feasibility).	25-21.5	21.4-17.5	17.4-0	
	<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, and why? What are the associated costs? 3. To what scale should they enter the market? Should they enter the national market directly or through regional markets instead? Why? 4. Among exporting, licensing, franchising, joint ventures, and wholly 	<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, and why? What are the associated costs? 3. To what scale should they enter the market? Should they enter the national market directly or through regional markets instead? Why? 	<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, and why? What are the associated costs? 3. To what scale should they enter the market? Should they enter the national market directly or through regional markets instead? Why? 4. Among exporting, 	

	<p>owned subsidiaries, which entry mode is their best fit for them?</p> <p>5. Are there any acquisitions or strategic alliances to be made?</p> <p>6. What might be the challenges in logistics for the business in Mexico, and how can they be addressed?</p>	<p>4. Among exporting, licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best fit for them?</p> <p>5. Are there any acquisitions or strategic alliances to be made?</p> <p>6. What might be the challenges in logistics for the business in Mexico, and how can they be addressed?</p>	<p>licensing, franchising, joint ventures, and wholly owned subsidiaries, which entry mode is their best fit for them?</p> <p>5. Are there any acquisitions or strategic alliances to be made?</p> <p>6. What might be the challenges in logistics for the business in Mexico, and how can they be addressed?</p>	
Conclusions	10-8.6	8.5-7	6.9-0	
	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.	Does not finish the work with a conclusion.	
TOTAL				100%