



Facilitator's Handbook

Doing Business in the Americas
LSNI1809



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General information

Course's competency

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



Methodology

This course has eight credits; thus, the student is required to spent three hours weekly to view content and five hours to complete the activities.

During the course, a total of 15 lessons will be studied. In each lesson, you will find:

- A brief explanation of the subject to expand your knowledge.
- A series of readings and videos that you must review for a better understanding of the lesson.
- A list of complementary readings and videos.
- A learning activity for you to apply and experiment the studied concepts.

Throughout the term, you must work in the following:

- 8 assignments
- 2 Parts of your Final Project
- 1 Final Project

Activities

Activities are designed to ease the acquisition of the course competency.





Evaluation

Units	Evaluation instrument	Value
8	Assignments	64
2	Parts – Final Project	16
1	Final Project	20
<i>Total</i>		<i>100</i>



Bibliography

→ Textbook:

Hill, C., and Hult, T. (2019). *International Business: Competing in the Global Marketplace* (12th ed.). Mexico: McGraw-Hill.
ISBN: eBook: 9781260290172

→ Supplementary book:

Hill, C. (2021). *International Business: Competing in the Global Marketplace* (13th ed.). Mexico: McGraw-Hill.
ISBN: 126-0262588



Syllabus

Lesson 1	Free trade agreements in the region
Lesson 2	Business environment
Lesson 3	Industrial clusters and technology
Lesson 4	Political and security challenges in the region
Lesson 5	Social and economic factors in the region
Lesson 6	Primary sector in the U.S. and Canada
Lesson 7	Secondary sector
Lesson 8	Tertiary sector
Lesson 9	Economic poles in the U.S. and Canada
Lesson 10	Cultural diversity in the U.S. and Canada
Lesson 11	Primary sector in Latin America
Lesson 12	Manufacturing
Lesson 13	Services
Lesson 14	Economic poles
Lesson 15	Cultural diversity



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:

Lesson 1

Introduction

Invite students to always review the links in the course and keep making contributions from their own experiences.

Teaching notes for the lesson:

Update students about the current status of the TPP and trigger a discussion about its contents and what it says about patents and the Internet. How is that going to impact Mexican businesses and influence domestic policy?

Lesson 2

Teaching notes for the lesson:

The professor shall clarify what are the main factors that a company must look at, in order to evaluate the business environment in a given country or region. On this regard, review Japan's case at the second part of the textbook after Chapter 4. Chapter 2 from the textbook provides additional elements to evaluate a country's business environment.

Lesson 3

Teaching notes for the lesson:

Review the case of the Indian automobile industry at the end of part three in the textbook. Make students aware of the potential opportunities usually available around economic clusters and explain them how to predict when a cluster is becoming relevant for a particular industry.

Lesson 4

Teaching notes for the lesson:

Start a discussion about the latest US presidential elections and its business implications for Mexico (a whole lot). For reference, ask students to read these articles on the topic:

- <https://borderassembly.com/mexico-and-the-new-biden-administration/>

- <https://www.csis.org/analysis/opportunities-us-mexico-economic-partnership-under-biden-and-amlo-administrations>

Lesson 5

Teaching notes for the lesson:

Use Chapter 4 from the textbook as reference. Apply Hofstede's cultural dimensions to evaluate the differences with other countries in the Americas: <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6-dimensions-organizational-culture/>

Lesson 6

Teaching notes for the lesson:

The primary sector is seldom supported with subsidies, so you may ask students to review the case of the Magnesium in Chapter 7 of the textbook (*Management Focus* section at the end). It will certainly spark some controversy.

Mexico has a great potential in this underdeveloped sector, but it is also important to protect the environment and to be sure that we are implementing world-class strategies and techniques. Ask your students how they feel about this.

Lesson 7

Teaching notes for the lesson:

Chapter 19 of the textbook provides more insight on the topic of labor relations in global business. Look at the second and third *Management Focus* cases for further discussion with your students.

Lesson 8

Teaching notes for the lesson:

Check out the *Country Focus* section of Chapter 7, about the US gains from international trade. In general, services are included together with trade in overall export figures, but there is not sufficient information on the role that finance services play in their global operations, although it is well known that the numbers are much bigger than the mere trade of goods. Talk to your students about this.

Lesson 9

Teaching notes for the lesson:

Go to Chapter 17 in the textbook to discuss the factors that may influence where to locate production

facilities, and how to look for synergies with the US and Canada. Use Table 17.1 in order to look for opportunities and define specific areas where Mexico could be able to develop strategic alliances with these neighboring countries.

You may ask students to chart the GDP across the Americas, and try forecasting it for the coming years, so that they can actually see the current trend and the significant differences between North America and the rest of the continent.

Lesson 10

Teaching notes for the lesson:

Chapter 4 from the textbook is a good reference to look at the cultural elements of these countries. In specific, go through the *Implications for Managers* section of the chapter and talk about it with your students.

Lesson 11

Teaching notes for the lesson:

There is no chapter in the book that addresses this topic directly, nevertheless, the opportunities in this field are so many that companies from Canada, China, and Japan are already taking advantage. There have been initiatives to protect the environment but widespread corruption in the region makes it difficult to achieve a sustained development. There should be a debate about the potential gains from the sector and related threats, such as those seen in Venezuela nowadays. Ask students to do some research about a certain industry in the sector and share their findings to the class in order to start a discussion.

Lesson 12

Teaching notes for the lesson:

Review Chapter 14 from the textbook, where we can see how the organization of multinational companies in the Americas are shifting and starting to look at Latin America as a source of competitive manufacturing activities and a potential market as well. Look at the *Management Focus* case about *Dow Chemical*. It is important to know the alternatives that companies have to be better organized when having multiple production sites, in particular in countries where wages are low, and poverty is a challenge to actually create a potential market.

Lesson 13**Teaching notes for the lesson:**

Go with the students through some of the links included in the lesson and ask them to read one and share their ideas about it with the class. What are the business or economic opportunities they can see in the region?

Lesson 14**Teaching notes for the lesson:**

Chapter 9 from the textbook addresses the Regional Economic Integration, and focus on the point made about NAFTA. Then, talk about the new Pacific Alliance as a step towards TPP and the real opportunities available for Mexico out of these agreements.

Lesson 15**Teaching notes for the lesson:**

Ask students to read Chapter 5 from the textbook, and have a sound discussion about ethics and values in Latin America, and the big issue that corruption represents across the region. What are the alternatives? What kind of actions can be taken? How can we deal with it? We will never talk enough about the importance of a legal framework and rule-of-law where business can prosper, a very important element of the business environment that is closely linked to the cultural and social factor. Ask students to look for the cultural dimensions of a Latin American country they choose and ask them to think about a business opportunity they can spot in that particular country, and how they would deal with the local culture.



Final project

Description

You will analyze and offer a possible solution to a real business case situated in the Americas.

Requirements

To do this activity, you need to choose a case in any of the following databases:

- [Business Cases UK](#)
- [Harvard Business School](#)
- [MIT Sloan School of Management](#)

Instructions

Part 1. Preparing the story

First, go browse these three websites and choose one business case situated across the Americas that you find interesting:

- [Business Cases UK](#)
- [Harvard Business School](#)
- [MIT Sloan School of Management](#)

Next, read it carefully and make notes of the information that you find interesting and/or relevant. Then, answer these questions:

- Where is this happening? In what country? Describe the business environment of the places mentioned in the case.
- When did it happen? Mention what was going on in the world at that particular time.
- What is the overall business situation? Describe it widely.
- Define the problem and list all the variables that affect it, explaining why.
- Who else is involved? Mention all the people, companies and institutions that are involved in the whole situation, explaining the existing connections between them. Once you have covered everything, note that this first part should be at least three pages long.

Part 2. Drafting the story

Follow the advice presented in [this article](#) in order to re-draft a storyline for the business case you chose in Part 1. Once you have a good grasp of it, try to rewrite the business case in the terms we have reviewed:

- Business environments.
- Free-trade agreements in full effect.
- Clusters and local economies.
- Elements of the primary, secondary, and tertiary sectors.
- Culture, diversity, and demographics.
- Financial frameworks.
- Politics and policies.

In short, what do you see there and what you do not? Your text should be at least three pages long.

Part 3. Rounding-up the storytelling

By now, you should be able to tell the story of the case in a whole new way!

So, take the text you presented in Part 2 and prepare yourself to present it by using many publishing platforms:

1. Record and upload a short video about the business case you chose and what you did in Part 2. It must be in English, and scripted in first person (i.e., your face, real talk). You can upload your video privately to YouTube, Vimeo, Dailymotion or similar.
2. Produce an animated presentation in PowerPoint, Google Slides or Prezi based on the storytelling you re-created after analyzing the business case (not from the original PDF). Here you are required to present the case in terms of what you learned in the course about the Americas (business environments, trade agreements, the economy sectors, cultural diversity, political climate, security challenges, and so on).
3. Coordinate a social media campaign that includes posting your text, video and presentation on many networking platforms aiming at different audiences, including but not limited to Facebook, Twitter, Instagram, and TikTok. The more, the better. Next, write a summary of the results of your campaign.



Rubric

Doing Business in the Americas

Competence: To analyze and identify business opportunities across the Americas, and thusly trace strategic routes for the international expansion of a company therein.

Units of competence and corresponding criteria		Points	Is the criteria met?	Total
Evaluation criteria				
Part 1. Preparing the story				
a.	Describes the business environment of the places mentioned in the case.	8		
b.	Mentions what was going on in the world at that particular time.	8		
c.	Describes what the overall business situation is and lists all the variables that affect it, explaining why.	8		
d.	Mentions all the people, companies and institutions that are involved in the whole situation, explaining the existing connections between them.	8		
e.	The summary is at least three pages long.	4		
Part 2. Drafting the story				
f.	Redrafts the story including a better approach of the business environments.	5		
g.	Includes the free-trade agreements in full effect.	5		
h.	Describes the regional clusters and local economies.	5		
i.	Includes an explanation and the elements of the primary, secondary, and tertiary sectors.	5		
j.	Describes the culture, diversity, and demographics.	5		
k.	Includes the financial frameworks, politics, and policies.	5		
l.	The text is at least three pages long.	4		
Part 3. Rounding-up the storytelling				
m.	The story is thoughtful and takes into account the business environments, trade agreements, economy sectors, cultural diversity, political climate, security challenges, and other terms reviewed during the semester.	10		
n.	The main points are relevant including business environments, free-trade agreements in full effect, clusters and local economies, elements of the primary, secondary, and tertiary sectors, culture, diversity, and demographics, financial frameworks, and politics and policies.	10		
ñ.	The concepts studied about business environments, cultures, economic poles, and industries in the region are considered and explained in the video requested and the social campaign.	10		

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