

# Facilitator's Handbook

Doing Business in Europe and Asia



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# Tecmilenio Certificates

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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>).

Click on the picture



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



Most of our certificates consist on 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, etc.).

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 capstone project, according to the following distribution:



This course of **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 of 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

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Fifteen lessons, divided into three different modules will be reviewed in this course of Doing Business in Europe and Asia.

During the course, the participant must work on:

- 6 graded assignments
- 1 final delivery of the term project

## Assignments

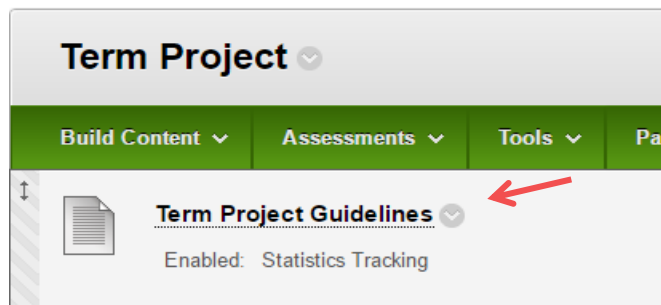
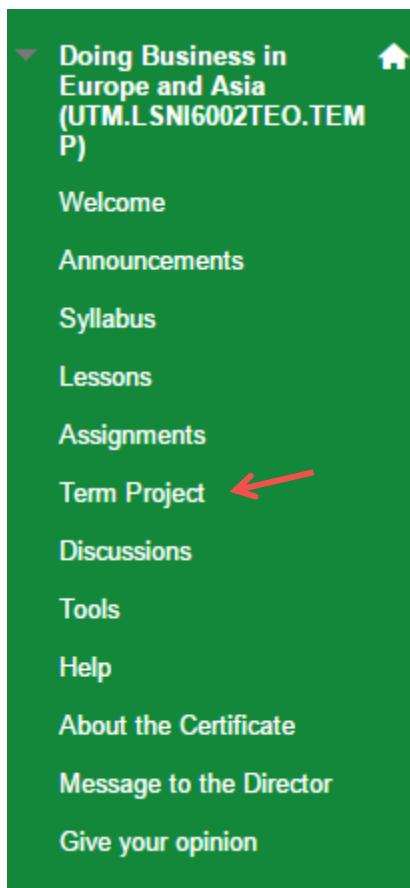
Assignments should be submitted through Blackboard platform on the specified date. In the case the assignments were done in physical form (hard copy), they must be digitized first and then submitted through the platform.

## Term project

The term project of this course consists in that the student will analyze existing environments and present a feasible business opportunity for a real Mexican company looking to expand their business in Europe or Asia. Through this term project, the student will demonstrate the ability to apply the knowledge and skills that he will gain throughout the reviewed lessons in the course.

The details of the term project can be consulted in the last section of this document. In addition, both you and the students can find this information within the course by following the next path:

**Taskbar > Term Project > Term Project Guidelines** as shown below:



**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 capstone project (last course of the certificate). To do this, you are prompted to place a notification in Blackboard (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 Capstone 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 Dropbox and Google Drive).

# Syllabus

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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

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The e-book used in this course is:

Hill, Charles. (2014). *International Business: Competing in the Global Marketplace* (GLOBAL EDITION). USA: McGraw-Hill Higher Education. ISBN: 9780078112775

\*Note: the lessons portrayed in Blackboard do not replace in any way the need to buy the textbook. It is very important to emphasize this when addressing the students for the first time.

## Evaluation

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The evaluation of the course is structured as follows:

Units	Assessment Tool	Points
6	Assignments	70
1	Term project – Final	30
	<b>Total</b>	<b>100</b>

All these graded assignments shall be delivered according to the following table, which is defined once the dates and values have been **validated with the information available in *Servicios en Línea***:

Assignments	Points
Assignment 1	10
Assignment 2	12
Assignment 3	12
Assignment 4	12
Assignment 5	12
Assignment 6	12
Term project – Final	30
<b>100 points</b>	

### IMPORTANT:

Dear professor, do not forget to upload the grades of your students on the specified dates

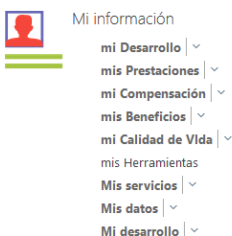
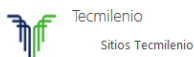
You can see a manual for uploading grades in the following link:  
 Mi espacio → Servicios → De Apoyo → BANNER Tecmilenio Manuales Docentes

You can see a manual for registering absences in the following link:  
 Mi espacio → Servicios → De Apoyo → BANNER Tecmilenio Manuales Docentes



## SERVICIOS DE APOYO

Para agregar un servicio a tus favoritos, haz clic en el ícono

[abrir todo](#) [cerrar todo](#)


## 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. Review the list of assignments and the program in *Servicios en Línea* to double-check the exact dates in which all the assignments should be turned in.
2. Thoroughly read the Blackboard tutorial to learn the best ways to maintain an effective communication with your students, answer their questions and keep them motivated. You can access the tutorial through the following link:  
<https://drive.google.com/file/d/0Bw75UcLH85hkOHVLaGo3WC1qUDA/view?usp=sharing>
3. Every once in a while, review Blackboard's *Discussions* section to answer and solve the students' questions and concerns about the assignments and the course in general.
4. Encourage students to participate and turn in their homework on time.
5. Always provide constant feedback on the assignments and projects carried out by the students.
6. 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.
7. 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.
8. Please take 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:

9. Coordinate and carry out at least 2 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 Blackboard), WebEx, Skype, Google Hangouts, Join.me, Zoom, or any other that proves reliable. You can always check out a guide to arrange these sessions by clicking on the following link: <https://drive.google.com/file/d/0Bw75UcLH85hkdjA5bzNCNmIIWW8/view?usp=sharing>
10. You are encouraged to remind your students about the sessions deliveries of the assignments through the Assignments section or by email.

## Lesson 1

### Teaching notes for the lesson:

Share with students this article: <http://thediplomat.com/2015/11/as-tpp-leaders-celebrate-china-urges-creation-of-asia-pacific-free-trade-area/>

Explain that one of the main obstacles to reach a free-trade agreement between APEC countries is the fact that China would be automatically included, while in the US-fostered TPP China is not included.

### Assignment 1

Students should know that the aim of the activity is to make them spot opportunities to do business with the EU under the current FTA.

### Assignment 3 about IKEA

This activity is aimed to make students aware of the way a company can vertically integrate across different sectors to optimize resources and deliver more value to its customers.

It is important to explain to them the difference between sectors and industries so that they can pick up one example per sector if there are too many. It is common that students confuse design as a primary sector activity, when it is actually a service in the tertiary sector. The professor should make it clear that the economic sectors are one thing, and another one is the production cycle. Use examples.

## Lesson 2

### Teaching notes for the lesson:

Chapter 2 from the textbook is a good reference for this lesson. Discuss the 'Closing Case' about France's troubled economy.

In addition, 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 also in Asia with recent economic set-backs.

## Lesson 3

### Teaching notes for the lesson:

Chapter 8 deals with FDI which is a main engine for R&D and the main objective of several industrial policies. Go through it.

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 your 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:

Chapter 7 on ‘The Case for Government Intervention’ deals with security and foreign policy. Discuss the Country Focus case on *Trade in Hormone-Treated Beef*.

## Lesson 5

### Teaching notes for the lesson:

Chapter 4 can be a good support to understand cultural differences among countries. Ask students to read about the current environment in Europe affected by a massive wave of immigration from the Middle East, and what the consequences for local economies and business are. Immigrants who bring their cultural heritage along and reshape local economies with cultural related goods, are becoming the norm in the European scenery.

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 your students think about this.

## Lesson 6

### Teaching notes for the lesson:

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.

Europeans are very proud of their quality products, they praise and consume local food primarily for certain products that may be traditionally produced locally, that 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 it that they are eating is.

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

Share: <http://www.theguardian.com/sustainable-business/2014/dec/12/eu-labelling-changes-palm-oil-consumer-change>

### Assignment 4

It is important that the students understand that they have to focus on the new member states of the EU from Eastern Europe. Those are the ones getting most of the investment flow in the recent years and, together with Northern Europe and Germany, they are leading the economic recovery in Europe.

## Lesson 7

### Teaching notes for the lesson:

Chapter 16 from the textbook about exporting is a good source of information to know exactly what are the elements that may determine the success of an exporting strategy of manufactured goods to Europe.

Another hot topic that a Mexican company should always look at when doing business with Europe are labor unions. Chapter 19 and Ford's case mentioned there, are a good example of that.

## Lesson 8

### Teaching notes for the lesson:

Chapter 7 on 'Political Economy of 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 about dairy products trade and discuss it.

## Lesson 9

### Teaching notes for the lesson:

Eastern Europe has become a major source of cheap labor and an extended market for some goods, while the debate about them being poorer than they were under the communist regime is still going on. Students may want join the debate at: <http://www.debatingeurope.eu/2015/02/03/have-living-standards-in-eastern-europe-decreased-after-communism/>

...or just tell them what Communism is/was.

The cities that are mentioned in the lesson as "rich" are not necessarily at the level of other richer Western Europe cities, it just means that they are richer than the average cities in their own countries.

## Lesson 10

### Teaching notes for the lesson:

Ask students to select one of the countries in the infographic <http://blog.up.co/wp-content/uploads/2014/09/BusinessEtiquetteWEurope.jpg> to spot a potential conflict/agreement with his/her own cultural background.

Immigration is a major phenomenon that is hitting Europe hard because of armed conflicts in surrounding countries and worsening economic conditions. Students must be aware that there are certain ideas or prejudices about countries that may affect business and the business environment in general.

How do cultural differences with immigrants affect business opportunities but also trigger them?  
Check out 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.

### Assignment 5

This activity will help students to know a specific case of a company that improved its position in business through an internationalization process. In such an interconnected world, companies need to be ready to compete at the international level to survive. Stress that.

## 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.

### Assignment 6

When doing successful business with another country, there comes a time when the company needs to leverage the possibility of establishing operations in that country. This assignment will help students understand what is at stake, and look for alternatives in order to keep growing. This assignment is related to lesson 12.

## Lesson 13

### Teaching notes for the lesson:

Protectionism in Asian services industries has been in the debate for quite some time already, because it is affecting big players from the West who want to enter that huge and profitable market. The TPP touches on this issue but negotiations are still going on, with partnerships with local business sometimes coming up.

Share: <https://www.techinasia.com/5-challenges-uber-will-face-as-it-expands-in-asia>  
<http://fortune.com/2015/03/06/humbled-amazon-turns-to-rival-alibaba-for-help-in-china/>  
<http://www.theatlantic.com/technology/archive/2016/01/why-google-quit-china-and-why-its-heading-back/424482/>

## Lesson 14

**Teaching notes for the lesson:**

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 your students to watch the following map and discuss it:

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

## Lesson 15

**Teaching notes for the lesson:**

Chapter 4 from the textbook is again 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.

Also, use the following resource to show students that Mexico has very good perspectives and it is up to them to capitalize them: <http://www.bloomberg.com/news/articles/2015-06-23/mexico-to-overtake-russia-by-2050-as-u-s-slides>

**Term project – Final part**

The project is a tool to make students practice the terminology and lexicon they should have learned throughout the course. Political, economic, and cultural elements have to be taken into account with specific references and figures to support their decisions. Acknowledge before them that this is a complicated certificate because of the topics covered. International business have to do with many areas of human activity and geography! Getting information is crucial but analyzing it for good is even more important.

# Term Project

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The student must finish a term project through which he demonstrates mastery of the course competency. It is important to reiterate that students should take their term project very seriously and include it in their personal portfolio of projects, a very helpful tool that shall come in handy when looking for a job.

The instructions for the term project are as follows:

## **DOING BUSINESS IN EUROPE AND ASIA** **TERM PROJECT** Universidad Tecmilenio

### Objective

The overall objective of your term project will be to analyze existing environments and present a feasible business opportunity for a real Mexican company looking to expand their business in Europe or Asia. This project must be done individually, not in groups.

## { Avance/Part 1 }

### Section 1. Read and learn!

Go to your textbook and read Chapter 17 on Global Production, Outsourcing, and Logistics. Jot down the most important ideas, and compose a report covering at least these five points:

- a) Analyze and explain how production and efficient logistics impact multinational businesses.
- b) Explain how country differences and other variables can determine the choice of where to locate production activities.
- c) Assess the know-how benefits for foreign suppliers.
- d) Identify the relevant factors that influence a firm's decision to source either internally or externally.
- e) Look into the requirements to efficiently coordinate remote outsourcing.

### Section 2. Search for sourcing opportunities in Europe / Asia

Europe or Asia? Choose one of this continental markets, based on your own professional interests, and write an executive brief on its current business environments. Then, do some research and select one relevant industry ripe for multinational business (help yourself with Porter's value chain concept for an industry analysis <http://is.gd/eBKTVS>). Include the current main sourcing countries in that continent for that industry, and integrate all your findings in a diagram.



**Deliverables: (1) A report with your analysis of the chapter, at least two pages long. (2) A one-page analysis of the current business environment currently affecting that continent/industry. (3) A full diagram that includes the all value chain elements of your analysis (add a final written explanation of your diagram).**

**1**

## { Avance/Part 2 }

### Section 3. Select a Mexican sourcing company

Now search extensively for local Mexican innovative companies that may be suitable to the sourcing needs of that specific industry you selected in Section 2. It could be software, logistics, manufacturing components, or many others.

Pay attention to the industry best practices and specific requirements to consider, then make a checklist and reduce your search to 3 or 5 companies to choose from. You may follow this suggestion on how to build a checklist: <https://www.mindtools.com/pages/article/10-cs.htm> (feel free to adapt it as you may).



## Section 4. Find a European or Asian partner

Select a reliable business partner for this company in the continental market you chose in Section 2 (Asia or Europe). You can get ideas by browsing online for business/vendors expos happening around the world, consulting business directories, government databases, or through other online resources such as LinkedIn, TradersCity.com, OutsourcePortfolio.com or many others. You can also interview someone who is actively working in that industry, for guidance.

Once you select the business partner, look for the company's history and other detailed information and analyze how it relates to the prevailing business environment in the country it is from.

To be aware of the differences in manufacturing costs worldwide, check out the latest edition of the *Chartbook of International Labor Comparisons* (<http://www.bls.gov/ilc/chartbook.htm>), and identify the hourly compensation costs for manufacturing workers in the country you selected and compare them to Mexico's.

Also, assess the trade logistics environment and performance of that country, based on the most recent *World Bank's Logistics Performance Index* (<http://lpi.worldbank.org/>). Prepare an executive summary highlighting your key findings, and explaining how this information is useful while building a competitive supply chain network.

**Deliverables:** (1) A two-page report explaining your selection of the Mexican sourcing company and the full checklist. (2) A two-page report on your selection of a reliable business partner, including the history/details of the company and a brief analysis of the prevailing business environment therein. (3) Prepare an executive presentation (about 5-7 slides) analyzing your findings regarding the labor costs and logistics performance of the selected country and Mexico, explaining how this information is useful while building a competitive supply chain network.

## { Final Part }

## Section 5. Blueprint of an international supply-chain strategy

Design a creative strategy for this Mexican company to expand successfully in Asia or Europe. It is important to support your proposal with relevant facts and economic figures, diagrams, news pieces, insightful interviews (if necessary), and serious sector analysis. Go back to the textbook if needed. Make sure you are able to answer these four questions:

- What would the strategic objective of the Mexican company be? Explain.
- Would it be convenient to form a strategic alliance? Why or why not?
- If so, what are the potential benefits and risks for both parties?
- What is the best supply chain strategy to follow and why?

**Final Deliverable:** Redo sections 1-4 taking into account the feedback you received from your professor, and bundle all five sections of the project in one single business document addressed to the CEO of the Mexican company you worked with (Section 5 alone should be at least three pages long). Your professor might also require you to make a formal oral presentation of your findings to the group or to the Mexican company you chose.

The rubric which you must evaluate the term project with is the following:

## || FINAL EVALUATION

Criteria	Points
1. Section 1 is redone completely and correctly, covering all five points and showing a good understanding on the matter.	15
2. Section 2 is redone completely and correctly, with a full diagram that includes all the aspects mentioned in the instructions. The selection of the continent/industry is also correct and relevant.	15
3. Section 3 is redone completely and correctly, with a well-supported selection of a real Mexican company and a thorough checklist.	15
4. Section 4 is redone completely and correctly, with the details of the real company, the environment analysis, and the labor costs and efficient logistics comparison/analysis.	15
5. The blueprint of an international supply-chain strategy is sound and correct (no factual errors), written in professional business English (no grammatical mistakes), and every other part of the project is included. Might also include a final presentation.	40