

# 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>).

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 **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 of 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

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Twelve lessons, divided into three different modules will be reviewed in this course of International Environments and Business Operations.

During the course, the participant must work on:

- 1 graded assignment
- 5 advances of the Term Project
- 1 final delivery of the Term Project

## Assignments

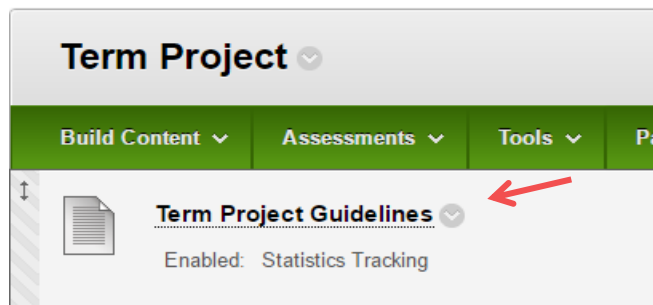
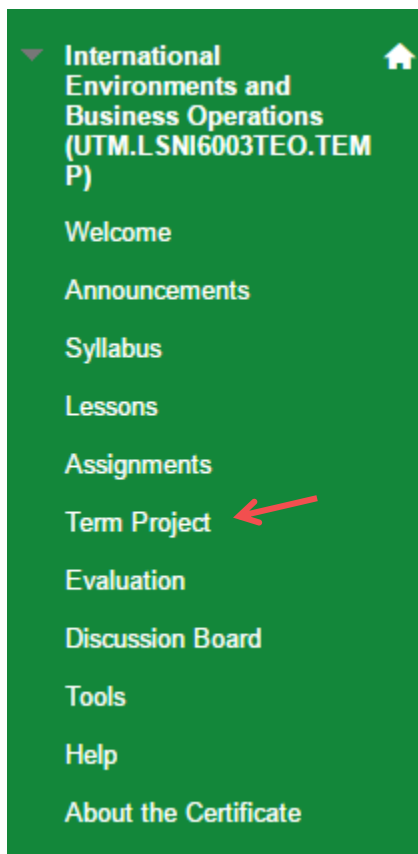
Assignments should be submitted through Blackboard platform on the specified date. In the case the assignments were done in physical form (hard copy), they must be digitized first and then submitted through the platform.

## Term project

The term project of this course consists in 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 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:

1. Globalizing businesses and marketplaces
2. Country differences matter
  - 2.1. Political systems
  - 2.2. Economic systems
  - 2.3. Legal systems
  - 2.4. Cultural frameworks
3. Ethics and social responsibility in international business
4. International trade theory
5. International trade policy
6. Strategy and foreign direct investments
7. World financial environments
  - 7.1. Currency and the foreign exchange markets
  - 7.2. The international monetary system
  - 7.3. The global capital market
8. Global strategy and implementation
9. Organization of the multinational firm: design and control
10. International expansion and foreign markets
11. Export and import practices
12. Global sourcing, production and logistics

## Supporting resources

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The e-textbook 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
1	Assignments	10
5	Advances of the Term Project	60
1	Final Term Project delivery	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***:

**FACILITATOR'S HANDBOOK**

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Assignments	Points
Assignment 1	10
Term project – Part 1	12
Term project – Part 2	12
Term project – Part 3	12
Term project – Part 4	12
Term project – Part 5	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

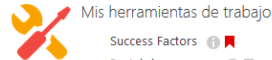
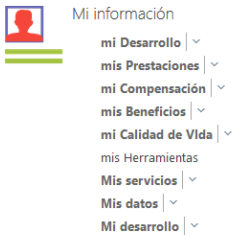
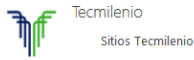
You can see a manual for registering absences in the following link:

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:

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 in globalization, either in the classroom or in the live sessions in case you are teaching it online.

### Notes for the activity: Assignment 1

Go ahead and open the forum with a provocation for the students to write their opinions.

## Lesson 2

### Teaching notes for the lesson:

Basically, there are four dimensions in the Hofstede's model but more dimensions have been added recently (there are 6 now). It is important for the students to become familiar at least with the basic four mentioned in the lesson.

Also, review the questions at the end of the topic with the students.

## Lesson 3

### Teaching notes for the lesson:

There are many examples of ethical issues in international business, so you may ask students to read the current status about asbestos in Canada:

<http://www.thestar.com/opinion/commentary/2015/02/27/canada-is-on-the-sidelines-when-it-comes-to-banning-the-asbestos-trade.html>

Another recent 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. On this regard, students must read and comment on the article about *social responsibility* located at the end of the lesson.

### **Term Project 1<sup>st</sup> part**

Students will act as if they were business consultants, it is important to set up a meeting with each one of them to review their options and help them to present themselves as professionals. It is advisable that they look for a professional job listing in International Business Consulting to see the required qualifications.

## **Lesson 4**

### **Teaching notes for the lesson:**

Chapter 6 from the textbook should be the reference for this topic. Ask students to read the section “Implications for managers” and discuss why this topic is important.

Governments have become active promoters of trade and investment for their home companies, looking for resources that can help boosting their economic growth. One of the main reasons to do 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 earns 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.

### **Term Project 2<sup>nd</sup> part**

Students should clearly understand that they are doing a dual project, one for a Mexican company interested in business abroad, and another one for a foreign company willing to come to Mexico. It does not matter if it is a Mexican company, they will do it in English regardless. Only the foreign company may be fictitious, the Mexican one has to be real.

## **Lesson 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.

## **Lesson 6**

### **Teaching notes for the lesson:**

The important things to highlight are as follows:

- Inward FDI flow to developed economies has reached its highest level ever in 2014.
- 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 about the KIA case in Nuevo León, and what where the benefits offered to the company by state officials. What do they think about KIA moving in to produce its cars in Mexico? What are the actual benefits for Mexico? When companies usually receive a 6% benefit but KIA got

more than 20%, can it be justified in any way? Analyze this case using the concepts reviewed in the lesson.

## Lesson 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 forecasts for the major world economies?

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

### Term Project 3<sup>rd</sup> part

The business environment both in Mexico and the selected target country are basic information to develop an international business strategy and to define key variables to work with during the project. Explain students that what they see in the instructions is just a guide, it is ONLY a suggestion so they do not have to copy/paste the outline as it is, they have to work through it and select those relevant variables that make more sense for their clients. This is really important because one of the competences that we want to develop in our students is to assess a business environment; and in order to do so, they have to know which variables are relevant in each environment depending on the industry. For example, if they have chosen a Mexican PYME that wants to export to Europe, the economic variable is outstanding, depending on that industry's specifics that may also apply, such as government regulations and political cycles.

### Term Project 4<sup>th</sup> Part

Now the students have to present previous findings on the business environment in Mexico for their foreign clients.

## Lesson 8

### Teaching notes for the lesson:

Ask students to read the opening case on chapter 13 and discuss it in class or live session.

The recent 'Panama Papers' scandal should be mentioned because off-shore hedge funds are part of a strategy commonly used in international business and they are somewhat legal; what is not legal, though, is to use them as a way to hide money obtained from criminal activities or to avoid paying taxes. There is an online game that could be interesting for your students in the following link:

[https://panamapapers.icij.org/stairway\\_tax\\_heaven\\_game/](https://panamapapers.icij.org/stairway_tax_heaven_game/)

## Lesson 9

### Teaching notes for the lesson:

Ask students to read the second *Management Focus* case in chapter 14 to discuss about the matrix structure in the chemical industry.

## Lesson 10

### 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.

## Lesson 11

### Teaching notes for the lesson:

Exporting is the main entry mode that companies use all over the world, stress that when possible.

### Term Project 5<sup>th</sup> Part

At this point, students have to present their findings to their Mexican client. They have to adapt them to what they believe are the most interesting points in the industry where that client is from.

## Lesson 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. Specially, review the closure case in chapter 17 from the textbook "*Making the Amazon Kindle*".

### Term project final part

Make sure that students use what they have learned in their projects and that they use an adequate terminology/lexicon. It is advisable that, whenever possible, students present their projects not only to their classmates and professor, but also to special guests such as campus authorities that speak English or invited international business managers.

# 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 conducting the Term Project are as follows:

## INTERNATIONAL ENVIRONMENTS AND BUSINESS OPERATIONS —

### TERM PROJECT

For the term 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 thus 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 (PyME) that is considering an international expansion.

### DELIVERABLES

Your project is segmented in six parts (written assignments). **Please make sure you check the Assignments menu on Blackboard every week to find the specifics of each assignment.** In general, they go as follows:

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#### 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, and your focalized expertise by international region and industry.

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#### 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 (PyME) 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.

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#### PART 3: ANALYZING THE RESPECTIVE ENVIRONMENTS

Next, you will do an extensive research based on the theoretical concepts reviewed in the course thus far, in order to provide an in-depth analysis of (1) the current Mexican business environment for the specific industry you chose, and (2) the business environment of the regional market that the Mexican company is trying to reach.

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#### 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.

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#### PART 5: MEXICAN EXPANSION

Next, you will present your findings to the Mexican PyME of your choice. Your report shall include factual and detailed information on the current exporting 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.

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#### PART 6: FINAL REPORT AND PRESENTATION

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 businesslike PowerPoint presentation for each client with your findings and conclusions, personally addressing the CEO of both companies.

The rubric which you must evaluate the Term Project with is the following:

You will deliver your final presentation in front of your professor and classmates, who will act as the CEOs of your chosen companies. Your presentation will be judged based on the following criteria:

- Quality of the presentation (creativity, persuasiveness, and excitement).
- Consistency of the content (research, analysis, strategic relevance).
- Likelihood of implementation of the ideas (feasibility).
- Your delivery method and public speaking skills.

Presentations will include a limited Q&A session. As with any professional presentation, please provide the audience with any materials you judge relevant for the success of your work. You should regard it as an excellent opportunity to improve or refine your presentation skills, an important asset for anyone pursuing a career in international business.