

Guía para el profesor

Contextos socioculturales de negocios internacionales

LSNI1804



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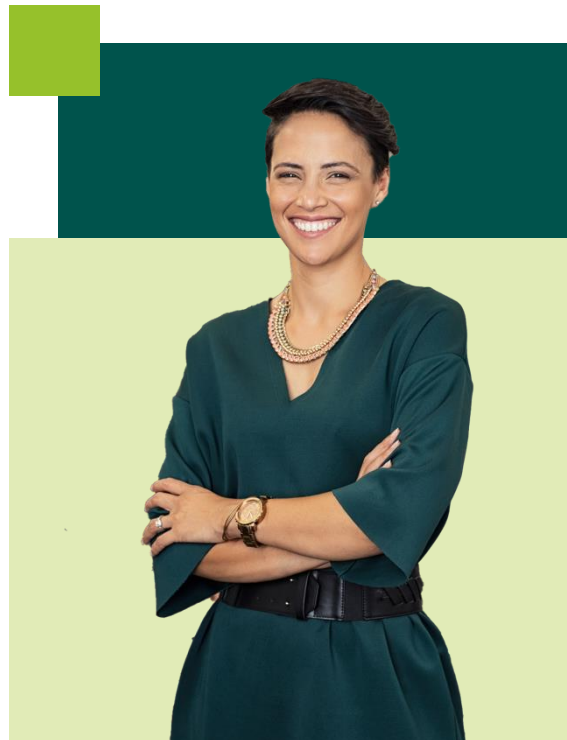
Información general del curso

Modalidades

- Clave banner: LSNl18o4

Competencia del curso

To develop internationalization strategies for companies based on the impact of globalization on international business, integrating cultural, economic, and logistical aspects.





Metodología

1. Course features

- a. The course is taught with the didactic technique of **flipped classroom**.
- b. The course is designed to develop a competence.
- c. Contents are divided into three modules.
- d. Each module includes five topics.
- e. The course is constituted by:
 - ✓ 7 activities
 - ✓ 3 learning outcomes
 - ✓ 2 partial exams



Evaluación

Inserte la información aquí.

| Unidades | Instrumento evaluador | Porcentaje |
|--------------|------------------------|-------------------|
| 7 | Actividades | 35 |
| 3 | Evidencias | 45 |
| 1 | Primer examen parcial | 10 |
| 1 | Segundo examen parcial | 10 |
| <i>Total</i> | | <i>100 puntos</i> |



Bibliografía

Libro de texto:

- McDaniel, A., and Wehage, K. (2022). *Global Class: How the World's Fastest-Growing Companies Scale Globally by Focusing Locally*. United States: Matt Holt Books.

ISBN: 9781637742181

e-ISBN: 9781637742198

Libros de apoyo:

- Martínez, H. (2019). *Estructura Socioeconómica de México*. México: Cengage Learning.
- Peng, W. (2018). *Negocios Globales* (3ª ed.). México: Cengage Learning.
- Solomon, C., and Schell, M. (2010). *Diversidad cultural en los negocios: técnicas efectivas para dirigir a través de las fronteras*. México: McGraw-Hill.





Temario

| | |
|-----------|---|
| 1 | Fundamentals of International Business |
| 2 | Globalization and Companies |
| 3 | Collaboration Agreements for Internationalization |
| 4 | International Organizations and Institutions |
| 5 | Strategic Decisions to Compete in International Markets |
| 6 | Culture and its Implications |
| 7 | Effective Intercultural Communication |
| 8 | Stereotypes and Negotiation Styles |
| 9 | Import and Export Strategies |
| 10 | Integrated Customs Management |
| 11 | Economic Integrations and International Treaties |
| 12 | Marketing Strategies and Logistical Aspects |
| 13 | Alliances and Business Partners |
| 14 | Rules and Regulations |
| 15 | Mexico in Foreign Trade |



Notas de enseñanza

A menos que se indique lo contrario, las sugerencias aplican para el modo presencial y en línea.

Tema 1 Fundamentals of International Business

- Se sugiere que el profesor ejemplifique los conceptos a investigar con el caso de México. De esa manera los alumnos asociarán las características de la información oficial nacional con la que debe buscar en otros países. Además, se sugiere también promover un debate entre los aprendedores, en los que se contrapongan las ventajas y desventajas del comercio internacional.

Tema 2 Globalization and Companies

- Se sugiere realizar un ejercicio en donde se muestren al menos 10 empresas internacionales. Los aprendedores discutirán sobre sus características y determinarán si estas son empresas multinacionales o transnacionales.
- Comparar dos o más países con características geográficas muy distintas contra México. El ejercicio busca comparar las ventajas y desventajas geoeconómicas que tienen los países con diferentes características, si desean comercializar, por ejemplo, productos agrícolas con Estados Unidos.
- En línea: Realizar el ejercicio en plataformas como Menti o Kahoot, pero que cada caso se comente por el profesor.

Tema 3 Collaboration Agreements for Internationalization

- Organizar una mesa redonda en donde se exponga la experiencia de choques culturales con extranjeros.
- Seleccionar alguno de los siguientes países y ejemplificar el impacto sociocultural que tiene en los modos de realizar negocios: Arabia Saudita, Japón, Argentina y Kenia.
- En línea: Sustituir la mesa redonda por videos en donde se evidencien los choques culturales internacionales.

Tema 4 International Organizations and Institutions

- Cada aprendedor deberá seleccionar un país (preferentemente que no se repitan). El profesor coordinará una mesa redonda para conversar sobre las implicaciones culturales que tiene que un mexicano tenga interacción con esa nación, cuáles aspectos facilitan o dificultan la comunicación, y qué aspectos podrían poner en riesgo los resultados.

- En línea: Se sugiere que el profesor seleccione al menos cinco países con diferencias culturales con México notables, y se abra la conversación sobre los choques culturales.

Tema 5 Strategic Decisions to Compete in International Markets

- Organizar un juego de roles, en donde se preparen por equipos para negociar con las características del país que representan. Los países que estarán representados son los siguientes: Japón, Alemania, Brasil, Estados Unidos, Arabia Saudita, Rusia y México. Cada equipo se sentará a la mesa buscando negociar un descuento y mejoras en los términos de entrega de los productos que están comercializando.
- En línea: Presentar videos sobre los estilos de negociación de diversos países, para que los aprendedores analicen las diferencias culturales que se observan.

Tema 6 Culture and its Implications

- Elegir cinco productos mexicanos que se comercialicen en otros países, para que los aprendedores analicen las estrategias que se utilizaron en términos de producto, precio, promoción y plaza.
- El ejercicio también puede realizarse con productos extranjeros, sin embargo, en ese caso tendría que compararse el producto con las características que tiene en su país de origen.

Tema 7 Effective Intercultural Communication

- Dividir a la clase en dos, una que represente a México y otra a un país extranjero. Ambos equipos investigarán desde su perspectiva los trámites de importación-exportación que deberán realizar para comercializar textiles desde el país extranjero a México.
- En línea: Desarrollar un caso para importar telas a México y explicar los aspectos más relevantes del proceso.

Tema 8 Stereotypes and Negotiation Styles

- En equipos, seleccionar un país para el destino de mercancías mexicanas previamente seleccionadas. Cada equipo usará el método científico para realizar la investigación de mercado correspondiente y se compararán los resultados.
- En línea: Se sugiere que la investigación de mercado se realice por el profesor, quien destacará el uso del método científico en el proceso.

Tema 9 Import and Export Strategies

- El profesor organizará equipos y cada uno elegirá una empresa mexicana que tenga actividades comerciales internacionales. Cada equipo analizará y propondrá por lo menos tres tipos de alianzas estratégicas que podrían beneficiar a los resultados.
- En línea, la actividad debe de ser individual.

Tema 10 Integrated Customs Management

- Proporcionar un ejemplo de contrato en el que se refleje una alianza comercial internacional. A través de ese instrumento, los aprendedores localizarán los objetivos, alcances, términos, condiciones e instrumentos para la solución de controversias y rescisión.
- Presentar diferentes ejemplos de los niveles de integración, basándose en la norma nacional, ya que puede haber confusión derivada de los conceptos o normas aplicables de otros países. El ejemplo de Nestlé permitirá ilustrar diferentes modalidades de integración.

Tema 11 Economic Integrations and International Treaties

- Seleccionar un caso concreto en el que intervenga la Organización Mundial del Comercio y lo use de ejemplo para la exposición del tema. Los casos pueden revisarse en el siguiente enlace: Organización Mundial del Comercio. (2024). *Temas comerciales de la OMC*. Recuperado de https://www.wto.org/spanish/tratop_s/tratop_s.htm

Tema 12 Marketing Strategies and Logistical Aspects

- Comparar los procesos de integración con las relaciones entre las personas. Para cada caso hay un equivalente aplicable en relaciones personales, y sirven como ejemplos para comprender el nivel de integración entre países.
 - a. Bilateral diplomacy: las personas se conocen y tratan con respeto, pero no hay vínculos.
 - b. Free trade agreements: existe un vínculo de amistad que les permite un trato preferencial.
 - c. Free trade zones: tienen aspectos comunes, como lugares que frecuentan,
 - d. Customs union: unión en noviazgo.
 - e. Common market: noviazgo formal con integración de recursos para compras o ventas.
 - f. Economic and monetary union: relaciones filiales en Unión libre.
 - g. Political integration: creación de un matrimonio y una familia.

Tema 13 Alliances and Business Partners

- Organizar una mesa redonda en la que se reflexione sobre los factores que incidirán en el comercio exterior a mediano y largo plazo. El profesor promoverá el enfoque sobre las empresas mexicanas y las áreas de oportunidad que en su caso se detecten.

Tema 14 Rules and Regulations

- Exponer frente al grupo la Ley de Aduanas, donde se revisen sus características generales y se mencionen algunos de los artículos más importantes, como pueden ser el 35, 36, 59, 89, 108, 150, 184 y 193.
- Se sugiere que el profesor ingrese a la página de la Ventanilla Única de Comercio Exterior y explore frente al grupo sus características y utilidad.

Tema 15 Mexico in Foreign Trade

- Organizar equipos para que cada uno elija mercancía de un sector diferente (primario, secundario o terciario). Preferentemente que no se repita el tipo de producto. Con información de los programas de apoyo mexicanos, cada equipo buscará las oportunidades y las facilidades que pueden obtener por parte del gobierno mexicano para emprender en el exterior.



Evidencia

Avance de Evidencia 1

Learning Outcome 1

| | |
|--------------|--|
| Objective | Research two potential markets for international business. One should be the United States, and the other market should be chosen between countries of Europe and Asia. |
| Instructions | <p>1. First, read the following text:</p> <p>The Mexican company Sabor a México, which for more than two decades has been the leading restaurant in typical Mexican food, has decided to go international. To do this, it has been proposed to enter two large potential foreign markets, one of them is the United States, and the other must be determined by you, selected from the Asian or European countries that represent the greatest competitive advantages. The company agrees to offer the Mexican gastronomic offer to the particular needs of the market but wants to maintain the typical Mexican business model.</p> <p>Your first task will be to research the socioeconomic characteristics that prevail in the United States and the country of your choice, based on reliable and recent sources, and determine a strategic entry plan that is appropriate to the cultural diversity and local characteristics.</p> <p>2. Research the following data from the selected countries:</p> <ol style="list-style-type: none"> Population. Culture, religion. Typical dishes and eating habits. Business rules, customs, and habits. Major cities and population indices. Socioeconomic situation. Legislation and financing. Political situation. International competition. Main imports and exports. <p>3. Make a comparison of the countries considering Hofstede's model on cultural dimensions.</p> |

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| | <ol style="list-style-type: none">4. Analyze and explain the impact of these characteristics on the company's business model.5. Describe the general characteristics of the local market, as well as the sociocultural aspects that you will need to consider when developing your plan.6. Explain at least three advantages and disadvantages of developing your business model in those countries.7. Based on at least three cases, analyze the potential competition in similar business models. Determine the strengths and weaknesses of each competitor by evaluating the following aspects:<ol style="list-style-type: none">a. Company overview.b. Characteristics of its business model.c. Market position.d. Marketing strategy employed.8. Develop a marketing plan for your business in which you make a specific proposal considering the product, price, promotion and place.9. Finally, design an attractive executive presentation where you summarize the entire strategy developed and include a conclusion, such as which of the two evaluated markets you consider more attractive. Take care of your presentation, spelling and sources in APA format. |
|--|---|

Rubric of Learning Outcome 1

| Evaluation criteria | Performance level | | | % |
|---|---|--|---|---|
| | Highly competent 100% - 86% | Competent 85% - 71% | Haven't developed the competence yet 70% - 0% | |
| 1. Research and selection of target markets. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Researches the two selected markets correctly. Presents the information in its entirety and interprets it according to the business model. | Researches the two selected markets correctly. Presents information incompletely and/or does not interpret it according to the business model. | Does not properly research one of the two selected markets. Presents information incompletely and does not interpret it according to the business model. | |
| 2. Analysis of sociocultural differences and their impact, based on Hofstede's research and model of cultural dimensions. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Correctly analyzes the sociocultural differences of the chosen countries and contrast it against their country of origin. Uses information from Hofstede's cultural dimensions. | Partially analyzes the sociocultural differences of the chosen countries and/or does not contrast it against their country of origin. Uses the information from Hofstede's cultural dimensions but does not interpret it completely. | Does not correctly analyze the sociocultural differences of the chosen countries. Does not check the information against their country of origin. Does not use the information of Hofstede's cultural dimensions. | |
| 3. Marketing plan for your business in which you make a specific proposal considering the product, price, promotion and place. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Develops a complete marketing plan according to sociocultural differences. Includes proposals related to the product, price, promotion and place. | Develops a complete marketing plan but does not link it to sociocultural differences. Includes proposals related to at least three of the following concepts: | Develops an incomplete marketing plan or does not link it to sociocultural differences. Includes proposals related to at least two or fewer of the following concepts: product, | |

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|---|--|--|--|------------|
| | | product, price, promotion and place. | price, promotion and place. | |
| 4. Analysis of the market and potential competition. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Correctly analyzes the market considering the existing competition. Analyzes the four requested characteristics. | Correctly analyzes the market but does not consider the existing competition. Analyzes three of the requested features. | Incorrectly analyzes the market and does not consider the existing competition. Analyzes two or fewer of the requested features. | |
| 5. Executive presentation, based on recent reliable sources. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Presents the information in the requested format clearly, without spelling mistakes and cites correctly in APA format. | Presents the information in the requested format but unclearly and has minor spelling mistakes. Cites correctly in APA format. | Does not present the information in the requested format. It is unclear, has more than five spelling mistakes and does not cite correctly in APA format. | |
| Total | | | | 100 |

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Evidencia 2

Learning Outcome 2

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| Objective | Continue to work with the Mexican company Sabor a México with the aim of developing an entry plan to the country, taking advantage of potential commercial alliances and specific market conditions. |
| Instructions | <p>1. First, read the following text:</p> <p>With the research you did to enter two potential markets, the company Sabor a México is excited and wants you to deepen your research to determine the opportunities you have, the potential strategic alliances and the technical factors that you should consider.</p> <p>2. It sets out a strategy for developing an international supply chain. The 30% of your supplies can come from Mexico, but the rest will need to be sourced from local or international suppliers.</p> <p>3. Research information about three global companies and three local companies from each country that may represent a strategic alliance for your business model. For each company you must explain the following:</p> <ol style="list-style-type: none"> Name. Country of origin. Business model. Strengths and weaknesses. Type of potential alliance that could represent for the company Sabor a México. <p>4. Select a global company and a local company from each country and explain why it could be the best strategic partner. Take into account Hofstede's cultural dimensions, as well as the potential and experience of the selected company.</p> <p>5. Determine the negotiation style of each company and develop a negotiation plan in which you consider sociocultural differences according to the country of origin.</p> <p>6. Explain the importance of considering sociocultural differences when conducting international business.</p> |

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| | <ol style="list-style-type: none"><li data-bbox="467 199 1305 338">7. Determine the type of strategic alliance that would be developed with each company, as well as the specific characteristics of the agreement. Specify the scope of the contract, objectives, compliance indicators, as well as dispute resolution mechanisms.<li data-bbox="467 380 1305 518">8. Finally, design an attractive executive presentation where you summarize the entire strategy developed and include a conclusion. Take care of your presentation, spelling and sources in APA format. |
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Rubric of Learning Outcome 2

| Evaluation criteria | Performance level | | | |
|---|---|--|--|---|
| | Highly competent 100% - 86% | Competent 85% - 71% | Haven't developed the competence yet 70% - 0% | % |
| 1. Design a supply chain strategy. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Designs an appropriate strategy that guarantees the supply chain according to the business model. Offers options that support at least 70% of the inputs from the destination country. | Designs an appropriate strategy that guarantees the supply chain but does not fully align with the business model. Offers options that support at least 50% of the inputs from the destination country. | Does not design an adequate strategy that guarantees the supply chain, or the proposal doesn't fully align with the business model. Does not offer options that support at least 50% of the inputs from the destination country. | |
| 2. Research nine companies. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Properly research nine companies (three global, three from the US and three from the selected country). Selects one from each country and one from the world, based on their potential for collaboration. | Properly research at least six companies (two global, two from the US and two from the selected country). Select one from each country and one from the world, based on their potential for collaboration. | Research five or fewer companies. The selection is not developed according to their potential for collaboration. | |
| 3. Negotiation strategy. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Designs an appropriate negotiation strategy for the three potential companies to | Designs an appropriate negotiation strategy for the three potential companies to | Does not design an adequate negotiation strategy for the three potential companies to partner with, nor does | |

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|---|---|---|--|------------|
| | partner with, considering sociocultural differences. | partner with but does not consider sociocultural differences. | considers sociocultural differences. | |
| 4. Model of strategic alliance. | 20-17.2 Proposes a model of strategic alliance, and correctly explains their choice. Sets out the characteristics of the agreement in the terms requested. | 17.1-14 Proposes a model of strategic alliance but does not correctly explain their choice. Sets out the characteristics of the agreement partially or not in the terms requested. | 13.9-0 Does not propose a strategic alliance model, nor correctly explain their choice. Does not state the characteristics of the agreement. | |
| 5. Executive presentation, based on recent reliable sources. | 20-17.2 Presents the information in the requested format clearly, without spelling mistakes and cites correctly in APA format. | 17.1-14 Presents the information in the requested format but unclearly and has minor spelling mistakes. Cites correctly in APA format. | 13.9-0 Does not present the information in the requested format. It is unclear, has more than five spelling mistakes and does not cite correctly in APA format. | |
| Total | | | | 100 |

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Evidencia 3

Learning Outcome 3

| | |
|--------------|---|
| Objective | Continue to work with the Mexican company Sabor a México. Develop a strategy that takes advantage of international conditions, local regulations as well as the Mexican context of foreign trade promotion. |
| Instructions | <ol style="list-style-type: none"> 1. First, read the following text: The company Sabor a México knows your market research, as well as the proposals of potential business partners. In addition, you already have a marketing plan and negotiation strategies. Now, you want to know the international conditions, rules and specific processes to execute your venture. 2. Research the existing trade agreements signed by Mexico with the two countries in which you want to start a business. The basic data to consider are the following: <ol style="list-style-type: none"> a. Name of the trade agreement. b. Date of subscription and ratification. c. Scope or subject matter regulated by the agreement. d. Fraction or provision that specifically regulates the subject matter of your business. e. Opportunities, risks or considerations that you must consider to use this instrument in the strategy of your venture. 10. Determine the international organizations and the instruments, norms or provisions that impact or have interference in your international strategic alliances. 11. Research the local authorities, rules, processes, or conditions in each country that impact the start of your operations. 12. Based on the research, draw a conclusion about the report and indicate if you think Mexico is ready to establish a trade alliance or agreement. 13. Analyze the legal framework and programs that exist in Mexico and develop a proposal, in which you take advantage of the support and respect the national legal framework to carry out the enterprise. |

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| | <ol style="list-style-type: none">14. Integrate this information into the previous two presentations and present the document as part of your deliverables. Take care of your presentation, spelling and sources in APA format.15. Prepare a video where you present your presentation in English, in a clear and concise way. Your video must be submitted through a link from YouTube or another video repository. |
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Rubric of Learning Outcome 3

| Evaluation criteria | Performance level | | | |
|--|--|--|---|---|
| | Highly competent 100% - 86% | Competent 85% - 71% | Haven't developed the competence yet 70% - 0% | % |
| 1. Analysis of trade agreements. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Properly researches international trade agreements related to the country or subject matter of the business. Locates the specific applicable standard and determines how to use it for the business. | Properly researches international trade agreements related to the country or subject matter of the business. Locates the specific applicable standard but does not determine how to use it for the business. | Does not properly investigate international trade agreements related to the country or subject matter of the business. Does not locate the specific applicable standard. | |
| 2. Analysis of international conditions. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Analyzes the international environment and determines the authorities or standards that apply to the business. | Partially analyzes the international environment and determines the authorities or standards that apply to the business. | Does not correctly analyze the international environment and/or determines the competent authorities. | |
| 3. Analysis of national resources. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Analyzes the Mexican regulatory framework, as well as the procedures to comply with, in addition to the programs or support that could receive for the entrepreneurship abroad. | Analyzes the Mexican regulatory framework but does not fully determine the procedures to comply with. Or does not determine the programs or support that could receive for the entrepreneurship abroad. | Does not correctly analyze the Mexican regulatory framework or does not locate the procedures to comply with. Or does not determine the programs or support that could receive for the entrepreneurship abroad. | |

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| 4. Executive presentation, based on recent reliable sources. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Presents the information in the requested format clearly, without spelling mistakes and cites correctly in APA format. | Presents the information in the requested format, but unclearly and has minor spelling mistakes. Cites correctly in APA format. | Does not present the information in the requested format. It is unclearly, has more than five spelling mistakes and does not cite correctly in APA format. | |
| 5. Presentation. | 20-17.2 | 17.1-14 | 13.9-0 | |
| | Presents in English, in a clear and concise way and in the required format. | Presents in English, but not in a clear and concise way. It has the required format. | Presents in Spanish and does not have the required format. | |
| Total | | | | 100 |

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