EAFIT-Global View Challenge

• Universidad EAFIT
• Universidad Católica Popular del Risaralda
• Universidad del Norte
• Fundación Universitaria Luís Amigó
• Universidad de La Sabana
• Universidad del Rosario
• Universidad ICESI
EAFIT-Global View Challenge

• Jean-Claude Bessudo, President of Aviator Group
• DHL Global Forwarding
• Almacenes Éxito
• Chevignon
EAFIT-Global View Challenge

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EAFIT-Global View Challenge

Global Business and Technology Association™

IV International Congress on Competence Based Focus
Pedagogical Schools of Thought

- Behaviorism
- Constructivism
- Connectivism
- Cognitivism
The EAFIT Vision

- EAFIT ‘will use advanced technologies and a pedagogical model centered on the student.’

www.eafit.edu.co/EafitCN/English/TheUniversity/
Literature Review

• ‘The dominant theoretical base for technologically based educational tools is constructivism.’

• ‘To the extent that collaboration and interaction are fundamental to learning in constructivism, synchronous and asynchronous communication tools are central to efforts to incorporate technology into education.’

Source: Budd, 2002
Literature Review

• ‘Contemporary innovative learning environments base their theoretical framework on constructivism.’

• Learning occurs through self-created mental frameworks and self-formulated conceptual models applied in the solution of hands-on problems.

Source: Barack et al, 2006
Kolb Model of Experiential Learning

Concrete Experience → Observation and Reflection

Active Experimentation → Abstract Conceptualization

Source: Kolb, 1984
Experiential Learning

• ‘In an experiential exercise, learners can construct a world by combining past information with future-oriented dispositions to actively engage in the learning process.’ (Crittenden & Woodside, 2007)

• Students may be unfamiliar and uncomfortable with this method of thought-process ‘yet, becoming aware of one’s knowledge, assumptions, skills, and intellectual resources is a critical success factor in business.’ (Davenport, 2004)
Typology of Simulations

- Simulations
  - Computer based
    - Gaming simulations
    - Training simulations
    - Modelling simulations
  - Non-computer based
    - Role play
      - Interactive
      - Non-interactive
    - Educational games
      - Field Games
      - Paper-Card based
      - Board Games
Planning Game Typology

• ‘Series of mathematical formulae, which represent the structures, relationships and sensitivities in the simulated environment.’ (Tonk, 2002)

• ‘Multi-user application (played against other users through a computer application)’ (Maier and Größler, 2000)

• Prominent factors of motivation, play, reward (feedback), interactivity, score and challenge. (Vogel et al, 2006)
Objective Competencies

- Web-based gaming simulations, as stemming from the model of active or experiential learning, assume the active and pensive participation of students,

- But ‘the activities, experiences, or interventions must be focused around clear objectives.’

Source: Smart & Csapo, 2007
Objective Competences

- Decision making skills
- Multi-lingualism
- Ability to analyze, plan, act, interact, and communicate in diverse international environments
- Ability to work effectively and efficiently in cross-cultural and interdisciplinary teams
- Ability to debate and persuade
- Emotional intelligence
- Tolerance
- Creativity
- Ability to apply knowledge in praxis
- Ability to foresee and prevent negative events
- Ethical compromise
- Ability to analyze environments
- Adaptation to change
- Ability to understand diverse types of negotiations and obtain favorable results while respecting cultural differences
- Ability to propose solutions and generate alternatives
- Ability to identify interests, desires, and necessities
- Ability to resolve conflicts through negotiation
- Facility in processes of internationalization
- Ability to interpret and understand different cultures

Source: Colombian Network of International Professions
Objective Competences

- Achievement orientation
- Analytical reasoning
- Coping with uncertainty
- Decision-making
- Leadership
- Networking
- Oral communication
- Personal drive and initiative
- Persuasiveness/impact
- Planning and organizing
- Political awareness
- Self-awareness and self-development
- Team-working
- Knowledge and skill in degree
- Written communication

Source: Arnold et al, 1999
The Advanced Management Game

- Target market countries
- Advertising Sales price
- Sales representatives
- Credit policy
- Investment options
- Procurement
- Transportation

- Production countries
- Production capacity
- Maintenance budget
- Engineering budget
- Quality control
- R&D budget
- Stock, bonds, dividends
The Advanced Management Game

• Political, technological and economic factors ‘influence markets and create unique opportunities and threats.’

Source: Schlais, 1998
The Advanced Management Game

• ‘This creates learning opportunities not found in other simulations, such as real B-to-B experiences, international business law, and cross-cultural negotiation.’

Source: www.globalview.org, 2008
EAFIT-Global View Challenge

• International Business Management Game (NI0073)
• 2 EAFIT teams
• 6 national teams
• 95 international teams
• ‘Class’ schedule
• Zero budget
Assessment

- On-line team rank 15%
- On-site team rank 15%
- Guest university relations 15%
- Sponsor relations 15%
- On-line teamwork 20%
- On-site teamwork 20%
On-Line Competition

- February 22 – April 11
- ‘Harder’ business competencies
- Universidad del Norte
  - #1 in Colombia
  - #4 in the world

‘It’s been a great experience that’s worth repeating!’
Luís Ricardo Almanza, leader of AllFame, Co.
## Objective Competences

<table>
<thead>
<tr>
<th>Competence</th>
<th>% Traditional Class</th>
<th>% Simulation</th>
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</thead>
<tbody>
<tr>
<td>Achievement orientation</td>
<td>50</td>
<td>82</td>
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<tr>
<td>Coping with uncertainty</td>
<td>25</td>
<td>50</td>
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<tr>
<td>Decision-making</td>
<td>55</td>
<td>95</td>
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<tr>
<td>Planning and organization</td>
<td>70</td>
<td>87</td>
</tr>
<tr>
<td>Ability to propose solutions and generate alternatives</td>
<td>75</td>
<td>87</td>
</tr>
</tbody>
</table>

*Very much included or Major emphasis*
## On-Site Competition

<table>
<thead>
<tr>
<th>Day</th>
<th>Hour</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, May 8</td>
<td>8:00 - noon</td>
<td>DHL Logistics Challenge</td>
<td>32-404</td>
</tr>
<tr>
<td></td>
<td>2:00 – 6:00</td>
<td>Chevignon Marketing Challenge</td>
<td>32-403</td>
</tr>
<tr>
<td>Friday, May 9</td>
<td>8:00 - noon</td>
<td>Éxito Distribution Channel Challenge</td>
<td>32-404</td>
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<tr>
<td></td>
<td>2:00 – 6:00</td>
<td>Media Challenge</td>
<td>32-404</td>
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<tr>
<td>Saturday, May 10</td>
<td>8:00 – 10:00</td>
<td>Jean-Claude Bessudo’s Corporate Image Challenge</td>
<td>38-125</td>
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<tr>
<td></td>
<td>10:00 – noon</td>
<td>Closing Ceremony</td>
<td>38-125</td>
</tr>
</tbody>
</table>
Thank you very much!