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EAFIT-Global View Challenge



Anne Marie Zwerg-Villegas

April 29, 2008

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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 Aviatur Group
- DHL Global Forwarding
- Almacenes Éxito
- Chevignon



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EAFIT-Global View Challenge

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EAFIT-Global View Challenge

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Global Business and Technology Association TM

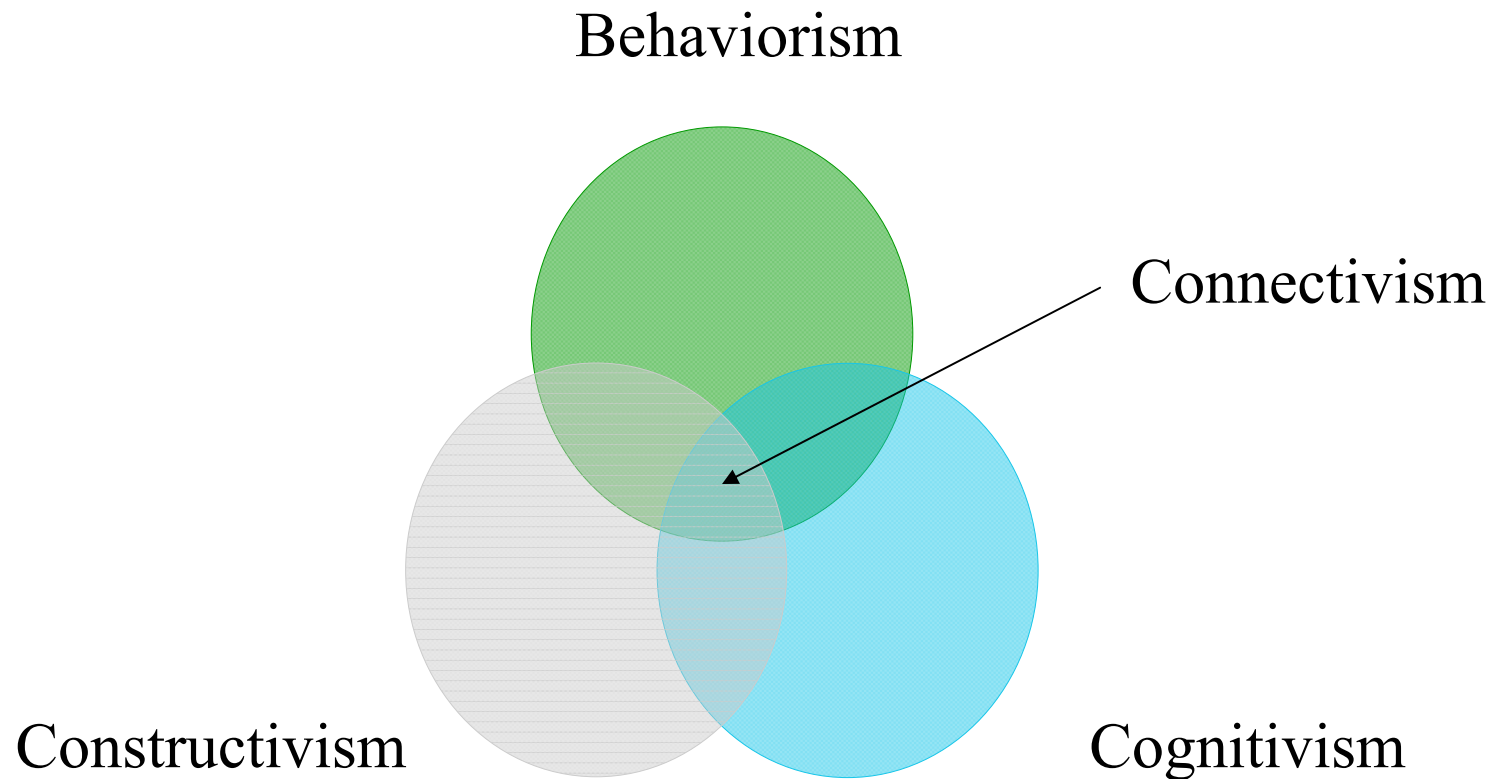
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IV International Congress on Competence Based Focus

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Pedagogical Schools of Thought



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The EAFIT Vision

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

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

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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

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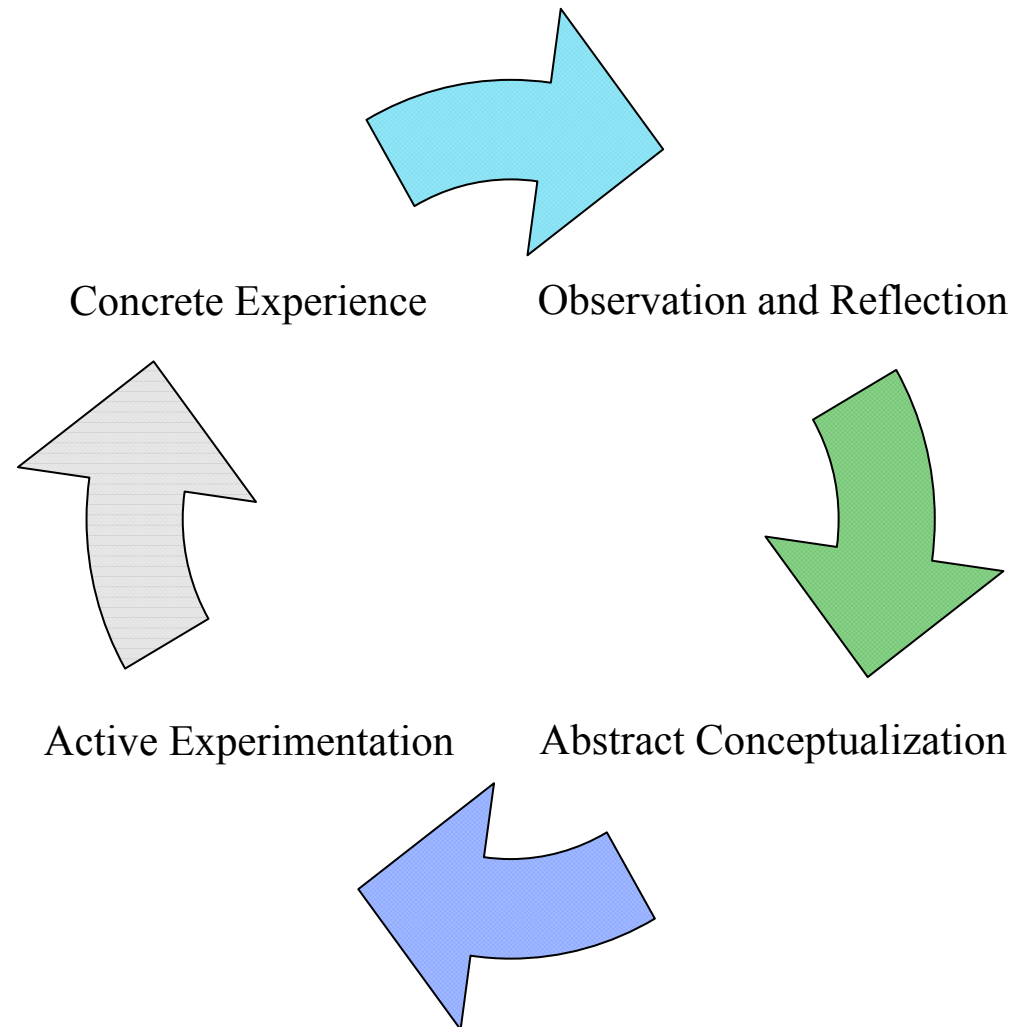
Literature Review

- ‘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

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Kolb Model of Experiential Learning



Source: Kolb, 1984

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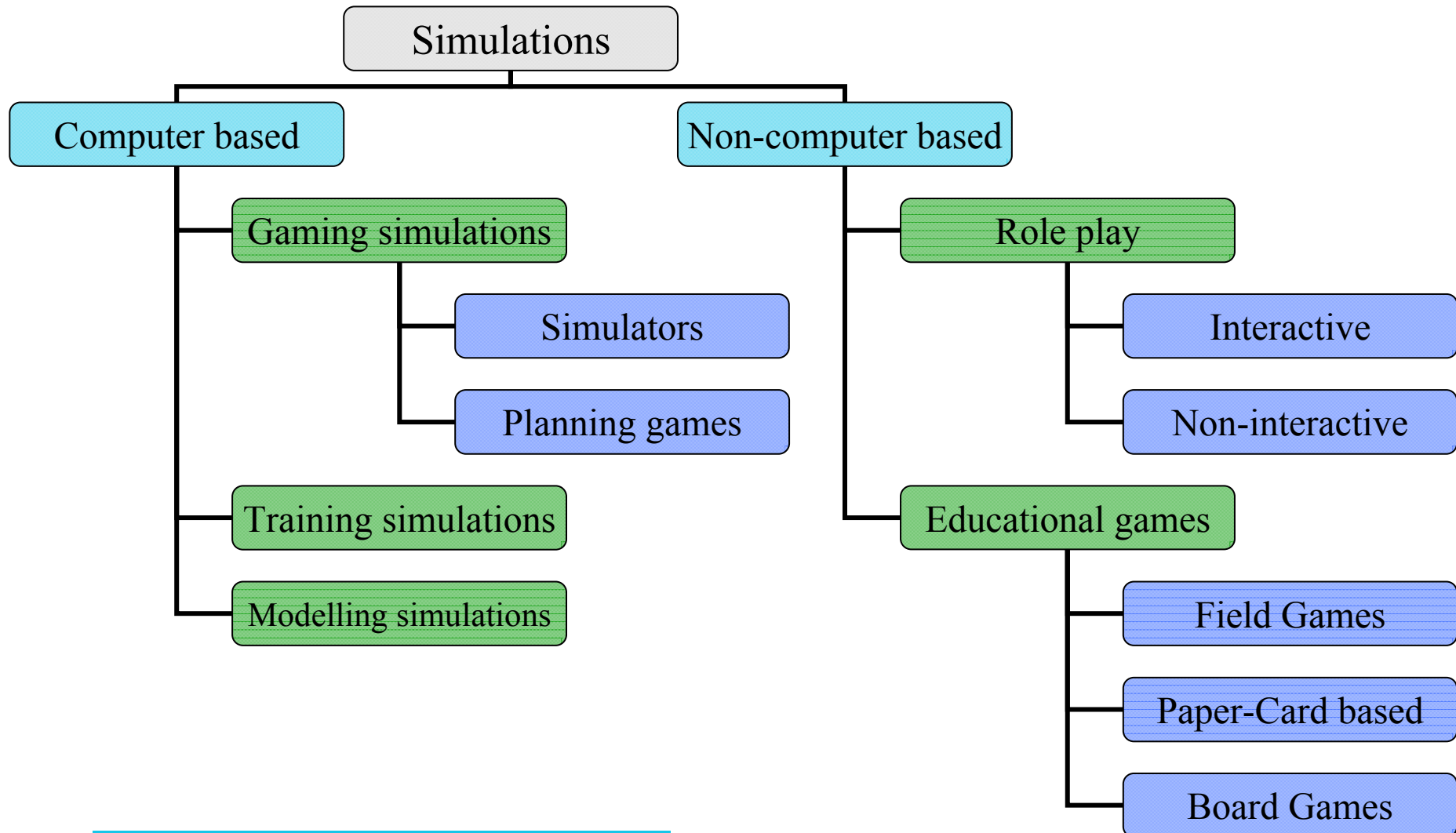
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Experiential Learning

- ‘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)

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Typology of Simulations



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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)

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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

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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 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

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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

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The Advanced Management Game

www.globalview.org



- 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

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The Advanced Management Game

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



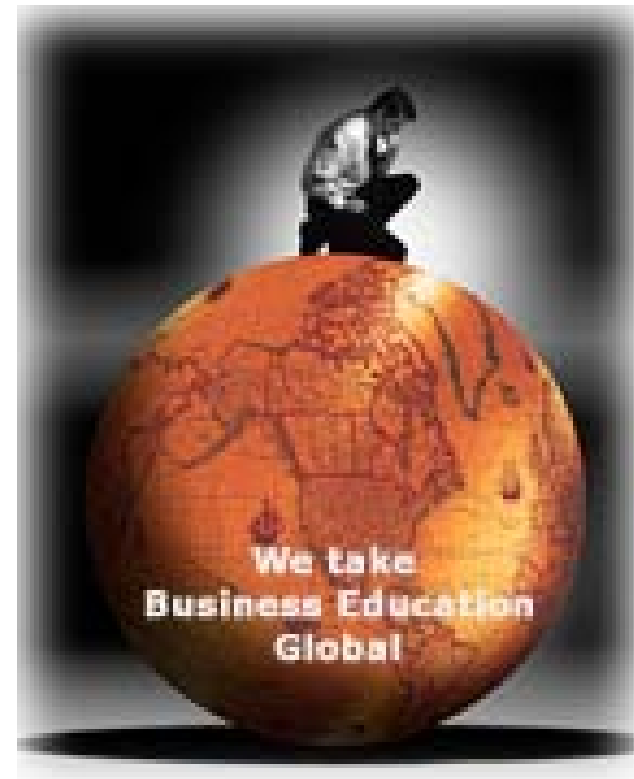
The Boss

Source: Schlais, 1998

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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

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EAFIT-Global View Challenge

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

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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%

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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.

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Objective Competences

Competence	% Traditional Class	% Simulation
Achievement orientation	50	82
Coping with uncertainty	25	50
Decision-making	55	95
Planning and organization	70	87
Ability to propose solutions and generate alternatives	75	87

*Very much included or Major emphasis

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On-Site Competition

Day	Hour	Event	Location
Thursday, May 8	8:00 - noon	DHL Logistics Challenge	32-404
	2:00 – 6:00	Chevignon Marketing Challenge	32-403
Friday, May 9	8:00 - noon	Éxito Distribution Channel Challenge	32-404
	2:00 – 6:00	Media Challenge	32-404
Saturday, May 10	8:00 – 10:00	Jean-Claude Bessudo's Corporate Image Challenge	38-125
	10:00 – noon	Closing Ceremony	38-125

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Thank you very much!

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