

MANAGEMENT GAMES IN LEARNING PROCESS OF BUSINESS SKILLS

Case: Global Management Challenge Finland

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ABSTRACT

The subject of this thesis is management games in learning process of business skills, Case: Global Management Challenge Finland.

The thesis seeks to find out how different management games are used worldwide in learning business skills, it introduces the biggest strategic and management game: Global Management Challenge, studies the case of this game in Finland, discusses how management games could help students learn different business skills and proposes future training programs for this game.

The theoretical part consists of the following theories: business skills and the learning process, traditional ways of learning compared to learning from business games. After that, some popular business games worldwide are introduced, and then the author made the comparisons based on different characteristics of those business games.

The research method applied in the whole research is qualitative method. The case study part is to analyze the result of the questionnaire based on the 61 GMC game participants in Finland in 2009 and 2010. The participants consisted of Finnish, Chinese and Vietnamese students. The survey is closely related to the training programmes from schools, business skills learning from students, students' problems during the competition, their expectations from the training programmes and their acquisitions from the GMC competition. The author made a careful study and evaluation of the survey, afterward, he proposed some suggestions for future training programmes for the GMC Finland.

Key words: GMC, Finland, business skills, learning process, business games, management games, participate in, simulation, case studies

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LIST OF ABBREVIATIONS

AGR: Association of Graduate Recruiters

CEO: Chief Executive Officer

CFO: Chief Financial Officer

CHO: Chief Human Resource Officer

CIO: Chief Information Officer

CMO: Chief Marketing Officer

ELM: Experiential Learning Model

GIRC: Global Investment Research Challenge

GMC: Global Management Challenge

LUAS: Lahti University of Applied Sciences

NATFA: North American Free Trade Agreement

NIBS: Network of International Business Schools

OJT: On the Job Training

QAA: Quality Assurance Agency

1 INTRODUCTION

There are numerous authors who quote a Chinese proverb to describe the benefits of participating in management games:

“Tell me and I will forget.

Show me and I will remember.

Involve me and I will understand,

Step back and I will act.”

Management games offer students a way to build up their management skills through practice, help students to understand the interrelationships among different studying courses and business areas in reality, and develop their management decision skills from a top manager perspective. There are many different types of management games used in training in universities and organizations. This study focuses on the management games which are utilized at the university study level, especially the Global Management Challenge (hereinafter short as GMC) competition in Finland which will be used as a case to search for an efficient and appropriate way for the training and learning programmes in schools.

1.1 Background

The Global Management Challenge is the largest Strategy and Management Competition in the world. It's the largest international event based on business simulations, in which more than 450,000 university students and company managers participate worldwide. The GMC consists of a management simulation in which each team runs a virtual company, with the objective of getting the highest share price for their companies on the simulated stock exchange. (Global Management Challenge 2011_[1a])

Normally, the GMC competition period lasts from October to May of the next year, the GMC launched in Finland in February 2009 (GMC2008), with more

than 20,000 students and young managers from 30 countries participated. The author, from Lahti University of Applied Sciences, was the leader of Finland's champion team and represented Finland to win the GMC2008 international bronze medal in Lisbon. In the year after that, the author led a new team and won the Finnish national champion again. Later on, his team had achieved the international silver medal of the GMC2009 in Russia. These are the main triggers that interest the author in this subject: what kinds of management games exist, how they worked and how they are used in teaching.

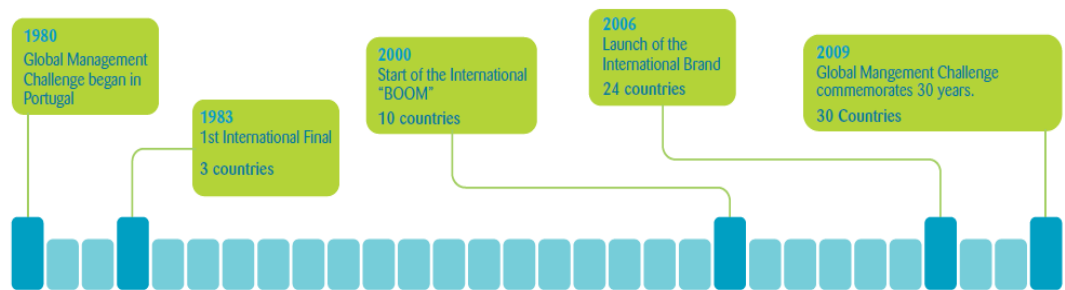


FIGURE 1. The GMC development from 1980 to 2009 (Global Management Challenge Handbook 2010)

The history of GMC in Finland was very short and the majority of participants and training programs were lack of experience, this thesis searches for an efficient way for the GMC organization and schools to help students train the essential business skills for future participants to succeed in learning throughout participating in GMC or other management games.

1.2 The case company

The case company is a private Finnish company, the GMC Finland OY, focusing on management games development in Finland. They offer a chance for bachelor students from 11 universities in Finland to participate, and attracted the first sponsors in the 2nd year's GMC competition participation: Epicor, Fonecta, Fortum and Sanoma. The competition in Finland is free of charge to students, whose participation is paid for by the sponsors.

Their core value of the competition in Finland is to bring the leaders and talented students together and provide them with surroundings for networking and sharing ideas about management and leadership. (Global Management Challenge 2011 [1b])

1.3 Objectives for thesis

Primary objective

The primary object of the paper is to find out how different kinds of games are used worldwide in learning business skills, and to conduct an analysis of training and learning experiences of three parties: schools, students and the GMC organization participating in GMC competition of Finland, in terms of developing an appropriate training programme for coming years.

Secondary objectives

- To identify key issues in learning process in terms of the strengths and weaknesses of the GMC competition.
- To evaluate the use of games and how it relates to school studies
- To recommend future strategies for training and learning through the GMC competition.

The objectives can be divided in the following research questions which can help to figure out the answers of the objectives:

- what are the differences between game experience and traditional learning methods
- what are the advantages and disadvantages of management games in learning business skills
- what are the benefits students could really get from management games
- how can schools provide an efficiency training programme for students in management games

1.4 Theoretical Framework

In the second chapter, the author first introduced the essential business skills and learning business skills in general, followed by the experiential learning model (learning process). Secondly, the author compared different training methods, focusing on business game method and case studies method. The author attempted to find out the advantages and disadvantages of business games in the learning process of business skills in compare to other training methods. Next, he studied further active learning and learning business skills through business games in order to make a comparison between business games method with case studies method.

In the third chapter, the author studied the different business games worldwide, and then made a comparison between those games, at last, he concluded the benefits of participating in the GMC.

1.5 Research method and data collection

Qualitative method is employed in the whole thesis, firstly, to study different theories, written sources of learning business skills from literature, articles and internet resources. Literature analysis is useful to review the previous researches which provide a good overall picture of phenomenon being studied.

During the research process, a total of 100 questionnaires were sent to 11 universities and polytechnics across Finland through the GMC organization, mainly for the members of the teams that participated in the second round of GMC in 2009. This was due to the difficulties the author experienced when trying to contact the participants in the second year of Finland's participation. The questionnaire was conducted through email using Webropol method. 61 out of 100 participants responded the survey.

1.6 The structure of the thesis

This thesis is divided into two main parts: the theoretical framework including chapter 2 & 3, chapter 2 studies different learning methods for learning business skills, and chapter 3 provides a research on different management games worldwide and their characteristics.

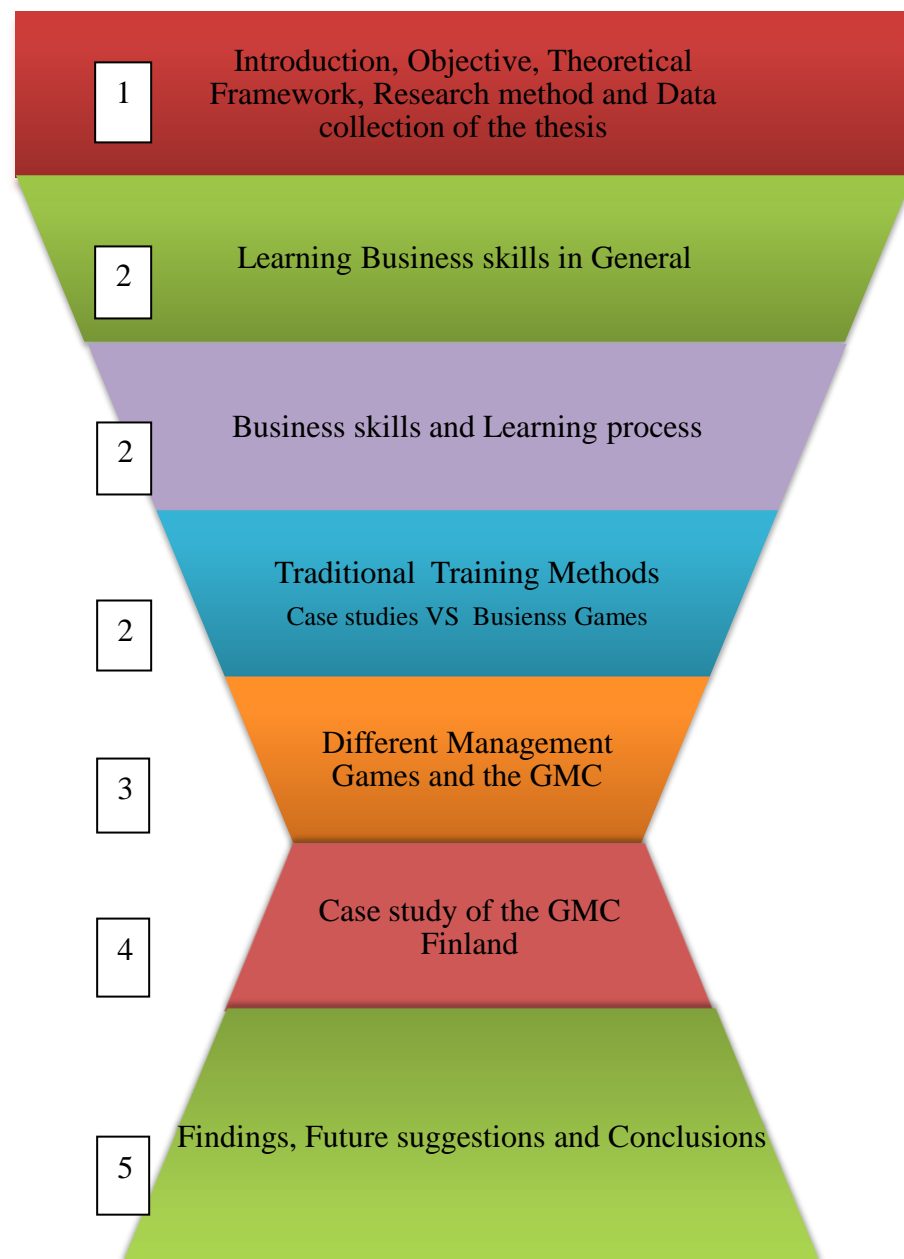


FIGURE 2. The structure of the thesis

The empirical part is the case study of the GMC Finland, by analyzing the questionnaires; the author evaluates the advantages and disadvantages of the GMC game, trying to find out how close it relates to school studies. Finally, chapter 5 concludes the study with the findings and the author would suggest for future training programmes and research proposals.

2 DIFFERENT LEARNING METHODS FOR BUSINESS SKILLS

2.1 What are business skills

The term “business skills” is not a new word created nowadays. Business skills were classified in many different ways by different sectors, but people involved in businesses need to hold some common skills in hand. For instance, planning, time management, data processing, communication and so on. However, if one wants to be outstanding in the top of an organization, skills as management, leadership, and motivation should get hold of.

In every business situation, business skills are essential for business people and also beneficial for the business itself. Why said so? The reasons could be explained from three aspects. In terms of the macro environment, the globalization needs people who have business skills to encourage intercultural exchange and to improve the global economic development. In terms of the micro environment, people involved in an organization should have specific skills as a professional in one’s certain position. In terms of being an individual in business world, one should have business skills to meet the employers’ requirement in order to obtain the job. As Dr. Ernest Gundling said (Gundling 2003, 1) “The single greatest cause of difficulties in global business transaction is not lack of technical expertise, hard work, or good intentions. It is a lack of “people skills” for relating successful with counterparts from other countries and cultures. The number of people involved with global business has increased dramatically over the past decade, and now, with the advent of virtual teams, global people skills are becoming almost a daily necessity in many professions.”

2.2 Essential business skills

Based on the Association of Graduate Recruiters (AGR) survey in summer 2006, the most frequent qualities sought by recruiters are team working skills, oral communication skills, flexibility and adaptability, customer focus and problem solving skills. The Quality Assurance Agency for Higher Education (QAA) has set some specified skills which all graduates students should have, including critical thinking, analysis and synthesis skills. (Cameron 2008, 5-11)

The following table and four paragraphs are based on study of “21 business skills needed to succeed” from BusinessSchoolEdge.com (21 Business Skills Needed to Succeed 2011), which those concepts are widely referenced in the internet. As it was mentioned, the greatest business people are seeking for the business skills below:

TABLE 1. Essential business skills

<p>Communication</p> <ol style="list-style-type: none"> 1. Written 2. Social networking 3. Speaking 4. Sales 5. Negotiation 	<p>Planning</p> <ol style="list-style-type: none"> 1. Strategic 2. Project 3. Financial 4. Risk 5. Logistics
<p>Productivity</p> <ol style="list-style-type: none"> 1. Time management 2. Meeting management 3. Leadership 4. Systems 5. Personal productivity 	<p>Creativity</p> <ol style="list-style-type: none"> 1. Imagination 2. Inventiveness 3. Problem solving 4. Brainstorming 5. Making connections

Communication

Communication skills are not only necessary in business life, but are also very helpful in social life. Having good writing skills is no doubt, compulsory; as the main form of communication in the office is written form. Being able to express one's will concisely when representing a company or organization in signing contracts or business letters is very important. Good social relationships could prove to be highly effective at times in developing good business relationships, especially in international business environment when dealing with people from polychronic cultures. Good public speaking ability implies one's confidence, and negotiation skills can become very handy when applied to normal life situations. Last but not least, sales skills are not to be wrongly understood to be needed only by salesmen. When one is working, one is actually selling his/her skills. Therefore it is important to be able to advertise his/her skills effectively to be hired.

Planning

In order for a person to be successful in business environment, he/she must have good knowledge and skills in several main sections of a company, including strategic planning, project management, financial management, risk management and logistics management. A very classic example of the importance of strategy is demonstrated in Lewis Carroll's famous "*Alice's Adventures in Wonderland*", as the short conversation between Alice and the Cheshire Cat:

"Alice: Would you tell me, please, which way I ought to go from here?"

The Cat: That depends a good deal on where you want to get to.

Alice: I don't much care where.

The Cat: Then it doesn't much matter which way you go.

Alice: ...so long as I get somewhere.

The Cat: Oh, you're sure to do that, if only you walk long enough."

(Carroll 2000, 64 – 65)

It is clearly shown here that Alice has absolutely no direction of where she should go, therefore it doesn't matter which way she should go. If a person does not have any clue on his/her future plan, thus doesn't have any idea of what to do, it is highly doubtful that this person can succeed. Project management ability is also very

important, as good direction is not enough to produce good results if combined with poor conduct. Being able to arrange and organize tasks well will not only save time and resources, but will also lead to better achievement. Controlling the cash flow and managing the resources is highly important, as it effects strongly on the profits gained as well. Good supply chain is the key to lower end price and customer satisfaction.

Productivity

Being productivity means less time – consuming, less resources – consuming and better results. Being able to conduct an effective meeting, delivering a clear direction or designing a truly effective system is all developed from good skills in managing self – productivity. A good manager must be capable of understanding the employees’ strengths and weaknesses, thus being able to assign them to the most appropriate positions in order to maximize their capacities. Good human resources management is the key to this.

Creativity

The most successful entrepreneurs in the world are most likely also the most creative ones. The secrets behind successful global brands are good ideas. They all started with the founder saw a highly potential market that no one had noticed before and delivered the product that addresses the customers’ wants and needs, sometimes even before the customers realize those wants and needs. One of the most famous examples for this is Apple Inc. with the IPod, innovative technology combined with creative design with teenagers as the target market. The idea behind IPods is not about cheaper, more convenient mp3 players, but that of “coolness”, it gives the consumers, namely, teenagers, the idea that if you have an IPod, it makes you become “cooler”, and eventually this proves to be an excellent strategy.

2.3 Learning business skills in general

Sheila Cameron (2008, 6-10) illustrated that when studying at university, the main responsibilities are on the student's side. The student must be active in order to achieve the varied range of skills that would be taught, thus being able to manage their own studying process: making plans and time management skills are essential, as well as team working skills and communication skills. Moreover, students need to be able to locate and use the wide range of information sources, which requires information management skills. He also emphasized that it is never too soon to start considering about working life, which is the main purpose of university study for the majority of students. What organizations or employers normally would seek for are:

1. Graduated students who are ambitious, motivated, good communicators and are able to work to deadlines.
2. A rigorous approach to work matched by highly developed communication and interpersonal skills.
3. A strategic thinker: an excellent communicator with strong networking and negotiating skills.
4. Strong leadership skills, excellent communication and organization skills, an ability to resolve complex problems and personal resilience and stamina
5. Competency in a range of business planning issues, excellent writing skills and experience of giving effective presentations.

Gundling (2003, 2) argues that a frequently underestimated part of the global leadership craft is full mastery of the people skills. This includes the ability to disseminate all 12 skills throughout an organization.

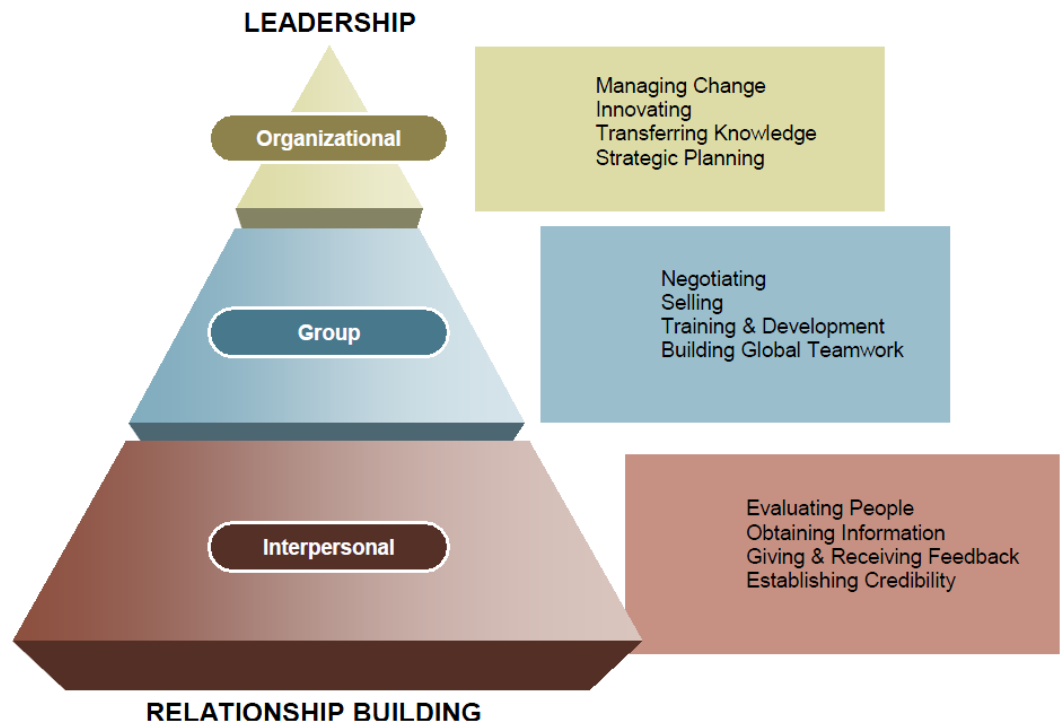


FIGURE 3. Global business skills (Gundling 2003, 2)

He also explained that each level of people skills builds on the prior one.

Proficiency at the level of interpersonal skills enables one to function better in diverse groups; interpersonal and group skills are essential building blocks for success at the organizational level. Some of the most spectacular failures of global leaders can be traced to organizational change efforts that never took hold among working groups or in everyday interactions between individual employees.

Success, on the other hand, is achieved through sustained, effective efforts at every skill level.

2.4 The experiential learning model (learning process)

“For the things we have to learn before we can do them, we learn by doing them”

Aristotle

Experiential learning method is the type of learning formed on direct experiences instead of reading or listening to others’ experiences. The term “experiential learning” was developed by several psychologists such as Kurt Lewin (1890 –

1947), John Dewey (1859 – 1952) and Jean Piaget (1896–1980), and later on was popularized by David A. Kolb, who developed the Experiential Learning Model (ELM). Rogers distinguished two types of learning: cognitive learning and experiential learning. Cognitive learning refers to the academic knowledge while experiential learning emphasizes on applied knowledge. Experiential learning proves to be highly effective as it approaches the wants and needs of each individual, in condition that the learner possesses some certain qualities which will be mentioned below.

(Itin 1999, 91-98)

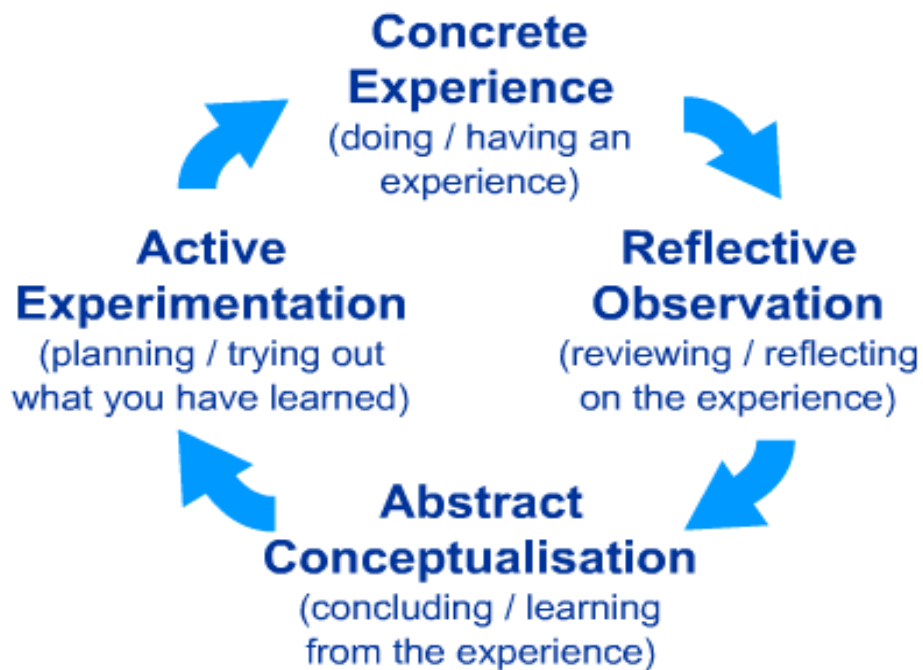


FIGURE 4. The Experiential Learning Model (Kolb Learning Cycle Tutorial 2011).

The model included four stages of the process: (1) concrete experience, (2) observations and reflections, (3) formation of abstract concept and (4) testing in new situations (active experimentation). Kolb and Fry argued that the model is in fact as a continuous spiral, and it can start at any of the four points. However, it is generally considered that the learning cycle starts with a concrete experience, from the observation of that experience, the learner will then reflect it, form an abstract concept and generalize it into his/her own knowledge. Testing the generalized idea in a new situation will provide the condition for a new experience, and thus the

cycle goes on (Smith 2001). Therefore, in order for one to be effective and succeed in this form of learning, one must (according to Kolb):

- be willing to evolve in the learning process;
- be able to reflect on the experiences later, thus developing own knowledge and way of approaching problems;
- possess good analytical skills to be able to conceptualize the experiences;
- possess decision making skills and problem solving skill to organize and apply the knowledge well.

(Jan McLean 2011)

2.5 Traditional ways of learning business skills

Training is a process through which a person enhances and develops his efficiency. This is not to be mistaken with education. While education is concerned chiefly with enhancement and development of knowledge, training aims essentially at improving knowledge and understanding. (Samanta 1993, 1)

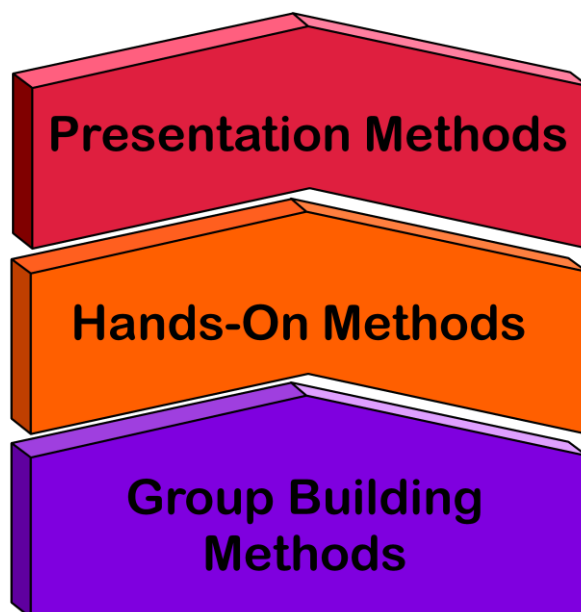


FIGURE 5. Three different types of traditional training methods

The traditional training methods should be divided into three main types: presentation methods, hands-on methods and group building methods. The following studies and analysis based on the online video study of Training & Performance Support from University of Ldaho (Traditional Methods 2011)

TABLE 2. Presentation methods

Type of training method	Modality	Characteristic
Lectures	teacher speaks and students listen	one-way conversation and no direct interactive
Audio/visual instruction	lectures accompanied by overhead, slides or video	visualize course contents vividly

The lecture method is one of the oldest, most basic and most commonly used training methods. The effectiveness of lecture method is often questioned because the trainee assumes passive role (Samanta 1993, 15). However, the use of lecture method is easily accessible to anyone who wants to make use of this method, and in using the lecture method does not heavily depend upon audiovisual aids and other gadgets for presentation (Samata 1993, 19).

TABLE 3. Hands-on methods

Type of training method	Modality	Characteristic
On the Job Training (OJT)	through practical training, students learn in the workplace	an effective way of learning by observation and imitation
Case Studies	analysis actions in real life situations	a strong learning tool, transfer experiences to their own situation
Business Games	students make decisions in simulated business environment	an effective way of learning by fun and joyful experience
Self-directed Learning	students are in charge of all aspects of learning	there is no instructor

Compared with presentation methods and hands-on methods, teaching is direct, but students, however, are passive. Presentation methods and hands-on methods provide more active roles for students in learning process. The experiential learning part of group building could help students gain conceptual knowledge by taking part in the behavior stimulation, connect the theoretical knowledge and practice with real life situations to analyze the activities.

Case studies method is the most common method used in business studies at universities or business schools. Case studies method and business games method belong to hands-on methods, while case studies focus on studying real life cases, business games are operated in a simulated environment that is based on real world situations. In the end of this chapter, the author would make more comparisons between case studies method and business games method.

TABLE 4. Group building methods

Type of training method	Modality	Characteristic
Teamwork	students group into teams and finish tasks	coordinate the individuals work together to achieve a common goal

The experiential learning part of group learning helps the student gain conceptual knowledge, take part in behavioral stimulation, analyze the activity and connect the theoretical studies with practices. Team members should practice and understand each other's responsibilities and share information, in order to maximize team performance.

TABLE 5. Comparison of presentation and selected hands-on training methods (modified from Noe 2005, 15-16)

	Lecture (P)	Video (P)	OJT (H)	Case Studies(H)	Business Game(H)	Team Training(G)
Learning Outcome						
Verbal information	Yes	Yes	Yes	Yes	Yes	No
Intellectual Skills	Yes	No	No	Yes	Yes	Yes
Cognitive Strategies	Yes	No	Yes	Yes	Yes	Yes
Attitudes	Yes	Yes	No	No	No	Yes
Motor Skills	No	Yes	Yes	No	No	No
Learning Environment						
Clear Objective	Medium	Low	High	Medium	High	High
Practice	Low	Low	High	Medium	Medium	High
Meaningfulness	Medium	Medium	High	Medium	Medium	High
Feedback	Low	Low	High	Medium	High	Medium
Observe and Interact with others	Low	Medium	High	High	High	High
Transfer of Training Cost	Low	Low	High	Medium	Medium	High
- Development	Medium	Medium	Medium	Medium	High	Medium
- Administrative	Low	Low	Low	Low	Medium	Medium
Effectiveness	High for verbal information	Medium	High for Structured OJT	Medium	Medium	Medium

(“P”=Presentation methods, “H”=Hands-on methods, “G”=Group building methods)

From the above table, we could find out that most hands-on methods create a more conduct learning environment and transfer of training than presentation methods.

On the job training method has the highest effectiveness in learning environment while lecture and video methods have the lowest.

Compared to Case studies, business game has the same level of learning outcome, but it has comparatively better learning environment. With a larger budget, the school might want to consider selecting a hands-on method like business games to better effect the transfer of training cost.

2.6 Active learning through business games

Characteristics of business games

The characteristics of business games are classified by their purpose or teaching objective:

1. Climate setting

Games are useful devices to “warm up” a group, focus students’ thoughts on the task at hand. Games can be used to add a bit of energy to the end of a long session or to stimulate the group to action.

2. Motivating

Although motivation is often taken for granted, the games are among the most powerful ones available for inducing members to confront their own and others’ needs.

3. Stimulating problems solving

It is important that group members accept the importance of being creative, recognizing their own limitations, and searching for new ways to solve existing problems. Some games provide useful avenues by which to approach these issues.

4. Managing change

Games can be useful to train the students’ ability of managing changes, for them to handle the anticipation of problems and development of flexible responses.

5. Surfacing hidden problems

People engage in defensive reasoning in their efforts to protect themselves, no one would like to show that they are incompetent to achieving the targets. With an openness and constructive confrontation climate, game can provide a useful vehicle for stimulating students to talk about “undiscussables” in a “safe” environment.

6. Team building

Games are useful stimulants for candid conversations about what it means to be a team, in another word, with game environment, team building process could be easy and natural.

7. Improving communication

How important are listening skills in your group? And are they being practiced effectively? The amusing atmosphere of games could help students to identify problems and find relevant solutions.

(John, Edward 2005)

Making the transition to applications

It is imperative that you shift the group’s attention from a focus on what happened in the game to clear attention on what it means and what its significance is. You should encourage participants to consider questions and distribute it to the group for later reference.

The most important element in a training situation is the trainer. The trainer who is enthusiastic, energetic and genuinely interested in both the subject and getting his or her message across will evoke the greatest response from the trainees. The trainer who lacks interest in training, who has little or no enthusiasm for the subject of the training and who merely goes through the motions of training is a failure. Such a trainer wastes not only his or her own time but also that of the trainees. The inept trainer is quickly identified by the trainees, who react with inattention, lassitude, undisciplined behavior and absence from training sessions.

Many researchers testify to the efficiency of active learning. For example, Hake (1998, 66) examined 6,542 students who participated in physics courses. He found that both the conceptual understanding and the problem-solving ability of students

who applied interactive-engagement methods in their studies were significantly higher than students who studied according to traditional methods. (Gon et al. 2009, 356-367)

Learning and why use games to gain learning experiences

What do we mean by “learning”? Learning is the act of acquiring knowledge, skills, or attitudes. It’s also been defined as self-development through self-activity.

Most authorities on the learning process agree that learning is a lifelong process.

Learning is a change in behavior as the result of an experience. In brief, learning means change.

1. Effect

People learn best in pleasant surroundings. They tend to accept and repeat activities that are both pleasant and satisfying to them. The importance of climate-setting activities, for example, is underscored when we realize how we all tend to make first impressions very quickly.

2. Exercise

We can overcome fears and anxieties by a climate-setting activity or game. By making people feel a part of the group, as opposed to apart from the group, we establish a warm, hospitable atmosphere, as well as a comfortable working environment.

3. Readiness

Practice makes perfect! If you want to make an important point with a group, a game can be the way to do it! More to the point, we are safe in saying that “people learn by doing”. It is a proven fact that people remember something much better if it is tied to some kind of active, physical involvement. Since game and activities invariably have built-in participation, they vividly demonstrate the importance of repetition for learning.

4. Association

If we can bring new information that builds on knowledge already garnered, this new material is that much more easily assimilated.

The best use of business games is to provide a vivid image that implants in the recipients' minds a major message or theme of the moment. Games increase the likelihood of retention while drawing on participants' intellect and creative abilities in a temporary departure from a more serious presentation of material. In short, games help people to have fun while learning a key point.

(Newstrom & Scannell 1995, 4-6)

If the person on the receiving end is not ready, willing, or able to learn, no matter how good your teaching method or teaching material is, your best effort as coach or communicator will prove futile. Games are so participant-oriented and are often fun to play, motivation is enhanced.

2.7 Learning business skills through business games

Learning in a business game-based learning environment is actually active learning. Active learning involves students in the course material through carefully constructed activities. Active learning is about learning through doing – performing and taking action – and usually contrasts with the conventional face-to-face lecture method. The action can be either mental or physical. Many course teachers would like to move past passive learning towards active learning, and find better ways of engaging students in the learning process. Active learning means that students construct their own knowledge through interaction with themselves and others.

Management-type simulation games are now a commonplace learning tool at all levels of instruction from early school teaching to postgraduate education and industrial training. They are an ideal mechanism for the transfer of knowledge of managing complex systems such as companies, projects and industrial processes without risk (Gilgeous and D'Cruz, 1996; Prensky, 2001).

The following graph is based on Clarke (2009)'s argument on the outcomes of business simulation exercises:



FIGURE 6. Outcomes of business simulation exercises

Thavikulwat (2009) proposed that “a simulation is an exercise involving reality of function in an artificial environment, a case study but with the participants inside.” These are usually firm or industry business games, where “players learn by managing a simulated firm, most often with a competitive industry or environment.”

There is a relatively extensive literature dealing with the topic of student learning in the simulation environment. Many articles focus on the question the validity of the simulation for teaching purposes (Keys, Wolfe, 1985, 20).

Keys and Wolfe concluded that games are internally valid for a strategic management course; Whiteley and Faria (1989, 77-82) concluded that simulation games are effective in improving quantitative skills but not in improving the acquisition of applied theoretical knowledge.

2.8 Comparison between case studies method and business games method

Relations

Since the early 1970s, it has been gradually recognized that games simulations and case studies are, in fact, closely inter-related. Indeed, it is now accepted that they form broad overlapping sets that can be represented by a Venn diagram of the type shown in Figure (Ellington et al. 1998).



FIGURE 7. The overlapping sets of games, simulations and case studies (adapted from Ellington *et al.* 1998, 3)

Both case study method and business game method stimulate students' interests, the case study can bring some strong realism into training session while the business game could provide joyful learning environment.

The case study method offers the possibility of gaining a deeper understanding of

the real world phenomenon. It also provides the possibility of combining several data collection methods and thus provides more valid results. Simulation allows us to obtain a picture of the interaction during the process. Second, simulation games aid visibility by making certain kinds of phenomena more accessible for observation and measurement, and by introducing clarity into what is otherwise complex, chaotic, or confused. Third, simulation games are valuable because they allow phenomena to be reproduced, and thus enable the experimenter to derive statistical probabilities when the outcome is uncertain, and enable the experimenter to vary numerous aspects of the system in ways that yield profitable insights into how it operates. Finally, simulation games are used for safety purposes; to protect human beings while they are being studied, and to produce laboratory analogues of dangerous phenomena that one needs to study. (Ma et al. 2009, 303-312)

Differences

It had been shown that the area concerning the definition of business and management games is riddled with contradictory preconceptions about a large range of words used to describe them. The simplest definition found, and also the most vague, is offered by G.I.Gibbs :”...*an activity carried out by cooperating or competing decision-makers, seeking to achieve, within the rules, their objectives.*”(Gilgeous and D’Cruz 1996, 32). A case study is usually a snapshot of a real company’s situation at a given moment included such as financial statement or company accounts. (Gilgeous and D’Cruz 1996, 34)

Learning in simulation games occurs on many levels. Players learn from the contextual information contained in the dynamics of the game, the process of playing the game, through risk taking and weighing up the risks, benefits, costs, outcomes and rewards resulting from decision making (Doyle and Brown 2000, 330). The effective use of the case study method contains three steps: a discussion in which the trainees and the trainer participate; an effort to understand the reasons for the actions taken by the people involved in the case ,and the generation of an acceptable solution.

Business simulation method can provide the opportunity for the students to experience the whole process of management and making decision. Business

simulation offers the chance for students to improve their decision in order to achieve better results.

1. Learning in all areas of management, from goal setting to strategy formation and specific tactical decision making.
2. Learning to work with and through, others, actively, rather than passive learning.
3. Gain experiences without having to pay the price for making wrong decisions in a real-world setting.
4. Time compression allows for the equivalent of one-year's training within one week.
5. Students receive immediate feedback.
6. Excitement of the learning experience.
7. Students receive a more global view of their "businesses".

(Gonen, Brill and Frank 2009, 357)

3 INTRODUCTION OF SOME POPULAR BUSINESS GAMES IN THE WORLD

3.1 Different Business Games Worldwide

Since simulation games were first adopted in the 1950s, business gaming has grown considerably and extensively (Tan et al., 2005). In recent years, there have been related researches from different countries showing the importance of management simulation game teaching. There are a large amount of Management games exist, Tan et al. (2005) proves that many behaviors of simulation games users have changed recently, for example, the different types and the degree to which games are used in higher education. Here, the author chose some popular business games by their Characteristics of scale, form and participation groups.

1. L'ORÉAL e-Strat Challenge

Initiated in 2000, the L'Oréal e-Strat Challenge is one of the biggest online business and strategy competitions for undergraduate and MBA students worldwide. This competition gives participants the opportunity to lead a global cosmetics company through a simulated experience and brings them into direct contact with L'Oréal recruiters. Participating teams face real-time market situations on the Web over a period of two months. The challenge is to work as a team, discuss strategy and take tactical decisions to ensure that their company stays on track compared with the competition — four other virtual cosmetics businesses. (McGill newsroom 2004)

2. L'ORÉAL Brandstorm (International marketing competition)

L'ORÉAL Brandstorm is an international game organized by L'ORÉAL SA. The aim of this game is to offer the students a pedagogical and professional experience and the opportunity to take the role of an international Brand Manager within the beauty products industry. This project is a part of the L'ORÉAL Human Resources communication strategy and aims to enhance students' creativity and perception of the 'L'ORÉAL' business. (L'ORÉAL Brandstorm 2011)

3. Global management challenge

The Global Management Challenge is the largest Strategy and Management Competition in the world. More than 450,000 competitors comprising a range from company executives to university students have participated worldwide. It was originally developed by a group of management researchers from the University of Strathclyde, in Scotland; the Global Management Challenge is currently the most popular management simulator in the whole world. Many countries organize the competition locally, and the International Final brings together competitors from such diverse origins such as Brazil, Poland, Spain and China.

The Global Management Challenge, is also known in some countries, by different names; Gestion, Euromanager, Global or World-wide Management. But it always keeps the same essential characteristics: the competitors are asked to take decisions in the areas of the marketing, sales, production or research and development, knowing that the other teams are competing in the same market and selling the same products. The decisions of each team influence in the behaviour of the total market; as it happens in real life: but at the same time the teams' decisions are able to influence the real life future of each person taking part.

(History of Global Management Challenge 2011)

4. CFA (Global Investment Research Challenge)

The Global Investment Research Challenge gathers students, investment industry professionals, publicly traded companies and corporate sponsors together locally, regionally, and globally for a real world competition. Participation in the challenge promotes best practices in equity research and company analysis, as students' research, analyze, and report on a company as if they are practicing analysts. It's the unique opportunity for students.

The universities assemble teams of three to five business and finance students who work directly with a company in researching and preparing a company analysis. The teams' final presentations are locally evaluated by high-profile panels of heads of research, portfolio managers, and chief investment officers from the world's top firms. (CFA Institute Global Investment Research Challenge 2011)

5. PeakTime

PeakTime is the largest international business student competition in Eastern Europe involving participants from all over the world. Its aim is to challenge talented and energetic young people with complex corporation problems by testing them with a set of various tools – business simulation (Cesim), case studies, guest lectures, etc. (Peaktime 2010)

6. International Case Competitions: Marshall/ NIBS/John Molson MBA

Marshall International Case Competition is a world class competition that highlights the strategic challenges and managerial dilemmas faced by global business leaders. Competing teams from premier business schools work under simulated business conditions, such as time-critical deadlines and incomplete information pressure to solve a real business problem and to formulate workable and action-oriented recommendations. (USC Marshall 2010)

The Network of International Business Schools (NIBS) is a group of business schools from around the world which believe that the internationalization of business and the globalization of the economy are essential elements in the evolution of managerial practices. NIBS members believe that higher education and training must integrate a strong international dimension, including the practice of foreign languages, the study of comparative management techniques and the experience of working and studying abroad. They also believe that cooperation between educational institutions in different countries contributes to a better understanding between nations by furthering awareness and knowledge of other cultures and social practices. (NIBS Case Competition Guide 2010)

The author's school, the Lahti University of Applied Sciences has continuously succeeded in NIBS competition and joined the international top 10 in NIBS2009 and NIBS2010. Although the NIBS competition belongs to the business game method, it is also related closely to case studies method.

The John Molson MBA International Case Competition is a not-for-profit event organized by a team of four MBA students from the John Molson School of Business. The competition is open to top business schools worldwide, and is

recognized as the largest competition of its kind. Its main purpose is to bridge the gap between corporate and academic worlds, which ultimately enriches both students and executives alike. (John Molson MBA International Case Competition 2011)

3.2 Comparison of different management games

TABLE 6. Comparisons between different management games

Business Competition	Year	Total participants	Number of participants in a team	Studying Degree	Type of competition
L'ORÉAL ESTRAT	2010	>20,000	3	Undergraduate & MBA	Management Game
L'ORÉAL BRANDSTORM	2010	>14,300	3	Undergraduate (incl. masters)	Marketing Game
Global Management Challenge (GMC)	2010	>20,000	3-5	ALL	Management Game
Global Investment Research Challenge(GIRC)	2008	300	3-5	Top universities finance students	more related to Finance
Peak Time	2010	1200	4	Undergraduate	Management Game
NIBS Case Competition	2010	91 institutions	4	Undergraduate	Case analysis

The L'ORÉAL ESTRAT is the world's largest management competition, which also is the only business game which allows students from every country to participate, while other competitions only involved with a few countries for different reasons.

The L'ORÉAL ESTRAT competition started from internet application, students have to play against participants from different places. Although the GMC almost has the almost the same amount of participants, but it has only 30 participation countries in 2009, one of the reason might be that different countries have their local agencies to organize the game, they have to win the national champion if you want to participate in international final. Case competitions and Marketing competition (L'ORÉALBRANDSTORM) require analysis cases and participants' presentations are evaluated, hence they need more face to face compete.

The forms of these management competitions are related but different with each other, for example the GMC is based on a simulation, and the whole competition could be done by using excel modeling tool. It needs more analysis and decision making skills. On the other hand, NIBS Case Competition is based on analyzing different case companies, in order to create optimal solutions or future plans for the companies. The cores of this competition are presentation and analysis skills, and participants have to compete face to face. The GIRC focuses on financial field, with participants from more particular groups: accounting, finance or management students from only the top universities because of the advanced and difficulty of the game.

3.3 Benefits of participating in the GMC

The benefits arising from the contest have been identified on the basis of numerous statements made by the previous participants:

1. "The Spirit of Entrepreneurship"

The competition is the best test of skills in business management, there is no risk involved for any participants. The participants take actions and practice their implementing skills; it allows the participants to develop:

- The ability to think strategically,
- Understanding of the financial aspects of business management,
- Flexibility in a dynamic environment,
- The spirit of entrepreneurship.

Through implementing their own decisions, the participants can observe the relationships and reactions between the different operational areas of a company, and they could learn how certain actions influence the decisions.

The main aim of the competition is to facilitate learning through practice through encountering various realistic situations; the participants are stimulated to think creatively and to draw conclusions. Through learning from their mistakes and accomplishments, they develop company management skills.

2. Promotion

As a public event, the contest is widely commented upon by its various media partners. The organization of fringe events is aimed at promoting the best participants and developing contacts on the national and international levels.

3. Recruitment

One of the objectives of the contest is to make communication between companies and universities easier. In the case of companies sponsoring student teams or the registration of mixed teams, which consist of company employees and students/graduates, Global Management Challenge facilitates the selection and recruitment of young people. This is especially beneficial when searching for quality employees for entry positions or for an internship period.

Mentioning the GMC Finland, participants who move to the national stage could have close communications with the sponsors. They have a chance to take part in a round table discussion, to learn the ideas and leadership styles from those top managers.

4. Integration

Participants who are representatives from different roles of the game have an opportunity to observe closely the operational mechanisms of the entire company by interacting with each other. Besides, the team members have a common objective, which is the success of their virtual company, and are strongly motivated to work in a group. The integration and cooperation of the participants enables

a more efficient communication and information flow in their real company.

(Global Management Challenge 2011 ^[1c])

Also, participants could understand the market conditions in which they compete and customer satisfaction, in case to enhance their game-theory skill, they would become aware of the impact of their Decisions on the Organization itself, within an environment designed to encourage and develop teamwork.

4 CASE STUDY OF THE GMC IN FINLAND

4.1 The methods of research studies

The GMC questionnaire was conducted by the author on the internet in April 2010. 100 participants from 11 Finnish universities were invited to answer the survey and 61 of 100 receivers filled in the questionnaire. A high percentage of answering showed that the GMC game is considered an interesting topic for participants.

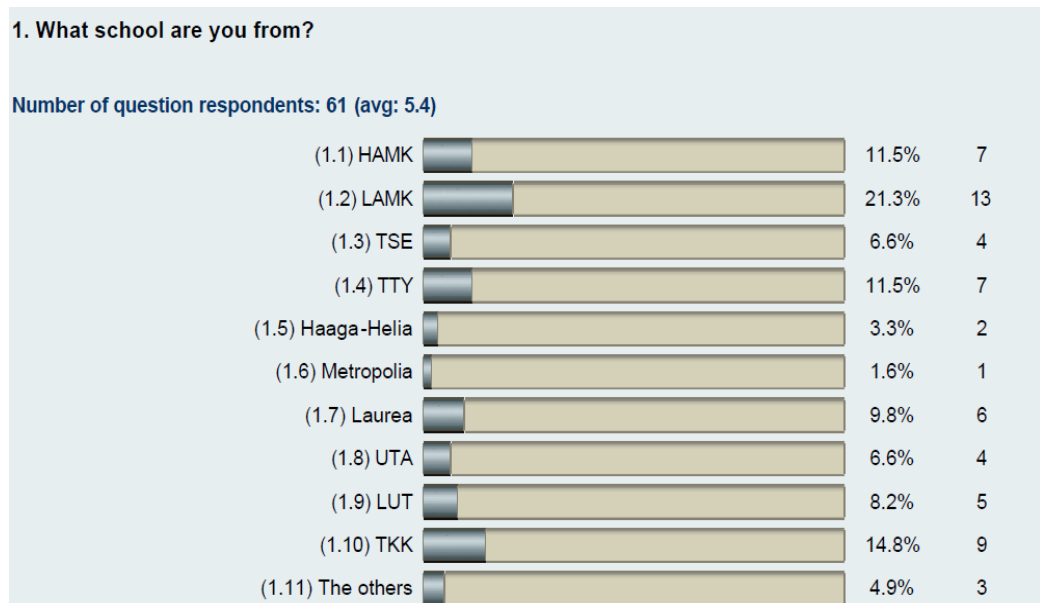


FIGURE 8. Participant schools

The GMC questionnaire consisted of 25 questions, and it was the key approach conducted in the study. Part 1 (Q1 to Q4) looked through general information related to every participant. Part 2 (Q5 to Q8) asked about their feelings and motivations for the GMC and how much time they had spent on this game. After that, part 3 (Q9 to Q12) asked about teamwork conditions, including the number of teammates, the role of each individual and possible conflicts during the competition. Afterwards, it came to part 4 (Q13 to Q18), the training and learning status during the competition. Following that, Part 5 (Q19 to Q21) made the comparisons between management games methods and traditional training methods (e.g. case studies). Finally, part 6 (Q22 to Q25) enquired participants' specific expectations from training and learning process of GMC, their achievements during the

competition and how it might help their future studies or careers.

4.2 Analysis and evaluation of the results

4.2.1 Overview information of participants

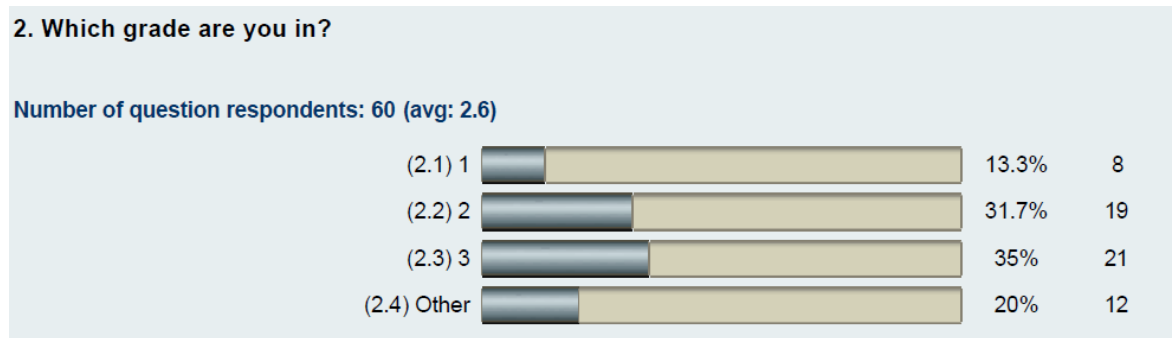


FIGURE 9. Grade of participants

Most of the participants are 2nd and 3rd year students, which made up 67% of the total number, while approximately only 13% are first year students. This might be due to their disadvantages of having less knowledge and skills to conquer the GMC. The remaining 20% are 4th and 5th year students.

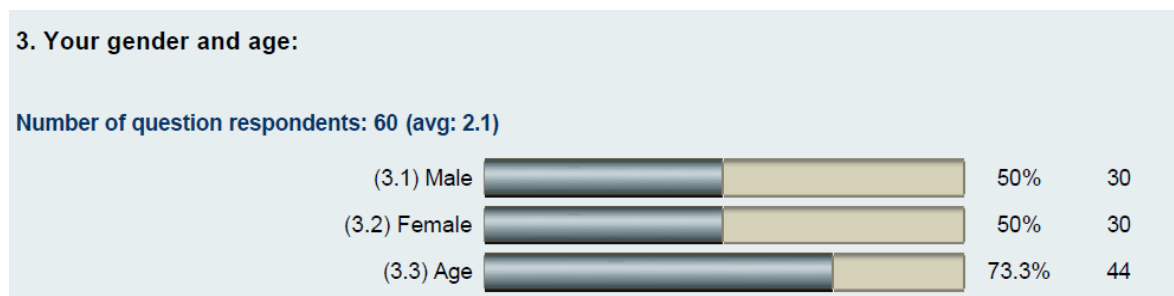


FIGURE 10. Gender and age of participants

In addition, among the 60 participants' responding, male and female students are of equal number. 44 people filled in their age, and the arithmetical mean of age is 21.7 years old.



FIGURE 11. Total time of participation

According to the data in the study, we could easily see that most students (91.8%) were 1st time participants in the GMC game. Combined with the above information: 40 participants (66.7% of total) were 2nd and 3rd year students, although 1st year students were not allowed to participate in this game; they still made up 13.3% of the total number. Most of the 1st year students only took part in the training rounds, first round and semi-final round in Finland, there were two members from a team in Lahti University who were 1st year students, when they won the semi-final round in their group in 2010, they were automatically disqualified for the Finnish final round. We do not go further with restrictive rules for 1st year students; though from this we could see how the GMC competition interests students, even for freshmen who had not yet acquired necessary deep-set business knowledge and skills. However due to the amount of experiences required, it is good for students to get familiar with this competition early in order to gain the necessary experiences for their future participation. Moreover, base on many other countries' previous practices, (e.g. China), 1st year students taking part in the GMC proved to not only helpful for their future participation, but also enhance their skills for business studies in coming years.

4.2.2 Motivation and feelings for the GMC

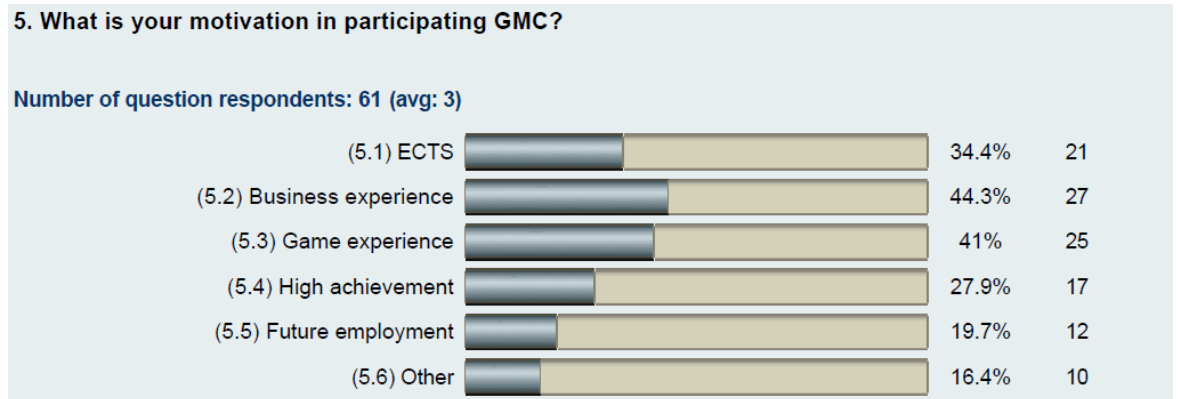


FIGURE 12. Motivation for students to participate in the GMC

The 3 most common reasons for students to participate in this game were to gain “Business experiences (44.3%)”, “Game experiences (41%)” and “school credits (34.4%)”, fewer students sought for higher further purposes such as: high achievement (27.9%) and future employment (19.7%), and 16.4% of the participants have other motivation to join the game, e.g. making friends, enjoyment of competitions, or improvement of strategic thinking.

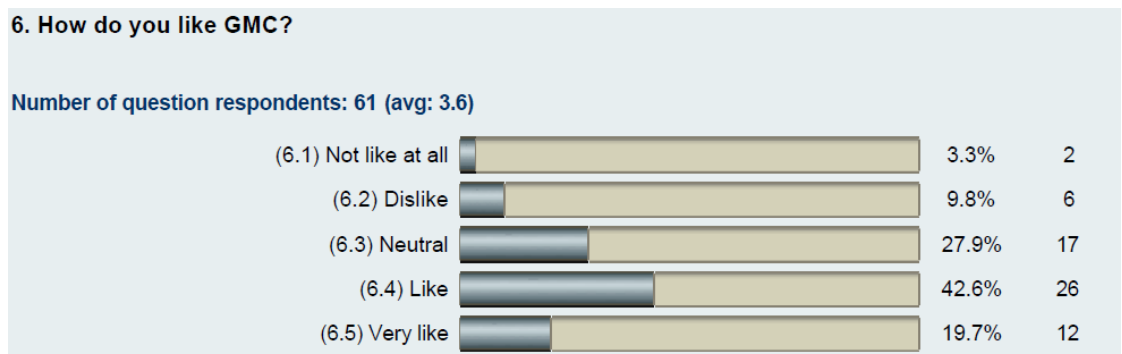


FIGURE 13. How do participants liked the GMC

The questionnaire shows that 62.3% of participants “like” or “very much like” the GMC game; on the contrast, only 13.1% of participants didn’t like it, which shows that the GMC is comparatively very interesting event or course in school studies.

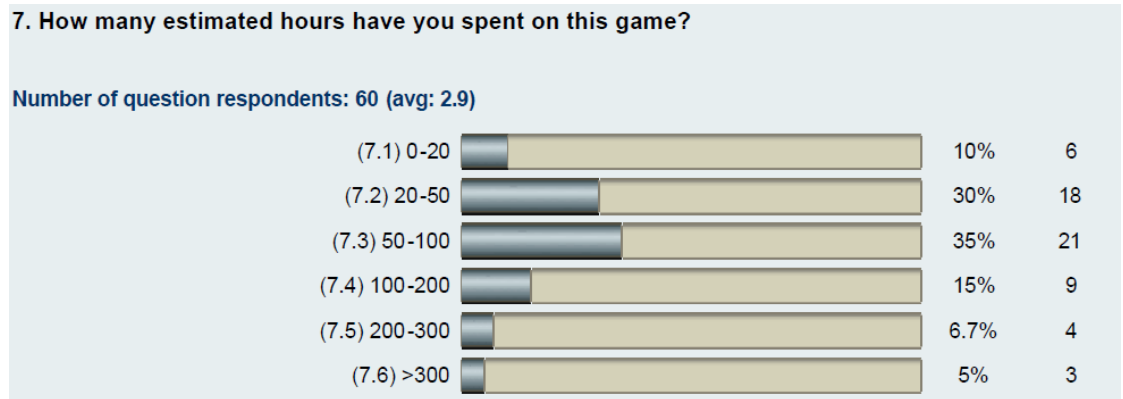


FIGURE 14. Total estimated study hours for the GMC

For the majority of them (65%), 20 to 100 hours was considered the appropriate amount of time to be spent on the game for the participants in Finland. However, there is a common sense in China (China is one of the leading countries at GMC competition) for the GMC players, players have to spend more than 100 hours to get familiar with the official manual, and they have to spend more than 200 hours to build up Excel modeling and study the GMC report by statistics method. Also, the author spent appropriately 350 hours in his first time participation to achieve the good result.

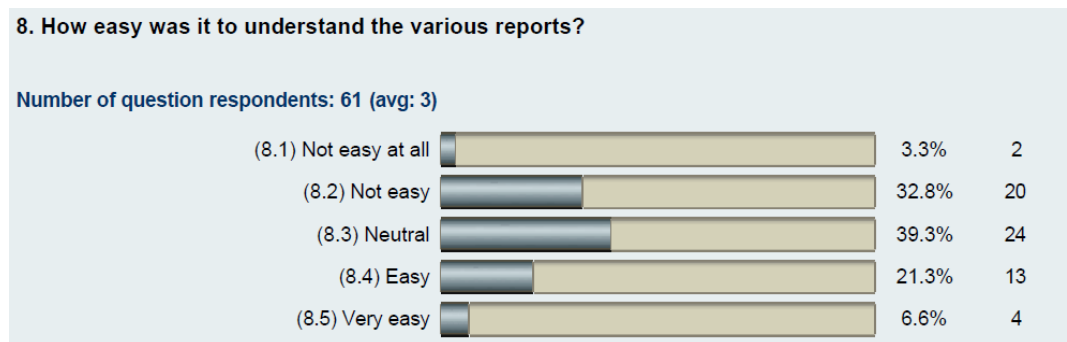


FIGURE 15. Difficulty of the GMC reports for students

Combining the studying time with the difficulty of understanding the GMC reports, obviously, the range of 20 to 100 hours is not enough for a good achievement because 72.1% of participants mentioned that it was “not easy” or “Neutral” to understand the various reports, not mentioning to do well in analyzing and decision making in a competition environment.

4.2.3 Teamwork conditions

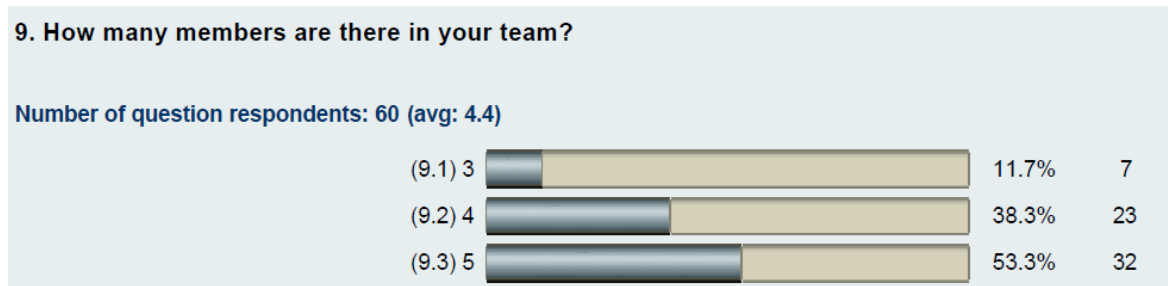


FIGURE 16. Numbers of members in a team

Finnish GMC organization requires a team with 3 to 5 members, the survey indicated that nearly 90% of the teams had 4 or 5 members; therefore, it is possible for them to have different division of roles to play.

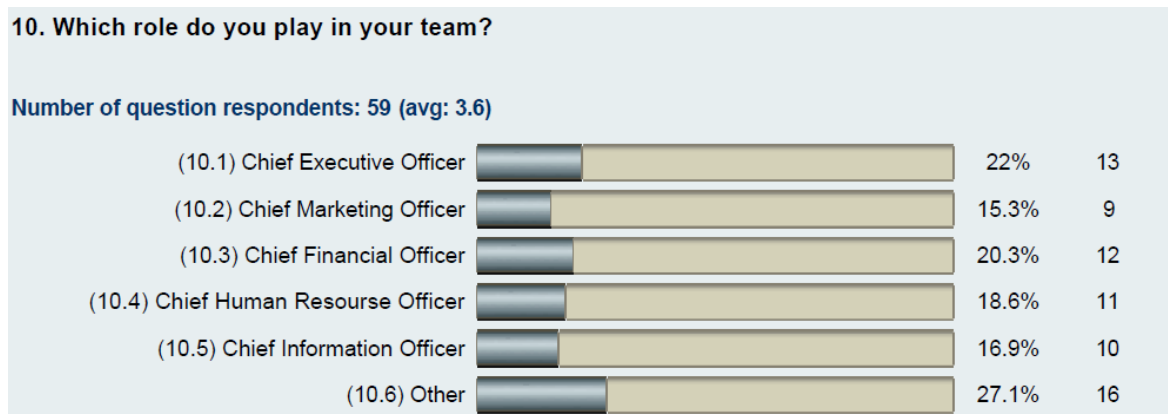


FIGURE 17. Roles in a team

The questionnaire shows that the participants almost equally played the roles of Chief Executive Officer (22%), Chief Marketing Officer (15.3%), Chief Financial Officer (20.3%), Chief Human Resource Officer (18.6%), or Chief Information Officer (16.9%). Whereas 8 people in “other” answers (13.1% of total) mentioned that there were no specific team roles in their teams, and 1 mentioned they had advanced level role for opponent analysis.

Why the distribution of the roles is so close? Do students tend to be more specific about one field of business or be more interested in coordinate business? This might be an interesting topic to research. The author presumed that when competition started, students might not have much idea about the game, and they might discuss

to choose different roles among the most common 5 roles in the upper figure. Actually, for the GMC game itself, it is reasonable to have roles like opponent analysis, especially the GMC is a game played in the perfect competition environment, which opponents could have significant effect to others.

Question 11. If you have team conflicts in making the decisions, how could you solve it? (answers in appendices)

By categorizing the answers, basically there were three types of solutions:

TABLE 7: Statistics of three types of solution towards team conflict

Type of solutions	Answers
Discussion	3, 4, 5, 7, 8, 13, 15, 16, 17, 19, 20, 22, 25, 26, 27, 28, 29, 30, 31, 34, 35, 37, 38, 42, 43
Vote	2, 9, 11, 18, 21, 23, 33, 36
Leadership	1, 6, 10, 12, 14, 39
Invalid answers	24, 32, 38, 40

Firstly, students wanted to explain their own opinions, tried to find the best solutions to convince others. The team discusses and negotiates the entire process and tries to come up with an acceptable decision. Sometime the result of debate came to even, some of the students would like to use “rock, paper, scissor” method to solve it. Secondly, many students choose to vote for it democratically, the relationship between discussion and vote is, normally vote was done after the discussion, when results were not negotiable, vote seemed more reasonable. Thirdly, in a few teams, some team members had prestige or authority to make the final decisions, and a few responders mentioned that they would like to rely on their team leaders.

Question 12. Did you or your teammates encounter any problems during the competition? If so, please describe the problems. (answers in appendices)

The participants pointed out their problems during the competition: several of them had difficulties with handling the varied schedules, which made it difficult to arrange group meetings to study GMC together. They mentioned that the GMC is intricate and it was difficult to follow the manual and make the suitable decisions. Some teams had troubles with cross culture issues when they were making decisions, and they found this particularly hard to resolve. There were some

common phenomena, e.g. some participants talked about when they made a mistake, they would have felt guilty to other team members, and then lost confidence. In some teams, the lack of time or motivation in some members caused certain difficulties for others.

4.2.4 Training and learning during the competition.

From the training and learning part of the questionnaire, we can see that only 22% of the students were “satisfied” or “very satisfied” with their school training programs, the satisfactory rate is quite low and the schools offered little experience, but the GMC was only launched in Finland 2 years ago, it is reasonable that each party is lacking of experience, because the GMC competition requires a large amount of report analysis, by doing the statistics analysis, then it is possible to figure out what are the suitable decisions for marginal profit.

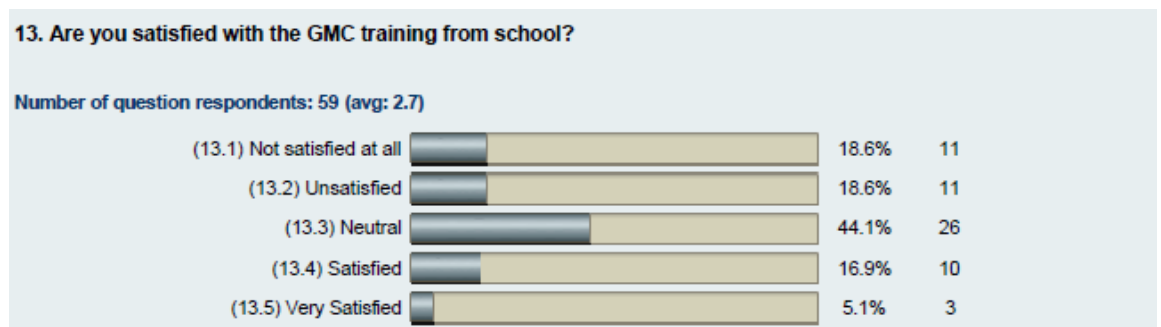


FIGURE 18. Satisfactory level of the GMC training from school

Some participants just does the GMC by imagination, e.g. someone find out NAFTA area has poor business, then they decide to close the market immediately which causes a lot of problems, like the damage to company image, the production operation level is not high enough, or totally miss the profit from the NAFTA area.

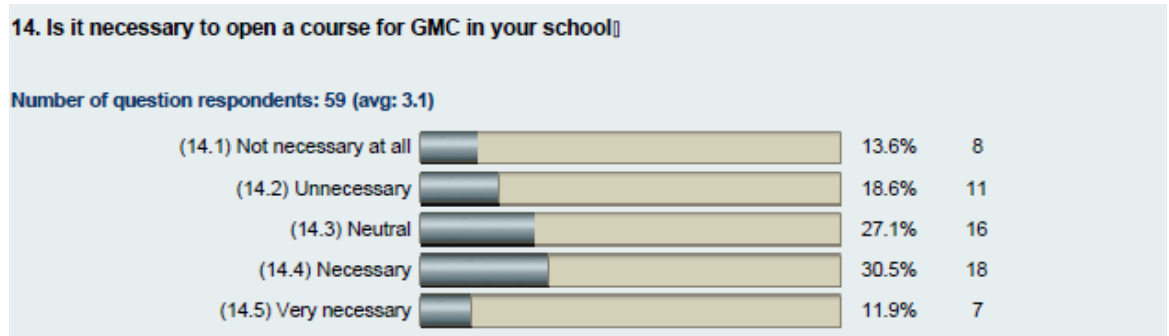


FIGURE19. Necessity of opening a GMC course

Approximately only 30% of the students believed that it was unnecessary to open a course for the GMC, for the majority of students, they held the attitude of “Neutral” or “Necessary”, not too strong supported. The percentage of students assumed the “not necessary at all” (13.6%) actually is higher than “very necessary” (11.9%).

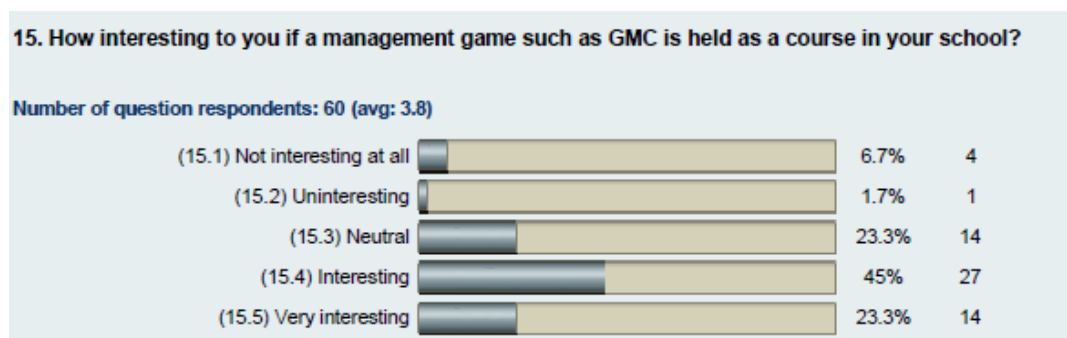


FIGURE 20. Interest in a GMC course

Correspondingly, only 8% students thought it would not be interesting to have a GMC course at school. Apparently, most students were looking for or already doing a GMC training course in school. More students believed it would be “very interesting” (22.3%) than “Not interesting at all” (6.7%). Compares to the upper analysis, although there were more students thought a GMC course would be “not necessary at all” than “very necessary”, but if the course does exist, it would be still very interesting even for many of those who thought the course is “not necessary at all”, because the percentage of “very interesting” is 3 times higher than “not interesting at all” while the percentage of “not necessary” and “very necessary” almost stayed the same.

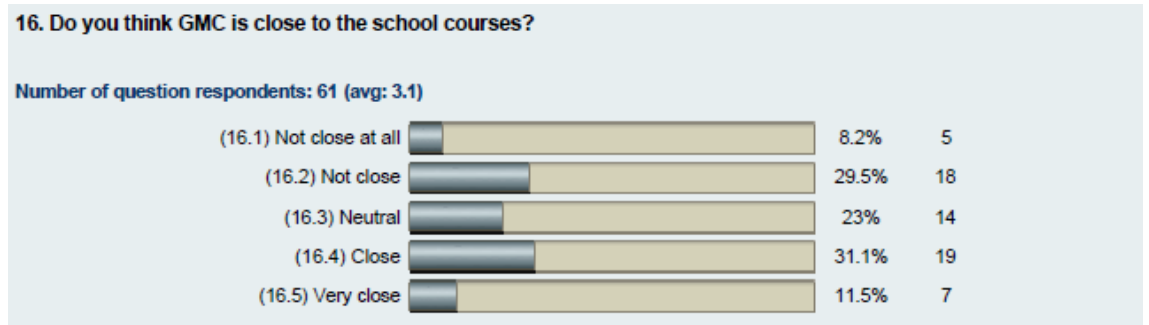


FIGURE 21. How the GMC competition related to school courses

Furthermore, only 37.7% of students believed that the GMC competition is not close to school courses, and 42.6% of students thought it is “close” or “very close” to school courses.

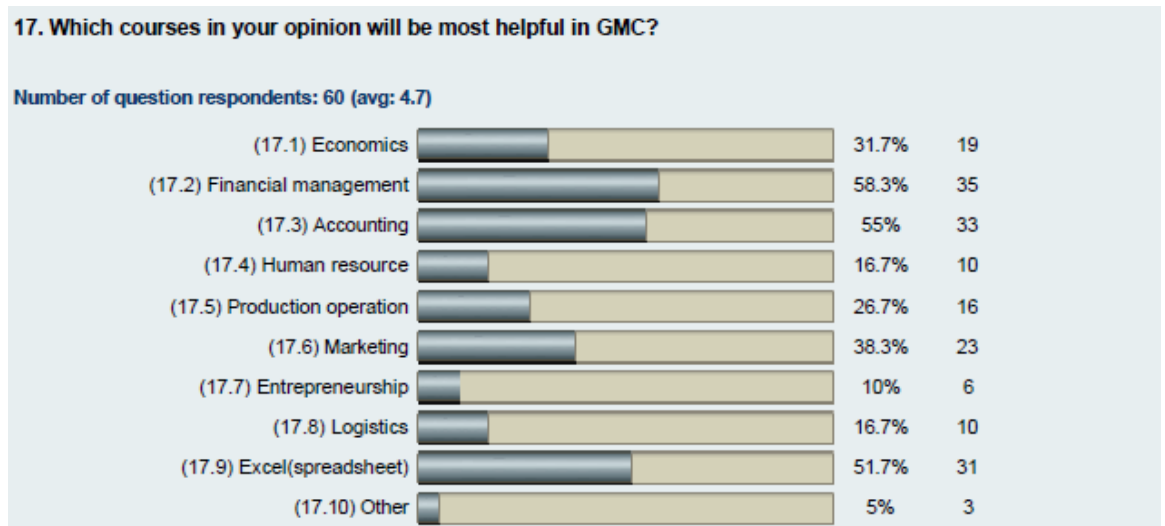


FIGURE 22. Most helpful courses for the GMC

Among all the courses, students found that “Financial Management”(58.3%), “Accounting” (55%), “Excel” (51.7%), “Marketing (38.3%)”, “Economics (31.7%)” were the 5 most helpful courses, a minority of students showed that they had interest in learning market and competitors analysis.

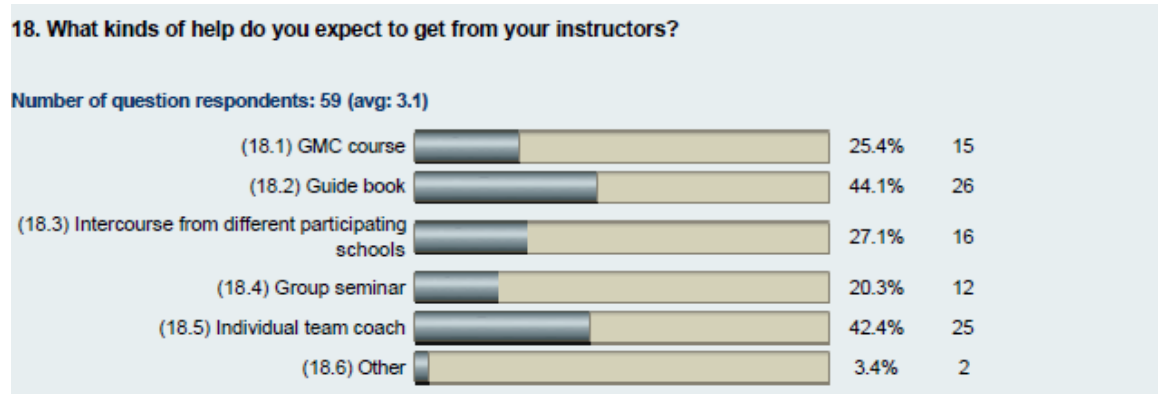


FIGURE 23. Expected type of instructions

The survey shows that beside a GMC course (25.4%), students had more interest in Guide book (44.1%) and individual team coaching (42.4%). Approximately 27% of students wanted to have intercours between different participated schools (27.1%) and 20.3% of students were seeking for group seminar.

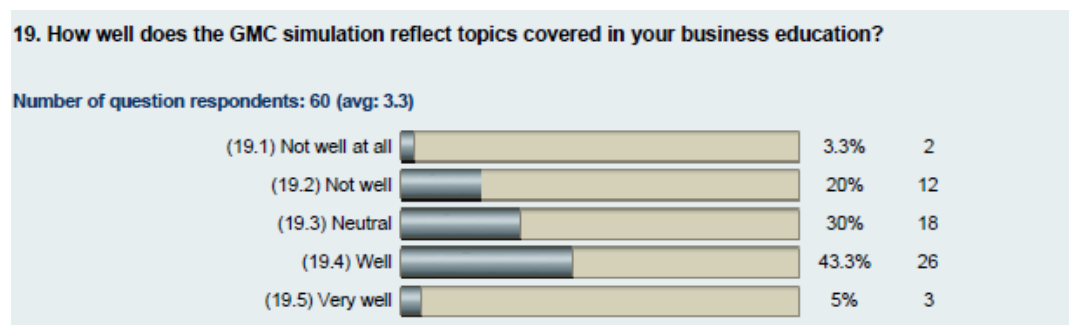


FIGURE 24. How the GMC reflected business education

The questionnaire shows that no more than 23.3% students considered the GMC simulation as “not well” or “not well at all” to topics covered in their reflected business education, which proves that for most of students, they could through the GMC game is an effective way to train and learn business knowledge and skills .

Question 20. How do you see the differences of simulation game method compared to traditional methods such as case studies? Which one is more effective in learning business skill? (answers in appendices)

Some respondents gave the direct answers to which training method is more effective:

TABLE 8: Statistics of direct answers toward training method

Type of training method	Answers
Simulation games	1, 7, 9, 10, 14, 15, 30, 32, 36, 38
Case studies	3, 6, 8, 11, 20, 22, 24, 26, 34

When students made the comparison between management game methods (e.g. the GMC) and traditional methods (e.g. case studies), they had the following opinions:

1. Simulation method is more effective; it provides kinesthetic way of learning and is realistic and more complex than traditional method. Also, simulation is more involving and dynamic, however, more demanding and competitive.
2. The GMC is just a game with limited ideas; it is related too much to mathematics calculating.
3. The GMC is quite complex and has to be dealt with intensively, and it emphasises strongly the knowledge about the dynamics of the game itself. If students wish to apply their knowledge without using any manuals, rules, etc. they should choose case studies method.
4. The problem with simulations is that it all depends on how good the simulation is, how well it reflects the real world. If it is at low level it wouldn't be of much help at all. However a good simulation is ultimately the best way to test students' knowledge and help them learn more.
5. More feedback will be given from simulations and the processes iterative. Case studies offer only one solution whereas in simulations one can experiment more and learn from the feedback. Both methods have their strengths and weaknesses and applied in teaching different aspects of business, however, for most of students, case studies seem to rely more on real business settings.
6. Some students mentioned that though business games are more interesting and experience than case studies, they prefer case studies more because they relied on real business world.
7. Some students (e.g. answer 20) believed simulation games overly depend on other participants' decisions, so it is not possible to see the real learning outcomes, while some students (e.g. answer 30) believed the results could be got after the decisions, they could learn more through the dynamic of the games.

Question 21. How do you see the advantages and disadvantages of using management games for learning business skills in schools? (answers in appendices)

The advantages for students are: management games are interesting, useful and dynamic, enlarge their business knowledge and skills, games provide them a safe environment, they could put theory into practice and combine study with lively activities, they could gain confidence after achieving good results.

The disadvantages in their opinions are: management games are time and energy consuming, yet still quite different from real world situation. The competition is always under a perfect competition environment and they are restricted by format. The GMC game is too much relied on Excel skill, there is always a method to solve the numbers in mathematics way. Besides, economics and financial sectors take bigger part than marketing and logistics sectors which is not very balanced for business studies. Last but not least, it is very difficult to evaluate individual's performance during the competition.

Question 22. Do you have specific expectation from school in training and learning process of GMC? If you have, please describe it. (answers in appendices)

A remarkable point was mentioned in the survey: to build up a strong team for the GMC, the school needs a tutor who is highly experienced and is familiar with the game. For most of students, they hoped to get the GMC courses or tutoring from school. On the other hand, a few students do not want any training from school. Some of them thought they should learn the game by themselves, choosing the most effective method and enhance their own skill and knowledge; the others thought the competition should be between students from different schools, not between schools and teachers.

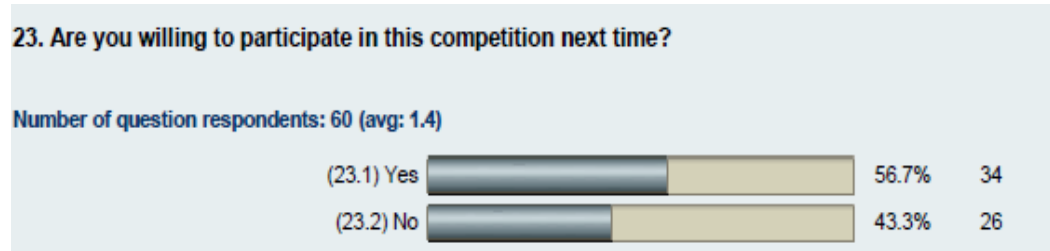


FIGURE 25. Willingness to participate in the GMC again

The statistics shows that more than half of the participants are willing to participate in GMC again. It proves that the GMC is still attractive for at least half of the participants.

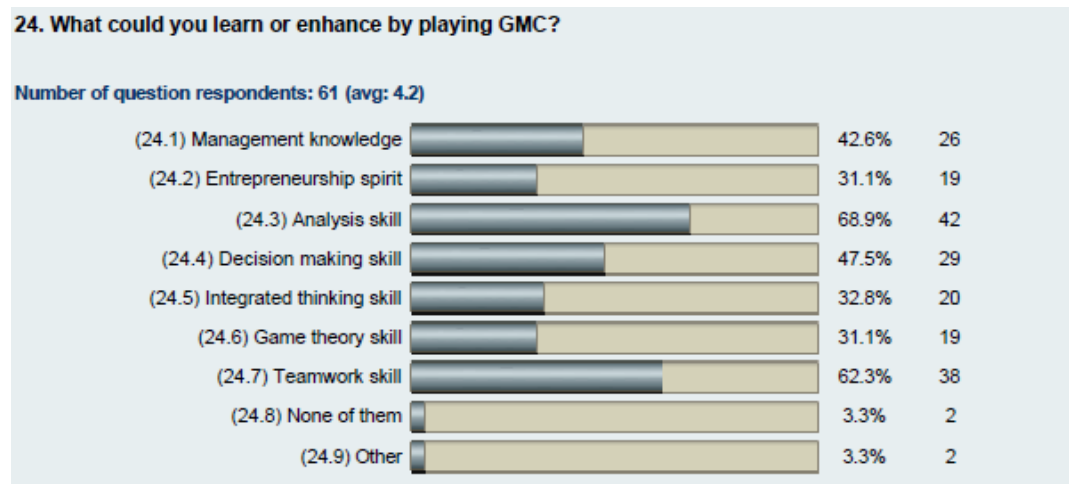


FIGURE 26. What students enhanced by participating in the GMC

Students confirmed that by playing GMC, they developed a lot of skills and knowledge, especially in analyzing skills (68.9%), teamwork skills (62.3%), decision making skills (47.5%) and management knowledge (42.6%), followed by entrepreneurship spirit (31.1%) and game theory skills (31.1%).

Question 25. How could GMC help your future studies or career? (answers in appendices)

When asked about how the GMC could help their future studies or career, students mentioned:

- Gets a chance to stand at the top manager perspective of view, which is very

important experience for their future career.

- Helps them establish a global consciousness and make more decisive and considerable decisions
- Practices logic thinking, develops analytical thinking
- Enhance knowledge and skills, especially Excel modeling skills
- Gain confidence and self-esteem
- It will be helpful to get a good job
- Training of teamwork, learning to cooperate with teammates
- Offered a good basis for entrepreneurship skill in general
- The GMC could replace some individual courses at school, or at least make it easier to learn those courses in the future

5 CONCLUSION AND RECOMMENDATION OF THE GMC FUTURE TRAINING PROGRAMME IN FINLAND

5.1 Findings

Research Question 1. How different kinds of games are used worldwide in learning business skills.

The author found out that business games, as a training method, provide a balance between theory and practice and offer students the opportunity to be actively involved in the education and training process, to create an active learning outcome. Different kinds of management games/competitions could help students practice different business skills, for example GMC could help students more with simulated decision making skills and NIBS case competition help students in case studies and presentation skills.

Research Question 2. The training and learning experiences of three parties: the schools, the students and the GMC organization participating in the GMC competition of Finland.

Overall, the participants' evaluations are very positive. It can be summarized that: the game was interesting for them; they were actively involved; the game helped them understand theories; they were motivated to think and they got the chance to apply theory to practice. The benefits are clear: students who are highly motivated and involved would gain better ability to connect theoretical learning to real world situations. While playing under the risk free environment of the GMC game, students had a chance to stand at top manager perspective and to receive immediate feedback on their decisions. At the same time, it helped enhance business knowledge and abilities as well as train teamwork skills and leadership.

However, the history of the GMC in Finland is too short, there exists no official training programme or guide book, Finnish schools do not have enough resources to hold an appropriate and effective training programme for students, and students were not satisfied with the training programme from school and the GMC organization as well.

The GMC Finland organization found some large Finnish enterprises to be their sponsors, this was not only very helpful for popularizing the GMC game in Finland, but also useful for students who participated in the final GMC competition in Finland. The participants could get a chance to have a round-table discussion with the top managers; the winning team players could get rewards and moreover, chances to work in those companies. On the other hand, the GMC Finland organization restricted 1st year students from participating. In the author's opinion, this would have an adverse effect on the development of GMC participation in Finland, because it would be more difficult to accumulate the experiences from a smaller participants group.

For most students, the GMC is interesting, although difficult to learn and to understand. During the competition, students were more likely to enjoy the business experiences and game experiences rather than high achievement in the game and future employment. Because of the lack of inspiration, most students were not willing to spend much time on this game; they only expected the fun of the game and the school credits. As a consequence, the students' skills were likely to remain at the lower level.

Based on the answers of questionnaires, it could be concluded that the advantages and disadvantages of the GMC game were as follows:

TABLE 9. Advantages and disadvantages of the GMC game based on feedback

Advantages	Disadvantages
Interesting & useful	Restricted by format
Active learning	Difficult to evaluate individual students' performance
Training business skills	Time and energy consuming
Enlarge the knowledge of management	Unreal
Learn business world before start to work	GMC is too much of "management by excel"
Put theory into practice and combine study with lively activities	Game is a game, many differences between reality and simulation
Dynamics and leisure of game experience	Simplified version, perfect competition environment

Enhance analyzing skills	Always a method to solve the numbers in mathematical way
Gain confident after mastering the game	Economics and financial take bigger part than marketing and logistics

A majority of students were looking for more help from school training programmes, while a minority of students held different opinions. They believed the competition should be between students, not schools or teachers. If one school has a teacher who is more professional in the GMC training, the competition result would be quite unjust. Meanwhile, some first time participants complained that it is not fair for them to compete with second year participants. More than half of students requested an official GMC training course as so far they weren't satisfied with the schools' training.

5.2 Suggestions for future training programmes

Firstly, in the author's opinion, first year students should not be prohibited from participating in the competition. The schools and the GMC organization will lose a lot of resources to study the GMC game. On the other hand, although first year students are short of business knowledge and skills, they might have high aspiration to learn. In a way, this also helps their school studies. When moved to the 2nd year of their study, they might have acquired good skills and experiences from the GMC game.

Secondly, if it is possible, the school should encourage students to gather together, to share their knowledge and reports. Teachers could lead students to analysis in the GMC course, which would be fair to every student.

Thirdly, Excel modeling plays quite an important role in this competition, based on the author's experience. When he participated in the GMC for the first time, it is very difficult to understand the relationship between different formulas and very difficult to control the balance of different business sectors. However, after he spent more than 200 hours conquering the GMC modeling template, all the data from different sectors became related. Therefore, the author proposes that teachers from

the schools should build up a useful template for themselves, to understand the GMC game deeper. In this way, they could coach students more effectively.

Lastly, it is reasonable to suggest that the Organization or schools should offer the winner more rewards, best in cash. It always stimulates people's interests and competition spirit, and more students will have higher expectations and achievement.

5.3 Future research suggestions

The GMC at the moment is still more related to quantitative skill, which is one of the reasons some participants in Finland thought the GMC is interesting but eventually a mathematics game. No matter it is true or not, the schools could use this to help the students benefit and learn more from management games, to balance their skills and help them becoming all-rounders.

As the GMC requires a lot of experience, schools must address the question of designing their training programme in order to make every participant feel the atmosphere of "fairness".

Last but not least, is that possible to combine the GMC course with other business studies courses? Are there ways to mix different courses together and make them easier for students to understand?

6 SUMMARY

The objectives of the thesis is to find out how different games are used for helping the students train their business skills, what are the advantages and disadvantages of using games as training method, how it related to school studies. By deeply analyzing the GMC Finland, the author tried to find out the way to develop an appropriate training program for coming years, in order to help students learn business skills and achieve good results in the competition.

The qualitative method is employed in the whole thesis. The author used a deductive method to analyse different resources. Additionally, the author used Webropol method to do the questionnaire research. The total number of questionnaires sent out were 100, and 61 of them were responded to.

This thesis studied from the concept of business skills to the learning process, then discuss in business skills studies through different training methods, to make a comparison between different training methods especially business games and case studies.

Following that, the paper focused on active learning from business games, by studying different business games worldwide. The author found out the characteristics of the business games and how they are related to school studies.

Finally, the author carefully analyzed the questionnaire, studied different opinions of participants, and gave the findings and suggestions for future training programmes.

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APPENDICES

GMC Questionnaire:

1) What school are you from?

- HAMK LAMK TSE TTY Haaga-Helia Metropolia
 Laurea UTA LUT TKK The others

2) Which grade are you in?

- 1 2 3 Other

3) Your gender and age:

- Male Female Age

4) How many times have you participated in GMC in Finland?

- 1 2

5) What is your motivation in participating GMC?

- ECTS Business experience Game experience
 High achievement Future employment Other

6) How do you like GMC?

- Not like at all Dislike Neutral Like Very like

7) How many estimated hours have you spent on this game?

- 0-20 20-50 50-100
 100-200 200-300 >300

8) How easy was it to understand the various reports?

- Not easy at all Not easy Neutral Easy Very easy

9) How many members are there in your team?

- 3 4 5

10) Which role do you play in your team?

- Chief Executive Officer Chief Marketing Officer Chief Financial Officer
 Chief Human Resource Officer Chief Information Officer Other

11) If you have team conflicts in making the decisions, how could you solve it?

12) Did you or your teammates encounter any problems during the competition? If so, please describe the problem(s)?

13) Are you satisfied with the GMC training from school?

- Not satisfied at all Unsatisfied Neutral Satisfied Very Satisfied

14) Is it necessary to open a course for GMC in your school?

- Not necessary at all Unnecessary Neural Necessary Very necessary

15) How interesting to you if a management game such as GMC is held as a course in your school?

- Not interesting at all Uninteresting Neutral Interesting Very interesting

16) Do you think GMC is close to the school courses?

- Not close at all Not close Neutral Close Very close

17) Which courses in your opinion will be most helpful in GMC?

- Economics Financial management Accounting Human resource

- Marketing Excel(Spreadsheet) Logistics Entrepreneurship
 Production operation Other

18) What kinds of help do you expect to get from your instructors?

- GMC course Guide book Intercourse from different participating schools
 Group seminar Individual team coach Other

19) How well does the GMC simulation reflect topics covered in your business education?

- Not well at all Not well Neutral Well Very well

20) How do you see the differences of simulation game method compared to traditional methods such as case studies? Which one is more effective in learning business skills?

21) How do you see the advantages and disadvantages of using management games for learning business skills in schools?

22) Do you have specific expectation from school in training and learning process of GMC?

23) Are you willing to participate in this competition next time?

24) What could you learn or enhance by playing GMC?

- Management knowledge Entrepreneurship spirit Analysis skill
 Decision making skill Integrated thinking skill Game theory skill

- Teamwork skill None of them Other

25) How could GMC help your future studies or career?

Answers to the open questions of the questionnaire:

11. If you have team conflicts in making the decisions, how could you solve it?

1. I have absolute right to make the final decision, but it will be also great to discuss with teammates patiently. (-28524382)
2. I would listen to the other members' opinion, then let us vote for the best one. (-28524957)
3. I might compromise but I won't give up (-28538229)
4. compromise (-28538786)
5. I will make the final decision according to my teammates' ideas. (-28539304)
6. personal charm (-28539152)
7. I will talk about my ideas with others, and we make a best decision together. (-28538767)
8. we expressed our own ideas in order to make a compromise (-28539693)
9. we vote (-28540990)
10. listen to the leader (-28542941)
11. vote (-28542978)
12. follow my team leader (-28542876)
13. Accept others' advice and have more discussions (-28542909)
14. NO conflict, because the team leader made the final decisions and they were more than reasonable and we trusted in him (-28547103)
15. discuss many times. Chose the best (-28579338)
16. First we would discuss the problem causing the conflict, then decide who is right and that's just the answer. (-28578356)
17. weigh the available options carefully and then make the final decision (-28585783)
18. We passed a vote (-28590155)
19. discuss with my teammates till we finally reach an agreement. (-28590725)
20. To make strong arguments based on facts (-28597588)
21. By voting democratically (-28597656)
22. It takes objectivity to resolve some conflict and we never personalize it. Whoever has a superior argument/reason would be accepted (-28598105)
23. Voting, good argumentation and reverse psychology (-28598740)
24. Group meeting (-28599238)
25. The one who could reason their opinions the best, usually gets his/hers decision through. So it's pretty much the one who can convince the others. (-28598779)
26. discussing (-28601637)
27. have a meeting and discuss (-28602660)
28. The one with the decision sheet chose what to write in the paper while others were arguing. (-28602717)
29. No conflicts after in-depth analysis of situation and thorough discussion. (-28602200)
30. We would talk it through. (-28603563)
31. We listened to arguments from both sides and tried to that way decide what is best to do. Usually that way the other side said that your way is better but if not a decision was made by that which had more support. (-28602273)
32. Well, it kind of depends on the type of conflict doesn't it. (-28605326)
33. Democratic voting (-28611681)
34. Try to explain more about my opinion, calm down and listen to other's opinions. (-28611602)
35. By reasoning and arguing. If there were two opposing ideas, we usually did something from between the two, if possible. (-28613860)
36. by voting (-28616873)
37. by negotiating. (-28628738)
38. No team conflict due to understanding between team members. (-28631042)
39. We had a team leader who had the ultimate power if we could not reach consensus. Sometimes we voted about decisions. Everybody could give grounds for their proposed solution. (-28652355)
40. Depends on cultural differences. (-28668133)
41. Negotiating the compromise. (-28679905)
42. analyse SWOT (-28682956)
43. We tried to negotiate differences out (-28627271)

Question 11. Team conflicts and solutions in decision making

12. Did you or your teammates encounter any problems during the competition? If so, please describe the problem(s)?

1. we always have difficulties in arrange group meeting, also GMC has conflict with our busy schedule. (-28524382)
2. The time is not good coordination (-28538229)
3. how to deal with the distribution (-28538786)
4. no (-28539304)
5. variables (-28539152)
6. we can not know how to forecast demand of market. (-28538767)
7. we sometimes put in a wrong number and thus lead a very bad result (-28539693)
8. the biggest problem is the strategy and understanding the history, and the stupidest problem is that we were disqualified T__T (-28540990)
9. it's difficult to find a time for all the member to work together. groupwork is considered very important but at the same time, very difficult to achieve. (-28542941)
10. no (-28542978)
11. No (-28542909)
12. Made a mistake, felt sorry to other members, lost confidence. (-28579338)
13. Of course. For example, it's difficult for the Chief Marketing Officer to decide how many machines we should buy in the first season. (-28578356)
14. some terms in the manual are explained in some ways which confuse me (-28585783)
15. Flexible measurement (-28590155)
16. How to analyse the strategy my competitors will use in the following. (-28590725)
17. We couldn't understand the fluctuation of the markets. The reports according to changes of markets were misleading! (-28597588)
18. No we didn't (-28597656)
19. One teammate left due to lack of motivation so we only had 4 members in the qualifiers (-28598740)
20. WTF! Why can people participate in this more than once!? That takes away the enjoyment from the firsttimers, who would like to start from the same line as others. You must be really desperate of participants to allow this! (-28599238)
21. Some problems with schedules. (-28602717)
22. The rules and the manual were a bit vague. (-28605326)
23. what kind of problems you mean? There is a problem in my team when we making the decisions, like the cross-culture issues. European and African, and being a Chinese, we just like neutral. (-28611602)
24. The registration system isn't very good. Also many of the rules weren't quite clear cut, so we had to assume a lot about how to interpret the rules and their implications. (-28613860)
25. we didnt always find answers for our proplems and the manual was sometimes bit unclear and confusing. (-28614508)
26. decision cinflicts (-28616873)
27. only some technical problems, some of them really annoying. (-28628738)
28. Lack of common time to make the decision (-28652355)
29. Yes, some team members were not able to adjust to the team work. Disagreements were not professionally discussed. My team had members from different parts of the world. It was very difficult to find balance, sometimes we just did not find it. (-28668133)
30. None other than the fact that most of us work full-time, and it wasn't acceptable that we have our phones off for the whole day, not even being reached by email. (-28679905)
31. formulas and strategies (-28682956)

Question 12. Encountered problems during competition

20. How do you see the differences of simulation game method compared to traditional methods such as case studies? Which one is more effective in learning business skills?

1. simulation game method is more effective and provides us more fun and learning by doing experiences which it helps us to learn more quickly. (-28524382)
2. Simulation game method is more realistic and more complex than traditional method. I'm not sure which one is more effective in learning business skills. Because each of them has their own advantage. We can learn different skills from them. (-28524957)
3. Simulated relatively low cost (-28538229)
4. I think both are important. (-28538786)
5. traditional methods because it is closer to our true lives. (-28539304)
6. case studies more close to the real world GMC just a game with limited ideas (-28539152)
7. simulation game give us more informations to make a decision, but we can not get more informations in case studies. I think simulation game is more effective. (-28538767)
8. the later one (-28539693)
9. the game is actually more interesting and more interactive, however more demanding and competitive, I personally prefer the simulation game (-28540990)
10. simulation game method (-28542978)
11. case studies (-28542876)
12. Depending on the simulation game. GMC is very complex which means you have to deal with it very very intensively, but if you want to apply your knowledge without using any manuals, rules, etc. you should rather choose case studies, as it is more focussed on analysing and interpreting texts and tables, whereas in the GMC you first have to study all kind of material and learn it by heart and prepare spreadsheet to be prepared to a certain level. Case studies can be applied more easily without big preparations, just knowledge about business is enough. (-28547103)
13. simulation game method is more interesting than traditional methods. But the later is more effective. I think. (-28579338)
14. The former is more interesting and exciting. It can inspire the participants more effectively. (-28578356)
15. simulation game method compared (-28590155)
16. simulation game is just a game, it has a lot of fun. However traditional methods is more effective in learning business skills (-28590725)
17. GMC is only calculating, nothing else (-28597588)
18. I think case studies are more better and closer to accurate. Simulators are computer programme and the error percentage are much more higher. (-28598105)
19. The GMC simulation was too short to construct a proper opinion on the matter. (-28598740)
20. Case studies are better. (-28599238)
21. Hard to say. Simulation game is definitely more enjoyable. (-28598779)
22. I prefer case studies, when you can try to solve it and find a conclusion by yourself, with the help of your teacher or classmates probably, but the simulation game wasn't so teaching cause it was really hard to understand and the introduction of the game wasn't enough. (-28600768)
23. both are important (-28601637)
24. I prefer case studies. Simulations are perhaps fun and different, but the results are so dependent from others that it is impossible to see the real results of learning. (-28602717)
25. In theory, game method would be better because it is more involving and dynamic. However, GMC emphasises very strongly the knowledge about the dynamics of the game itself - not understanding about real life scenarios. This is even more so as there is no need to communicate the teams results (only numbers matter), the information concerning overall market and economic development is very limited and also it seemed that only a few of the simulations features were actually used in this year's games. Considering these limitations of GMC, GMC is an interesting experience but a well-constructed case study would probably teach more essential skills than ability to manage spreadsheets. (-28602200)
26. It depends on game. GMC I did not think was so good because there I did not understand the logic of the game so well. But in our university there has been some other simulation game too which was better. But I think that case studies are better than simulation games although games are funnier way to learn. (-28602273)
27. The problem with simulations is that it all depends on how good the simulation is. How well is it reflecting the real world. If it sucks it's not helping me to learn necessary skills. If the simulation is perfect then it would ultimately be the best way to test your knowledge and skills and learn more. (-28605326)
28. Simulation is very involving and fun way to learn (-28611681)
29. Cases are real and reflect to the real world - this game did not simulate true world well at all. (-28612375)
30. I think the simulation game method is better, because the participants can get the result after they made the decision, and also can learn more through this game, such as human intercourse. (-28611602)
31. Simulation is never a real life case, so human influence cannot be accurately incorporated in the game. (-28613860)
32. I think GMC kind of game-learning could be more interesting method to use for learning but at the moment it's not so well planned that it would overcome normal case studies. (-28614508)
33. simulation is good experience, but case studies are more effective (-28616873)
34. Case studies are preferred. (-28631042)
35. You get more feedback from simulations and the process is iterative. Case studies offer only one solution whereas in simulations one can experiment more and learn from the feedback. Both methods have their strengths and weaknesses and can be used to teach different aspects of business, but if I have to make a choice I would choose case studies as they are based on real business settings. (-28652355)
36. It takes time to understand GMC. But I see it more effective when it comes to boosting your analytical/strategical and entrepreneurial skills. (-28668133)
37. Case studies & simulators compliment each other, giving different insight. But no way would I consider GMC the better alternative of these two, since the simulator had nothing to do with presentation and social skills, which I consider most relevant in defining management. GMC is too much to do with only numbers and excel, which you are to know but only in addition. (-28679905)
38. game, because it's less boring and more interactive (-28682956)
39. I think both are needed. Cases teach you theory, games teach practice. (-28627271)

Question 20. Comparing business game with case studies in business studies

21. How do you see the advantages and disadvantages of using management games for learning business skills in schools?

1. advantages: interesting and useful, learning by doing disadvantages: difficult to evaluate students' performance, some students might just see it as a game and lack of motivate to achieve a good result. (-28524382)
2. Using management games for learning business skills in schools, on the positive side, it can increase our interest in learning business skills. On the negative side it takes more time and energy. (-28524957)
3. We need to practice (-28538229)
4. It's helpful of enhancing the students' own thinking and problems solving abilities. (-28538786)
5. using management games is more interesting, but not usefull. (-28539304)
6. advantage: interesting disadvantage: formalistic (-28539152)
7. management games let our know the management, but it is not really. (-28538767)
8. it can spark our interest in decision making and what influence our decision can lead makes me to think on all the side (-28539693)
9. disadvantages: it can be different from reality advantages: interesting, interactive and competitive (-28540990)
10. know how the real business goes, and it's like a training before going to work. (-28542978)
11. All foster our interest in business studies DI management games is time-consuming (-28542876)
12. don't know (-28579338)
13. Advantages: It can help us put theory into practice and combine studying with lively activities. Disadvantages: After all, game is the game. It couldn't simulate the real world exactly. There are many differences between them. (-28578356)
14. It takes too much time (-28590155)
15. when we participate in the management games, we don't have any financial risks in reality, so it's more enjoyable. But it includes little business skills in traditional ways. (-28590725)
16. To make action calculation (-28597588)
17. This game is too much "management by excel". We just make decisions of how much money and resources are allocated for example to production, but what happens behind those numbers are not taken into account at all. (-28597656)
18. Quite interesting and tasking. (-28598105)
19. Some might find management games too hard to understand and not be motivated to compete properly, but my personal opinion is that it's a useful learning tool. (-28598740)
20. - (-28599238)
21. a bit more practical (-28601637)
22. It is good way to demonstrate how many things affect each other. And it would be meaningful if these games would be played many times in a row so that people could try different tactics, otherwise it is just a waste of time. (-28602717)
23. Games are good because of their dynamics and the motivation resulting from competing with other teams. They also make it easy to learn some basic market dynamics. Downside is that because games are always simplified versions of real life, they should be communicated as such. Otherwise there is danger that some unrealistic methods applicable in a game but not in real life can be thought to be "excellent tactics" also in real life. (-28602200)
24. + Fun way of learning + Simulates the real business situation (or at least tries to) - Real business is never so logist as game have to be so that it works. - Only some beforehand said values that you can affect. (-28602273)
25. How do you define "management games"? I don't want to start guessing so I'm just not going to answer the question. (-28605326)
26. advantages are good (-28611681)
27. pro: can enhance the analysing skills, the business report is simulate as the current time. con: there is always a method to solve this numbers in math way. (-28611602)
28. Definite advantages can be seen in the use of Excel and also in understanding the level of interconnectivity in decision making. (-28613860)
29. GMC is mostly advantage in learning for economic and financial students but its not so much for use to marketing and communications student. Marketing clearly was not in big role in this game. Also game can be entertaining and competitive aspect of course is advantage of this learning method, but it can also be taken loosely just because its game and it is not in big part of students studies. (-28614508)
30. advantages: they teach how business works disadvantage: real situations might be a bit different than the game (-28616873)
31. Advantages are that students learn how decision in one part of the company affect other parts and what is unique is that they actually simulate competition. Also, they are good teamwork exercise. The games, however, are very limited and the effects of decision are too well known (compared to real life). Also, if the game is played competitively it is more of an Excel challenge and measures who has time to do most analysis. (-28652355)
32. I think it is a good way. No disadvantages. (-28668133)
33. An extremely good idea, mostly because students from different schools can all participate. But the competition should not be the only point, rather the learning process in order to even participate. (-28679905)
34. -Advantage: interesting and effective self-study Disadvantage: calculations are done by a machine, that's why it's unrealistic (-28682956)
35. Simulation is always simulation and sometimes the picture you get from it does not do good for your thinking. On the other hand from the game you can get more skills to analyze numbers quickly and effectively as well was training to build up effective excels. (-28689650)
36. Games take a lot of time. But after mastering a game, you get confidence in your skills (-28627271)

Question 21. Advantages and disadvantages of using management games

22. Do you have specific expectation from school in training and learning process of GMC? If you have, please describe it.

1. I hope to get more training from the principle of different courses which relates to GMC knowledge. (-28524382)
2. I hope our school can invite the person who have rich experience of participating in GMC to give us a speech. (-28524957)
3. YES (-28538229)
4. Yes (-28538786)
5. yes,GMC is a good game. (-28539304)
6. No (-28539152)
7. Do our best to get the good achievement. (-28538767)
8. of course (-28539693)
9. it would be better if we had tutors or guiders who have some knowledge of the game (-28540990)
10. no (-28542978)
11. To build up strong teams for GMC, the school needs a mentor who is 1000% familiar with the game. Otherwise there is no chance to compete with the other schools in the future. Even that our school had a very good start at the GMC last year, I still doubt that this success is going to be continued after about 2011. Our school still has a strong personality who knows about the game amazingly well, but as the time will pass it might be hard to find a team which is able to follow the great start. It is totally necessary, that we have a mentor who can teach the students properly. If this is not going to happen, there wont be any winnings in the future, as most students only see this as an elective course to get credits. (-28547103)
12. Yes.Our instructors want us to put theory into practice and gain some experience. (-28578356)
13. Individual team coach (-28590725)
14. NO! (-28597588)
15. No (-28598105)
16. No (-28598740)
17. - (-28599238)
18. no (-28601637)
19. I don't understand why schools should teach people how to play this game as it is a real competition? if it were just teaching method, then it would be reasonable. But is GMC is really thought in schools, is it then anymore a competition between students or is it between teachers and schools? (-28602717)
20. We had only practised rounds compulsory in our school and before that we could continue if we wanted but it was not necessary. If we decided to continue we were on our own. So because I did know this beforehand I did not have high expectations from our school. (-28602273)
21. No. (-28605326)
22. no need for training (-28611681)
23. no. (-28611602)
24. Schools should train more for GMC, currently atleast in our school the preparation for this game is not very well planned, we just jump into GMC practice rounds without much information of the game or how it should be played. Although I think our school did quite well in the game and have done also in past GMC games. (-28614508)
25. no (-28616873)
26. I don't think there should be any instructions from the school other than what is required to gain ECTS from taking part in GMC. The students should themselves find out how the game is played, what works and what does not - utilize the learnings from other business courses. (-28652355)
27. Support, a possibility to have a course or a coach would be great. (-28668133)
28. No, it is much better of if the schools don't coach teams too much but really let students themselves understand what GMC is all about. Perhaps a common tutorial or starting lecture would be great, but not too much advice on how to play; this should come out of one's own motivation to find out and understand the game. (-28679905)
29. more explanations for the situation and the strategies as well as the formulas used (-28682956)

Question 22. Specific expectation for the GMC training

25. How could GMC help your future studies or career?

1. we had tried to run a virtual company, but it relates to the reality, and we got a chance to standing at the top manager prospective of view which is a really precious experience for our future career. (-28524382)
2. Through participating in GMC,I recognize my learning target and understand the importance of taking full advantage of time. (-28524957)
3. Exercise my logic (-28538229)
4. Give me much confidence. (-28538786)
5. I have no ideas. (-28539304)
6. I'm not sure about it (-28539152)
7. It is helpfu for me to ger a good job. (-28538767)
8. of course . I just think it make me more sensible about business (-28539693)
9. enhance my knowledge and in business field (-28540990)
10. more knowledge of cooperating with others and more knowledge about decision making. (-28542978)
11. Develop my analytical thinking (-28542876)
12. Gaining broader knowledge about how the different business departments are working together in a reality-like environment. Gaining softskill by working in multicultural teams. Taking advantage of the reputation GMC has, when having attended the game. (-28547103)
13. It help me to establish a global consciousness and make me more decisive and considerable. (-28578356)
14. The truth and acted (-28590155)
15. it helps me recognize the importance of teamwork|| forces me to learn to cooperate with my teammate. (-28590725)
16. It can't! (-28597588)
17. With continuous participation, all skills required on the practical field can be learnt from GMC i.e Technical, Human and Analytical skills. (-28598105)
18. It gave me a good basis for entrepreneurship in general. (-28598740)
19. Just to get some experience on business management (-28598779)
20. GMC made me better understand the leading aspects of a company. (-28602660)
21. Nice reason to rehearse basic management mathematics and excel skills. (-28602200)
22. I don't know if this game did help at all. In that final dinner it was nice to contact also persons from companies and that might someday maybe be helpfull but from that game only I don't know did it help something. (-28602273)
23. In no way at all (-28612375)
24. enhance the ability of analysing skills, mathematic skills, and give us a good opportunity to meet people, which we can show our ability to the sponsors. (-28611602)
25. Well it clearly helps to analyse numbers and key points which you are given and of course decision making in your future assignments. (-28614508)
26. it gave me a good experience in management simulation and maybe prepared me little for real life management (-28616873)
27. Yes. (-28631042)
28. Almost all business studies include a business game course. GMC can be used to replace the individual courses in all schools. Also, some contacts to companies and other students can be made. (-28652355)
29. My self-esteem has grown more. (-28668133)
30. analysing skills (-28682956)
31. I can go back to the game in the future and think if the new skills would have helped our team in the competition. (-28627271)

Question 25. How the GMC could help students with their future study