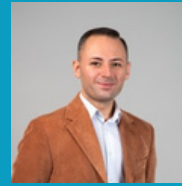


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Simulation: Cesim Global Challenge

1. In which program and semester do you use our business games?

We incorporate business games, specifically the Cesim Global Challenge, into our curriculum during the fall semester. This interactive learning experience is designed for all BBA3 students, regardless of their specialization. The participating specializations include Luxury, Finance, Communication, Sport, and Digital. These games provide a practical approach to understanding key business concepts and strategies, allowing students to apply their knowledge in a dynamic and competitive environment.

2. How many students are participating?

The students are categorized into various classes, each accommodating up to 50 participants. Every year, we successfully conduct the Business Simulation program for more than 220 students, providing them with an immersive and practical learning experience.

3. How many hours are allocated to the business game?

The simulation is an integral component of a Core Module, and it is crucial that it aligns with the designated number of synchronous hours allocated for all other courses within the curriculum. Specifically, this simulation consists of two main parts: Practice Rounds, which span 30 hours, and Real Rounds, also totaling 30 hours.

In our experience, we primarily work with undergraduate students who often lack prior exposure to simulations of this nature. This inexperience necessitates additional time and effort on our part to ensure that they fully grasp the concepts and procedures involved.

To facilitate their learning and comprehension, we typically assign tasks that revolve around a video presentation. In these presentations, students are required to articulate and justify the strategies they selected throughout the duration of the simulation. This assignment not only reinforces their understanding but also encourages them to reflect critically on their decision-making processes during both the Practice and Real Rounds. Overall, the combination of structured practice, real-time application, and reflective assignments aims to enhance students' learning outcomes and prepare them for future challenges.

4. What is the structure of the courses using the simulation?

The simulation is structured into two distinct parts to enhance the learning experience for the students.

The first part consists of three practice rounds. These initial rounds are designed to provide students with the opportunity to familiarize themselves with the platform and understand its functionalities. During this phase, which can sometimes extend over the span of one week, students have the flexibility to work from home at their own pace. This setup ensures that they can absorb the information and mechanics of the simulation thoroughly before engaging in more intensive activities.

The second part of the simulation comprises six effective rounds, which are completed over the course of two days. During this intensive segment, students participate in business games while physically present in the classroom. They are grouped into smaller teams of five to six individuals, fostering collaboration and teamwork. This interactive environment allows students to apply their knowledge in a practical setting, engage in strategic decision-making, and learn from their peers as they navigate the challenges presented in the simulation.

5. What educational goals are associated with using the business game?

In addressing educational objectives, our goals encompass more than merely employing Cesim simulations, which are primarily tailored for conducting financial analysis. One of the central aims of our approach is to enhance financial literacy among students. This competency is vital, as it empowers students to navigate and interpret numerical data with greater ease and confidence. We strive to impart the understanding that while manipulating numbers is often straightforward, the real challenge lies in discerning the underlying narratives and insights that those numbers convey. This critical aspect of understanding data is why we incorporate the simulation into the learning experience.

Additionally, we place great emphasis on the development of communication skills within a collaborative environment. In this context, each student is responsible for making informed individual decisions and then articulating those choices to their peers effectively. This requirement fosters a culture of negotiation, as the team must collaboratively evaluate and reach a consensus on the course of action to be undertaken. To facilitate this critical negotiation process, we appoint a team leader whose responsibility is to centralize all relevant information, ensuring that each team member's input is heard and integrated into the decision-making framework. This structured approach not only enhances teamwork but also prepares students for real-world scenarios where effective communication and collaboration are essential.

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6. What is the feedback from your students?

The feedback from the students regarding the activity has been overwhelmingly positive. They express a great sense of enjoyment and enthusiasm while participating, as it allows them to engage in the learning process through a unique and interactive approach. Many students frequently request additional rounds, typically aiming for a total of eight, which is a clear indication of their eagerness to deepen their involvement. This input is valuable, and we plan to take it into account when organizing similar activities next year.

Moreover, the Business Simulation aspect of the program plays a significant role in motivating the students. It not only fosters a sense of competition but also instills a feeling of accomplishment as they navigate challenges and make strategic decisions. They take pride in their achievements, especially when showcasing their successes to their peers, further enhancing their learning experience. This positive response reinforces the importance of incorporating such engaging methods into our curriculum.

7. How do the chosen business games fit the profile of the participants?

The business simulation encompasses a comprehensive range of topics that our students encounter throughout their academic journey, including finance, digital strategy, and marketing principles. This immersive simulation serves as a valuable tool for assessing and analyzing the competencies and skills of our students before they graduate from university.

By simulating real-world business scenarios, students are able to apply theoretical knowledge in a practical context, allowing educators to evaluate their readiness for the complexities of the business world. This systematic approach not only enhances their learning experience but also provides insights into areas where further development may be beneficial, ensuring that they are well-prepared to enter the workforce.

8. In a few words, what are the main reasons why you would recommend our solutions?

We believe the primary reason the simulation is effective is that it promotes a high level of interaction within the course. It's not just about acquiring knowledge; students can immediately apply what they learn. Additionally, it encourages teamwork and negotiation skills, which are essential in real-world situations.

The learning curve is also manageable. While the simulation can become complex when we explore various settings and adjust the numbers, the package provided by Cesim is well-prepared and user-friendly. It doesn't take much time to learn how to use it effectively, and the teacher interface supplies most of the information we need. These are the key reasons why we consider the simulation to be an effective learning tool.

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