

Developments In Business Simulation & Experiential Exercises, Volume 20,1993

THE DYNAMICS OF A PARTNERSHIP BETWEEN BUSINESS AND EDUCATION

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ABSTRACT

The management and administration of a provincial business simulation competition is, to say the least, a major undertaking. The undertaking requires a number of variables working together to form the net result of a change within; the high school students perception of a career path, the teacher advisor's perception of another extracurricular activity, the Manitoba Chamber of Commerce shift to provide the financing support, and myself, the gamesmaster, whose self motivation must never be perceived to slow down.

The Manitoba Youth Business Institute (MYBI) has successfully run such a competition for the past four years. There are 170 teams, over 700 students, and 75 teacher advisors who have now competed in the "Executive Games" for the opportunity to take home a thousand dollars for each student or \$4,000 for the four members of the winning team. The four second place team members receive \$500 each or \$2,000 and the third place team members receive \$250 each.

This paper outlines the issues faced by Brandon University, the Manitoba Chamber of Commerce and Manitoba's students and teachers. The procedures will be detailed below for any other province, state, territory or country to help in organizing a similar competition.

INTRODUCTION

Simulation games have been around for almost 30 years and for that time focused on exposing only university and college students. The Manitoba Youth Business Institute (MYBI) has utilized business simulation games for teaching the students in the high schools in Manitoba.

'Executive Game' was chosen because it brought in the reality of the changing age of technology. What will the impact of robotics have on the analysis of return on investment (ROI), more return on investment and setting goals or strategies to provide the best results?

In Table 1, "Executive Game" provided both students and teachers alike with the chance to learn by experiencing the business world without actually being in it. Students, working with teacher advisors, have come from high schools with over 500 grade 12 students to high schools with as few as 8 students (5 are on the team—one alternate). Their objectives for participating varied from the curious to the enthusiastic.

TABLE 1
TYPES OF LEARNING WHICH CAN BE SOUGHT
THROUGH PLAYING THE GAME

Awareness, Familiarity, Understanding

- A) Typical characteristics and uses of the business accounting system, both as a 'scorekeeper' indicating how well a firm is doing, and as a basis for management's striving toward improved performance.
- B) Typical basic business functions and their characteristics and interactions.
- C) The integrated wholeness of the firm, and the corresponding need for mutual consistency among decisions concerning the various business functions.
- D) Typical characteristics of the competitive environment, and their importance for the effective management of the firm.
- E) Critical economic variables such as business cycles and inflation.
- F) The need for planning as a basis for consistency and for avoiding outright mistakes.
- G) The value of analytic techniques for refining management decisions.
- H) The fundamental need to learn from experience in the business environment.
- I) The need to step back frequently from current crisis in order to attend to larger issues.

REFERENCES

Henshaw & Jackson (1990) Executive Game Homewood, IL: Irwin