

## « MASTER'S DEGREE 2 » LEVEL

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### **MENTION : MANAGEMENT ET COMMERCE INTERNATIONAL DISTINCTION: MANAGEMENT AND INTERNATIONAL TRADE**

PARCOURS : STRATEGIES & MANAGEMENT INTERNATIONAL ("SMI")  
CAREER: STRATEGIES AND INTERNATIONAL MANAGEMENT

### **BUSINESS GAMES**

#### **TEACHER :**

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#### **TEACHING OBJECTIVES**

The main objective of the course is to get a better understanding of real life business situations through different simulations. In order to be successful, students will have to take many elements into account: decision-making, human resources, finance, supply and demand, supply chain management, negotiating, communication, as well as ethics.

Students will also create a company in groups and write a business plan that will be submitted to a jury composed of other groups as well as the teacher.

#### **PREREQUISITE :**

None

#### **PLAN :**

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**Session 1:**

- Presenting the program
- Defining business games and their purpose
- Defining ethics and corporate social responsibility
- Predicting then looking at facts about Monopoly
- Playing Monopoly with different rules to get a different view of fairness and ethics
- Feedback: how did the different rules impact gameplay? How do they relate to real life situations?

**Session 2:**

- Gathering and studying facts about different countries from various economic backgrounds
- Dividing the students into groups representing different countries
- Playing "The Trading Game" where students will try to maximize profit using their countries' assets and negotiating with others
- Feedback: analyzing the results. How could the profits have been better? Were the situations fair? How does it reflect actual world economy?

**Session 3:**

- Explaining students what their company creation task will be. Create groups and discuss the different elements that have to be taken into account when starting a business.
- Give students some time to start thinking about their company - Define SCM (Supply Chain Management)
- Play the Beer Distribution Game to understand what difficulties and coordination problems the different actors of the supply chain face
- Analyze results: defining the bullwhip effect as well as its consequences, and get feedback from the students.

**Session 4:**

- Looking at the different elements of decision-making: data (linear regressions), ethics and corporate social responsibility, market trends, innovation....
- Studying the different impacts when making decisions
- Playing the Wall Street Game to see how decisions impact capital and profit
- Analyze results: why did some groups do much better than others? How did their decisions impact success?

**Session 5:**

- Q&A time for the company and its business plan.
- Give students time to discuss their projects according to the information they have just obtained.
- Prepare a mind map for company creation
- Play the Small Business Game and manage a company online
- Feedback on the game: what was difficult? What incidents could have been avoided?

**Session 6:**

- Handing in the Business Plan
- Presenting the group project using Powerpoint slides or other tools. Students will have to convince the jury to help finance their project. In order to do so, well-defined objectives, marketing strategies, organizational structure and sales forecasts will be mandatory. Juries will only be able to finance a few projects and thus, will have to vote for the most promising ones.
- Self-assessment for the company as well as the different games.

- **BIBLIOGRAPHIC ELEMENTS:**

*Please Read and watch the videos (when applicable) before each corresponding lesson.*

**Session 1:**

- First half of the page from : <https://goodmenproject.com/ethics-values/monopoly-almost-as-unfair-as-real-life/>
- <https://www.businesswire.com/news/home/20190910005160/en/Hasbro-Introduces-Ms.-Monopoly-%E2%80%93-Game-Franchise>
- <https://aeon.co/ideas/monopoly-was-invented-to-demonstrate-the-evils-of-capitalism>