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RESEARCH REPORT OF THE ANALYSIS ON ENTERPRISES SIMULATORS MC
DONALDS AND CEME

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Resumen

Esta investigación busca analizar 2 tycoons diferentes (Mc Donald's y CEME), tratando de identificar si estos cuentan con las 4 áreas más importantes en un empresa (Administración, mercadeo, finanzas y recursos humanos), también busca identificar las fortalezas y debilidades que tienen como simuladores gerenciales. Para poder testear los simuladores, se escogió un grupo de 4 estudiantes graduados en administración de empresas de universidades Colombianas, para que primero jugaran con los dos tycoons y luego ayudaran a resolver una encuesta donde hablan de las diferentes características de los mismos. Para analizar los juegos, se creó una matriz donde estos se analizaron detalladamente y se pudieron ver las características específicas de cada uno.

Existen simuladores gerenciales que se enfocan en una o tal vez dos áreas, pero los tycoons que se utilizaron para esta investigación tenían las 4 áreas, incluso se puede ver como los juegos tratan de capturar toda la esencia de una empresa, haciendo que el jugador sepa que podrá aprender bastante de él y que también lo ayudará a tener más experiencia antes de conocer la vida real en los negocios.

Palabras clave: Mc Donald's tycoon, CEME tycoon, Simuladores gerenciales, Análisis

Abstract

This research report wants to analyze two different tycoons (Mc Donald's and CEME), trying to identify if they cover the 4 most important areas of the enterprise (management, marketing, finances and human resources) also, look for the strengths and weaknesses they have as business simulators. For testing them, a group of 4 graduated Colombian students of business administration were chosen to play with both tycoons and then they help to solve a questionnaire answering about different features of the tycoons. In order to analyze the games, a matrix was created for a detailed analysis and to observe the specific characteristics of each one of the.

There are business simulators that are focus on 1 or maybe 2 specific areas, but the tycoons used in this research have the 4 areas, even the game try to capture all the essence of an enterprise, making the player know that he will learn a lot from the game and also helping him to have more experience before going to real business life.

Key words: Mc Donald's tycoon, CEME tycoon, Business simulators, analysis.

Introduction

The enterprise simulators are videogames that tries to imitate the reality of an enterprise, making the player feel part of the enterprise and, giving him a role within the enterprise, the most of the games has as a principal objective to be promoted and gain money so, the player in that virtual reality has to enforce all the concepts that he learned while studying and take wise decisions about the enterprise and the problem or situations they present. (Plata, 2008)

In this report two simulators are use to be analyze, Mc Donald's Tycoon and CEME Tycoon. Mc Donald's tycoon is based in the real enterprise but is not made by hem, it was created to make the students understand how an enterprise this big works, it is not just do hamburgers with soda, but it is a whole process behind those little things, beginning from the farm where the cows grow, then the factory where the meat is process, then the store where people buy their product, and finally the headquarters. (Mollendustria, 2006) The player has to manage all this different areas at the same time without forget anyone of those or otherwise he will have problem and will lose money and lose in the game.

On the other hand, there is the CEME tycoon, which main objective is also to gain money, but the technique of the game is different than in Mc Donald's.

CEME simulates to be a pizza place where the player has to manage from the place they are going to be, the people that are helping in the store, up to choose the price of each combo of pizza and soda. The game gives to the player 24 months to gain money by investing and using the resources as better as he can. If the player does not do the account correctly then he will lose. (ASEME Asociacion española de mujeres empresarias de madrid)

Doing the respective research and trying the tycoon games selected it was noticed that there are different kinds of simulators, because some of them represent a enterprise in all the aspects, but some others focuses in certain departments and help to develop specific skills of the students (González in Plata Bogoya, Morales Rubiano, & Arias Cante, 2009) in this case Mc Donald's simulator tries to have different areas which represents different aspects of what a business manager should handle but, the simulator forget little but important details in every process of

each area, those “little” details are important to the gamer because it allows him to take in account another aspects of management. In the same way CEME involves all the aspects about creating since the very beginning and managing a pizza place, but once the player click on simulate bottom the game does not allow to make or to take decisions when something is not going right. Later in this report you can find the descriptions of this problematic founded in detailed matrices.

According to this issue founded in the tycoon simulators, it was necessary to know, if the **tycoon games have the necessary features to simulate all the aspects of an enterprise within the game?** It could be **identify how the four areas of a company are represented on the simulators games**, but also is important to **analyze the strengths and weaknesses of every area on each game** and, finally **propose ways to improve the game**.

In order to fulfill these objectives, it was set a questionnaire to 4 business administration’s professionals (graduated in Colombian universities) who played the game before answering it, their opinion will be explain forward in this report. Also for complete the quantitative methodology the games was analyzed on matrices that explain in a detail way the strengths and weaknesses when playing.

This research report is contributing to a major investigation in ECCI University for the students of modern languages, but it is also helpful for those who objective is to investigate more about the enterprises simulators that now are improving with the time and being using in different areas for different learning reasons.

Theoretical framework

The body of this section will give the basic information about the most important meanings of concepts used in this research report. Going first through learning definitions, technology and kinds of technology related with learning and then connecting this information to the simulators definitions.

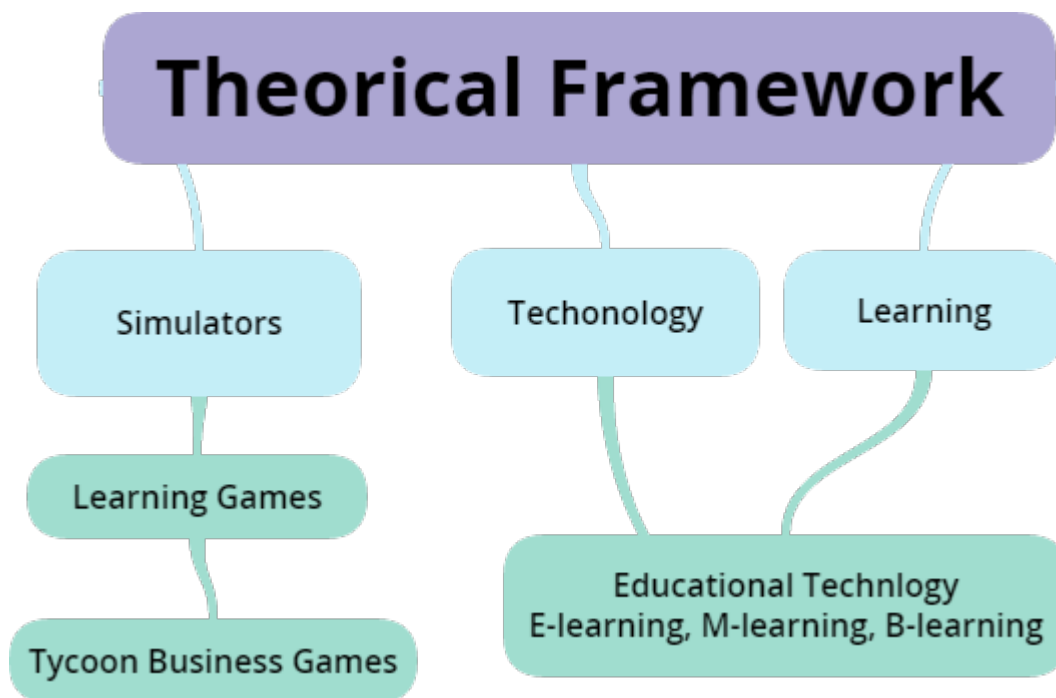


Figure 1. Main concepts used for this research.

Going from the general concepts and then to the specifics, it is necessary to begin with the first concept.

Learning:

According to the document (Learning – Definition, Theories, Principles, 2009) they said that “learning is the acquisition and development of memories and behaviors, including skills, knowledge understanding, values and wisdom. Is the product of experience of experience and the

goal of education”. Due to his definition it can be conclude that learning is the knowledge acquired by experience, where also the skills are developed depending of the situation the person is, like in the classroom, home or social environment and, as time passes learning has advanced thanks to technology and, nowadays these two have become one that work together making the experience of learning much interesting and updated.

Technology:

The art or technique that, through scientific knowledge applied in a logical and orderly, allows the manufacture of objects, artifacts, tools or instruments used to meet the needs of the individual or groups of people, whoever instrument or procedure used within the industry. (QUEES.LA , n.d)

Educational Technology:

Having explained the learning and technology concepts, now it is important to know the relationship between them: the educational technology is a systematic way to plan, implement and evaluate the whole process of teaching and learning in terms of specific objectives, in quantitative and qualitative results which, when reflected upon, moved to the decisions and actions to the next level of improvement in the endless quest to build new knowledge (Wheeler, n.d).

This is why, here the main three types of this mix between learning and technology are presented, as the main concepts used to this research report.

Electronic learning (E-learning): Is the learning that occurs online or electronically, is the physical separation between teachers and students, they can participate in courses through the network anywhere in the world using any computer in any time, making the learning something more close to every person in the world. When doing or receiving classes online, the methods of evaluation, activities, contents and communication between the participants or with the teacher or vice versa is totally available and easy.

Internet provides instant and unlimited access to a wealth of information and communication thus promoting collaboration, discussion, exchange of ideas, etc.

Mobile learning (M-learning): is the ability for a user to learn everywhere and at all times without a physical and permanent cable networks, connection, you can achieve learning through handheld devices or mobiles. The main feature is the separation distance between teacher-students. Another feature is that through access to internet, data processing and maintaining small-scale learning objects possible. For Keegan, D. (2006) the main features of M-Learning is allowing the construction of knowledge by students in different contexts and allows students to developing interpretations.

Blended learning (B-learning): It is a strategy to redesign the course impersonate staff based technology called hybrid or blended learning model, where the methods and resources of classroom and distance learning intermingle

Proposes a form of knowledge that comes from its own structure and build partners with specific skills: to know how to see, hear, read, link. There is more material placed on the internet but in its material that already exist. Reduce transaction costs not only money but also in time and quality of life. (Aguila, G and Luna, M, n.d).

Simulator:

Simulation is the imitation of the operation of a real-world process or system over time.^[1] The act of simulating something first requires that a model be developed; this model represents the key characteristics or behaviors/**functions** of the selected physical or abstract system or process. The model represents the system itself, whereas the simulation represents the operation of the system over time. (Gonzalez, 1999).

Learning games:

Based games, whose formal name in English learning is Game-Based Learning (GBL) is define as the phenomenon that combines learning and different resources known as games, particularly referred to the digital or computational nature, with the to support and improve teaching, learning and / or assessment. It is considered "an effective way to motivate students and for the student to participate in active learning experiences" (Charlier, Ott, Remmele & Whitton, 2012)

Tycoon business games

This research can be defined as the tycoon as an empire, which will simulate the idea that one is the owner, and should have control and a good strategy to increase profits and not allowed to come to bankruptcy

And According to the meaning that give (Blažič, A and Arh, T 2013, pag 432);

Tycoon games are an innovative massively multiplayer online games. The game supports thousands of players simultaneously. It is designed as a business simulator where players must rise to the top. Players take the role of an entrepreneur in a virtual business world where they start their own business to break through constant challenges to eventually end with building up an universal corporation or a powerful business empire.

Methodology

The intention in this section is to explain the methodology used, finding the appropriate paradigm alongside with the type of research, technique **and tools and procedures for data collection. This research tries to provide detailed information in this study that are business simulators, with the collection of data obtained with the survey results.**

A starting point in trying to understand the collection of information for research purposes is that there are broadly two approaches: Qualitative research and Quantitative research. It was decide to follow the first one due to the necessity of explaining a reality from the participants' perspective.

Qualitative research is concerned with developing explanations of social phenomena. It is concerned with the social aspects of our world and seeks to answer questions which begin with: why? How? In what way? Because the qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data. (Hancock, 2002)

Having in mind the characteristics of this study it was decide to follow a certain type of investigation that allow the description of the phenomenon in a real set. In this context descriptive research is by The Association for Educational Communications and Technology (2001) as “studies report summary data such as measures of central tendency including the mean, median, mode, deviance from the mean, variation, percentage, and correlation between variables. Survey research commonly includes that type of measurement, but often goes beyond the descriptive statistics in order to draw inferences”.

“Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation” (The Association for Educational Communications and Technology, 2001)

Methods for collecting qualitative data

Qualitative approaches to data collection usually involve direct interaction with individual son a one to one basis or in a group setting. Data collection methods are time consuming and consequently data is collected from smaller numbers of people tan would usually be the case in quantitative approaches such as the questionnaire survey (Hancock, 2002, p. 13). It was decided to apply a questionnaire and a matrix as instruments of collection techniques.

Related to the first technique the survey Lazo proposed the following definition:

“Surveys are a very popular form of data collection, especially when gathering information from large groups, where standardization is important. Surveys can be constructed in many ways, but they always consist of two components: questions and responses. While sometimes evaluators choose to keep responses “open ended,” i.e., allow respondents to answer in a free flowing narrative form; most often the “close-ended” approach in which respondents are asked to select from a range of predetermined answers is adopted. Open-ended responses may be difficult to code and require more time and resources to handle than close-ended choices”. (Lazo, 2010, p. 49)

The second techniques observation is define by the same author as:

“Not all qualitative data collection approaches require direct interaction with people. It is a technique that can be used when data collected through other means can be of limited value or is difficult to

validate. In some research observation of people is not required but observation of the environment”
(Lazo, 2010, p. 53).

Description of procedures

The technique of data collection was used for the study was a survey done manually with 8 questions in total, is applied in the second week of research to 4 professional people in administrative areas in an age range of 29 to 32 years applied in the 4-weeks seminar.

Therefore it is possible to conclude that it is a qualitative paradigm and the type of research that was chosen was descriptive because it is responsible for giving the specific characteristics of the information so the participant had the freedom to play without being controlled by the respective simulators business.

Time line

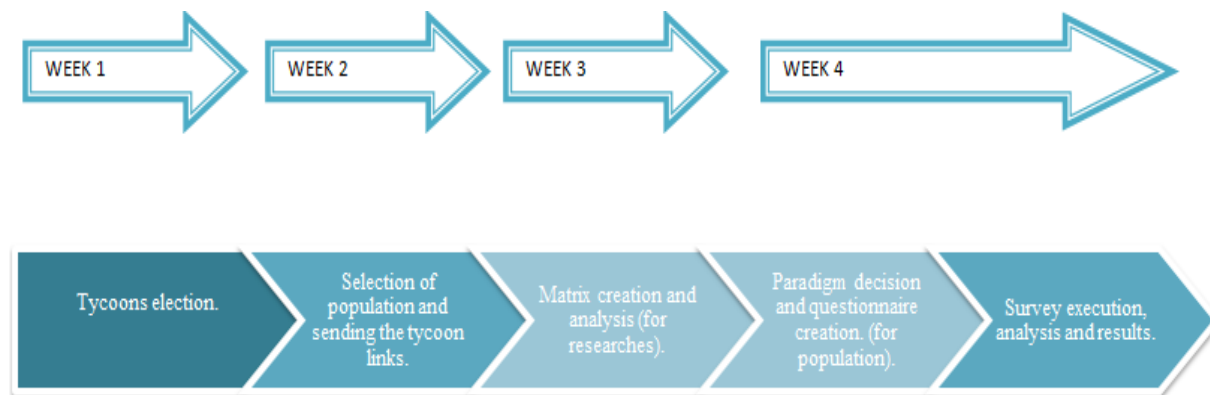


Figure 2. Describes the time used since the tycoons were chosen, until the results of the data collected.

This time line explains the process since the tycoon election up to the analysis of results made to reunite information and know if the objectives suggested are accomplish.

The week 1 of the research the tycoons were selected and the researches began to play in order to analyze them, then population was chosen between Business administration professionals of Colombian Universities, the age range is between 29 and 32 years old, two of them are women and two are men then, the tycoon links were sent on the second week to give them enough time to discover and play on the simulator.

The matrix (artefact) was created in the third week to examine the most important items and details of the game. This artefact was made by the researches for analyzing the tycoons. Later the second week the paradigm of investigation (qualitative) was set to create the technique and instrument for collecting information (questionnaire in this case), this instrument has 7 questions, where the population can find general questions about simulators and also questions about the specific tycoons they played. After made the instrument in the same week was sent it to the population and 2 days later they sent back the answers for doing the respective analysis.

Results and analysis

In this section the results will be analyzed through the answers received from the population. The data collected will give important information to know if the objectives propose could be achieve, and also if the problematic saw in this research could be solve.

Two different instruments were used in order to collect the data: the questionnaire and the artifact or matrix (**Hancock, 2002, p. 13**). The matrices below were created by the researches in order to analyze the simulators and before reading them is necessary to explain:

Resources: they are the different items the game has and gives to the player in order to manage the enterprise.

Processes: it is the way how those resources are use, the different things the player could do with them and what the game allows to do.

Values: here, the researches analyze if this resources and processes are useless for the player or if they actually are very helpful when playing.

MC DONALDS MATRIX			
	RESOURCES	PROCESSES	VALUES
MANAGEMENT	1. Agricultural sector	The number of cattle is monitored and planting.	It allows to evaluate the costs and care of land from livestock
	2. Instead of feeding and fattening	Care and feeding cows	It can be detailed enlistment of cows.
	3. Fast food	Supervision and control of POS.	It allows you to feel the pressure of customers
	4. Headquarters	Analysis of every area on the enterprise.	Improvement changes can be applied to the company analyzed.
	5. Shareholders	Diminution, analyze and increase in profits as the administration that gives the player	The worry of them by their actions and earnings is detailed.

FINANCES	1.	Agricultural sector	It allows us to see the price per sowing land and cows	It is important to see the value of these, but they are not specific, are general
	2.	Instead of feeding and fattening	It does not give us any data costs.	No positive value, as only Cultural UP as killing the cow but not the loss that the company generates, the death of the same.
	3.	Fast food	It does not give us any data costs.	No details on pricing or specification of each burger to meet utilities.
	4.	Headquarters	It shows a small balance sheet	It shows a small balance based on results of production growth or decrease but neither real nor detailed to meet the error
	5.	Shareholders	We cannot see the value of shares or profits.	Point to improve, because if the information detailing the shareholders would know that bothers them or that this decline in its investment to improve on some activity in specific
MARKETING	1.	Marketing department	The "Ex-alternatives" are the people in charge of MD.	Not very useful, they only use it for 1 specific task.
	2.	Public relations	Partnership with Disney.	They use this for exchange, which means that they collaborate each other.
	3.	Good will	They have different ways to make the company looks like the most care about people.	This part helps to identify how to pay attention to any companys name.
HUMAN	1.	Profiles	In the game there are different positions, but they don not describe each one.	It would be useful to describe the profile to know the specific takes the employees has.

RESOURCES	2.	Hiring process	We can hire people but just for the store. Also we can fire them.	when we hire the people we need for the store, we cannot do the full process, and we cannot either do it with all the people of the company
	3.	Training and evaluation	There is no training, but in this simulator we can know what is the mood of the employee and if they are mad or sad we can motivate them or push them to make a good and fast job	It is necessary to make the training process, where we can show the employee how to do the product correctly and fast also, we could evaluate the process.
	4.	Benefits	The only benefit the employee has is a motivation, but they do not say what kind of motivation is.	The simulator does not explain the motivation they receive, if it is money or gift or bonus or just motivational words and, it is important to say that the other employees do not receive anything.

Table 1. Matrix of analysis of Mc Donald's Tycoon

Description of analysis

Mc Donald's

Based on the information collected it could be said that this is a very complete game as it gives us the option to manage the four most important areas of Mc Donald's as it is fattening farm, slaughterhouse, point of sale, marketing and management. This game provides an initial amount of capital production rises and falls, but not detailed also, the player can notice the external pressure to the company from organizations like: consumers and obesity associations, organized workers, environmentalist, and anti-globalization movement. Something positive of the game is we know the company in real life, so we can analyze a little further, but despite this we can see that this game has many flaws as it is in the breeding and fattening place since there are many parts of the game that cannot leave unless you are administering automatic.

Also something positive of the game is the company we know in real life, so we can analyze a little further, but despite this we can see that this game has many flaws as it is in the breeding and fattening place since there are many parts of the game that cannot leave unless you are administering automatic.

It allows us to bribe politicians climatologists, sanitary inspector and dietitian we also show some methods authorizations strategies q no q do with the council of the village where the cattle are The Company for any dismissal may fall, the player loses in seconds if you are not aware of everything at the same time Game accounts are not consistent in the time of addition and subtraction with the values they give us for the outcome of the final balance.

CEME MATRIX				
	RESOURCES	PROCESSES	VALUES	
MANAGEMENT	1.	Purchase	It allows us to know in detail each of the ingredients used by the pizzeria.	We allowed each of the pizzas our choice
	2.	Product	It gives to choose the amount of raw material with which we want to be sold each of our products.	Calculate the right amount for each product
	3.	Personal	We disclose the employee detail.	Choosing the employee for the features is a benefit.
	4.	Credit	It gives us the option to acquire a loan for the amount we need.	Knowing the interests of a business credit, giving us the responsibility to make the company grow or disappear by taking this decision to take it or not.
	5.	Establishment improvements	It gives us options to make a decision to purchase and / or improvement of the establishment.	We stop to think whether it is necessary to improve the establishment or not.
	6.	Advertising	Identify the different forms of advertising that the company	Which it is necessary to identify and better to increase income customers to the establishment.

FINANCES	1.	Purchase	It allows us to buy with the budget we have and the calculation of raw material required for each pizza.	Determine the detailed amount we need for each pizza.
	2.	Product	It gives us the measurement and cost per pizza.	Choose that amount will be served.
	3.	Personal	It allows us to choose the employee for payment budget we have to hire.	We give employees options to expensive sheaper.
	4.	Credit	It gives detailed information of long-term credit.	Determine whether to generate credit growth or unpayable debt.
	5.	Establishment improvements	It gives the costs of each of the improvements.	Whether the money we have left enough for this bonus in the company.
	6.	Advertising	We set costs to determine if the budget or whether we leave it for another time.	It is important to invest some of the money on advertising.
MARKETING	1.	Market Research	At the beginning on the game, the first thing the player has to do, is to choose the place he wants to have the business and the simulator will describe what kind of costumers the player will have. Also the player can choe what type of business he want to have, small place, or big but with terrace, etc, but obviously everything has a different cost.	This is so much useful for the game and important to the player because, when working in marketing and starting a business this is the first process that a person has to do (the market research). Otherwise the business could do everything wrong, in the wrong place, focus on the wrong target and making the wrong product.
	2.	4 P'S	Place, product, price and promotion. These are the 4 P'S. In this simulator the game tries to use them all.	The game gives the oppotunity to decide how to use every "P". Because when using them it will help to improve the place, the product and the quality, what makes the people prefer this place from others.

	3.	Advertisement	The game offers 3 different ways to advertise the pizza place in the town they are located.	This tool is important, because as a new place, the player needs to make the people get to know them and call the attention of them. But the player can not have the all power on this, because he does not know how the advertisement looks like, or when they send the msg, or to what kind of people, he just pay for the service but he does not has more information about it.
HUMAN RESOURCES	1.	Profiles	The game allows the player to choose between 5 people, who needs the job, but between them, there is people with experience in the same business but they ask for a higher salary that the people who has no experience.	These kinds of strategies are important for the game and it makes the game interesting.
	2.	Hiring process	We can hire the people described in the item above, by just clicking on them, and the player can hire as much people as he wants.	The game does not show the process of hiring, like training, and we can fired to people too, and the same way we hired them, just with a click.
	3.	Payment	When looking the profile of the employee, the description shows how much they are asking.	The salary they are asking depends on the experience they have, the player can decide between hire somebody with a lot of experience but high salary or vice versa and the player only has to be aware of the money he has to afford the salary

Table 2. Matrix of analysis of CEME Tycoon

Description of analysis:

CEME

The simulator shows many factors in detail; choose the neighborhood where we put the pizza, the prices, stratification and cultural differences of each place, we could say it is a prospective study of market. The game gives all options for calculations of percentage of raw materials that we use, the value of each product number, and how many servings serves

It shows the calculation between raw material and sales price, this game makes us the differentiation of employees with the knowledge and experience and they charge cheaper but do not know anything about it. It also shows improvements in the area of marketing such as the radio, leafleting, site improvements in general. Also it shows statistics, profits, customers, competition, and as the game manages to show us our growth develops and lost just as our competitors at the same time, we will generate messages of errors made to give a prompt solution.

This game also has the option of asking for money from the bank at the time that the company go down, and gives us option into debt or not. A disadvantage about this game is that after chosen product prices and gives employees accept and is administered by itself, does not give us the option to manage it, so we feel that we lose without just cause, or just for making wrong calculations. It could be based on calculating game effectively.

Questionnaire Matrix of analysis

POPULATION	QUESTIONS											
	1	2	3		4	5	6		7			
			MC DONALDS	CEME			MC DONALDS	CEME	MC DONALDS	CEME		
ANDREA	Business reality, strategies, problem solving	yes	made for that reason, real life	Management, Finances	All of above	Yes	real situations	Skills improvement	Yes	Yes	2-3 hours	2-3 hours
PAOLA	Allows to see the management reality of an enterprise	yes	is a tool for students, closer to reality practice of what they learn, closer to real situations	All of above	All of above	Yes	all areas objectives, 4P'S in marketing	Skills improvement	Yes	Yes	3-4 hours	2-3 hours
DAMIAN	Simulate process, factors and variables	yes	not made for study in classrooms	All of above	All of above	Yes	factor, variables in process	Skills improvement	Yes	Yes	1-2 hours	2-3 hours
JUAN	Real situations, interacting, real business	no	not made for study in classrooms	Management, Human resources	Marketing, Finances	Yes	real situations	Skills improvement	Yes	Yes	1-2 hours	2-3 hours

Table 3. Matrix of the questionnaire results.

In the following explanation the questions will be shown one by one with the respective analysis of the answers (you can find the format of the questionnaire on the appendix).

- Question (Q) 1: Give a short definition about what it is for you a business simulator?

Here the population had in common these answers (Real, business, simulation, strategies, factors, variables), each one gave a different meaning, but some of them used the same words and they wanted to express the same idea. To summarize their answers they think that a business simulator is based in real enterprises and real situations, where they can solve problems, make strategies and it has to be interactive.

Their definitions can be compare to certain characteristics described from (Carmona Gonzalez & Montoya Agudelo, 2001) who said that a business simulator game has to have interactivity between the game and the system, decision making at any moment allowing the player feel that the game is closed to reality, also make him feel in a competition, challenging him to solve problems and provide visual aids in order to make the player understand the game easier.

- Q 2: Do you consider that the business simulators were made to learn in the class room?

3 of 4 people answered YES, because it is a tool that helps to practice what they learnt, the simulators were made for that reason, it takes the students to get closer to reality of business. The negative answer just justify saying that they were not made for the classrooms.

- Q 3: Which areas do you think you gain more knowledge and experience through the game? A. Management, B. Marketing, C. Finances, D. Human Resources, E. All of above, F. None of above.

For this one, the population had the opportunity of choose one or more items for each tycoon. But the majority were in agreement saying that both games help them to gain knowledge and experience in all the areas, just two people said that Mc Donald's just help them in management, marketing and human resources and CEME just in management and finances.

- Q 4: Do you consider that the simulators are based on the business reality?

All the population answered YES saying that the games show real situations and that they have objectives in all the areas.

- Q 5: Independently of your performance on the game, do you think: **A.** You learnt to manage an enterprise, **B.** You did not learn to manage an enterprise, **C.** You improved your skills as a manager, **D.** You did not improve your skills as a manager.

The population confirms that these tycoon games help them to improve their skills as a manager, no matter if they win or not, the game has taught them lots of things to improve.

- Q 6: Do you think that the simulators showed in this research fulfill with the definition you gave in question number 1?

This was a closed question, and all the population said that YES the simulators fulfill with the definition they give us before.

- Q 7: How many hours did you play the game?

For CEME tycoon all the population said they played between 2 and 3 hours. But for Mc Donald's tycoon 2 of them played between 1 and 2 hours and the other two said 2 to 3 and 3 to 4 hours.

Having the results of both instruments, it is necessary to say that the simulators used in this research are a good tool to learn or to improve as a manager and they are good for using in the classrooms, because they are not focus in just one area, they use important features of each one making the player have in account all the details to have a good business and not fail, and when

failing, take decisions to not go to bankruptcy. The population said that the tycoons help them to improve their skills as managers and is important to emphasize that they did not play hundred hours to actually see that in the games knowing that they were business administration students and that they have enough knowledge to judge this simulators.

Conclusions and recommendations

Conclusions

The tycoon games or business simulators studied in this research report are not new, but we have seen that each day the universities and companies are implementing this tool to teach and to practice, having faster and better results, here the tycoons were played by population who has play different tycoons before and, also observed under the view of researches who are interested in helping to find if they are a good tool to use in ECCI university.

The important find was that the tycoons actually has the 4 most important areas of an enterprise, making them a meaningful alternative to use in classes, obviously the tycoon games have some strength and weaknesses (showed in the matrix analysis) but those are not big enough to not making available for this objective.

According to the results of this study gaming sessions have the potential to be used to exercise the leadership skills relevant in real world work contexts. Although simulation gaming environments are promising tools, we do not advocate simulation games as replacements for faculty involvement direct student experience or the hard work of learning.

Throughout this research it was observed that the application of simulators in education is very satisfying for students and teachers as we can see that put into practice everything learned in the administrative area thus giving significant advantages to college it has this option and generating added value to the future character that practice.

It can be concluded that the study of simulators we can analyze the scope that technology currently in all fields, and administrative level we can see that in the game you have to make decisions accumulating experience, the budget estimate, the importance of marketing and advertising.

In the administrative game it is performed more than one function while creating a coordination challenge. All areas used in the same game and getting practical fluency in the operation, planning forecasting and controlling, the restriction of time also are experiences, and the pressures as much as in real life are handled.

Recommendations

- Within a job with such a large business such as simulators subject, always expects a continuous improvement of the same, so I would recommend to future researchers find out in detail the functions of all existing simulators, a comparison of the positive and negative to education, see that what remains to be investigated in addition to this research.
- Another important issue to consider when conducting research in the future is the assessment of learning from the simulation gaming according to Gosen and Washbush (2004) review of research on effectiveness of business simulations: learning is an internal mental process and what is learned and how it is learned is unique to each individual.
- Therefore it is difficult to assess what each participant has learnt from the gaming session **Therefore it is important to study other types of business simulations simultaneously and require a certain time so the players to find the differences.**
- **For Mc Donald's tycoon we recommend to show more detailed information about the product such as the prices, the different products they sell and how much the company spend doing this products, also they should have more coherence between the numbers they show and the accounts the player do with those numbers.**

- **For CEME we thought that the “simulate” bottom does not allow the player to take decisions while the business is running. Once the player click on that bottom he has to wait for the results of all the calculation he did before, but he cannot make decision while the game is simulating. In addition the game should have the option of change the badge, to make the player understand easier the accounts.**
- **For both simulator games we found these two features that they should think about improve. First we think that they might divide the game with levels, making the player feel more motivated to go on. And second, they should show the employees production and performance in order to know if they are good for the job and change them if it is necessary.**

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Appendix

QUESTIONNAIRE OF THE RESEARCH REPORT

I authorize the use of my personal details like name, profession and university where I graduated, for exclusive use of the results of this investigation.

Signature: _____

Name: _____

Age: _____

Profession: _____

University: _____

1. Give a short definition about what it is for you a business simulator?

2. Do you consider that the business simulators were made to learn in the class room?

A. YES

B.NO

Justify your answer: _____

3. Which areas do you think you gain more knowledgement and experience through the game?

Mc Donalds

A. Management

B. Marketing

C. Finances

D. Human resources

E. All of above

F. None of above

Other, which one? _____

CEME

A. Management

B. Marketing

C. Finances

D. Human resources

E. All of above

F. None of above

Other, which one? _____

4. Do you consider that the simulators are based on the business reality?

A. YES

B. NO

Justify your answer: _____

5. Independently of your performance on the game, do you think:

A. You learnt to manage an enterprise

B. You did not learn to manage an enterprise

C. You improve your skills as a manager

D. You did not improve your skills as a manager

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

6. Do you think that the simulators showed in this research fulfill with the definition you gave in question number 1?

Mc Donalds

A. YES

B. NO

<input type="checkbox"/>
<input type="checkbox"/>

CEME

A. YES

B. NO

<input type="checkbox"/>
<input type="checkbox"/>

7. How many hours did you play the game?

Mc Donalds

A. from 1 to 2 hours

B. from 2 to 3 hours

C. from 3 to 4 hours

D. more than 4 hours

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CEME

A. from 1 to 2 hours

B. from 2 to 3 hours

C. from 3 to 4 hours

D. more than 4 hours

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>