Social Responsibility Business Games: experiential learning in Brazil

Prof. Luiz Cesar Barçante, D.Sc.
The first activity of JELFEM is to divide the participants into groups of at least 6 people and they are asked to write down the name of three worldwide successful organizations and the reasons for their success. Their ideas are written on a board and discussed with the teacher.

They get to the conclusion that they know what success is, but they don’t know how to achieve it. So the teacher invites them to play the game, which means “learning by doing”.

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This work shows a summary of the results of JELFEM (entrepreneurship business games) applied in poor communities in Rio de Janeiro city, Brazil.

JELFEM’s structure

- Government
- 3 Plough
- 5 Goldsmith
- 5 Jewelry
- Exporter

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Government – The one who plays this role is the teacher. He gives instructions and feedback to the students;

Ploughs - They get consignment of metals and precious stones by the government and sell to goldsmiths trades (Pl1, Pl2, Pl3);

Goldsmiths - They buy metals and precious stones from the ploughs, produce jewels and sell them to jewelry stores (GoX, GoY, GoZ, GoW, GoK);

Jewelry stores - they buy jewels from goldsmiths which are exported (JeA, JeB, JeC, JeD, JeE).

Exporter – The one who plays this role is also the teacher. He gives goals to the jewelry.
The participants in the game are divided into small groups, each one acting as ploughs, goldsmiths and jewelry.

They compete among them simulating a production process without any scenic roles.
The evaluation of their performance as groups is:

<table>
<thead>
<tr>
<th>Item</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. average price paid for the raw material</td>
<td>75</td>
</tr>
<tr>
<td>2. average price received for the sale</td>
<td>75</td>
</tr>
<tr>
<td>3. aggregate value = 2 / 1</td>
<td>150</td>
</tr>
<tr>
<td>4. market share</td>
<td>175</td>
</tr>
<tr>
<td>5. financial share</td>
<td>225</td>
</tr>
<tr>
<td>6. ROI</td>
<td>300</td>
</tr>
<tr>
<td>Total points</td>
<td>1,000</td>
</tr>
</tbody>
</table>
JELFEM uses as material colorful plastic pins that represent stones and precious metals:

- ruby
tourmaline
- aquamarine
gold
platinum
The ploughs, goldsmiths and the jewelry stores have each one their own:
- initial capital,
- salaries,
- income taxes,
- storage costs,
- variable costs and
- remuneration of the management.
At the end of each commercial trade the groups get together and discuss their performance. They point out which group was the best and why, in their opinion.

Then, their opinions are compared with the actual results and in most cases they are quite similar.

The feedback given by the students is the most important part of the game. It’s when they analyze their performance and change their level.
JELFEM (Ahamer 2006) is a game based on the dynamics of communication and debate. The participants progress from level to level.

**Level 1**: to acquire knowledge and achieve the best possible results in the game.

**Level 2**: to provide a well-founded argument and to comment the points of view of other participants.

**Level 3**: to win a confrontational discussion, as assessed by participants.

**Level 4**: to achieve consensus with the same or similar discussion partners.

**Level 5**: to place the case study within a broader context of long-term global trends.
The participants learn:

- how to meet and fully satisfy the expectations and needs of customers,
- how to articulate the criticality of supplier performance,
- how to manage their processes,
- how to manage their human resources,
- how to present economical-financial results.
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Thank you, so much!