

## THE IMPORTANCE OF BUSINESS SIMULATION GAMES IN THE CONTEMPORARY ADMINISTRATOR PROFILE CONSTRUCTION

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## ABSTRACT

*The present study aimed to investigate the contribution of the discipline games of business administration course for the training of the required profile, correlating with the pointed out by National Survey - Profile, education, and job opportunities of administrator (CFA/FIA, 2011). Were applied 67 evaluation questionnaires to students enrolled in 7TH and 8TH semesters of the Course of Administration of the Universidade do Estado de Mato Grosso, in the first half of 2012. Was used the Likert scale to assign weight to each variable, being that students respondents were enrolled in the discipline of Corporate Simulation in two modalities: Industrial Simulation (SIND) and Commercial Simulation (SIMCO). The results reveal that the games business contribute to the construction of the profile required the administrator primarily in the integration and application of knowledge, development of logical thinking, leadership and interpersonal relationship, commitment, allowing systemic vision of the organization.*

**Key words:** *business games, vocational training, administrator profile.*

## 1. INTRODUCTION

It is common to say the organizations face increasing competition driven by the globalization, the technological progress and consumer demand. The organizations need qualified professionals who assist them to turn environmental challenges into business opportunities to confront this situation properly. Thus, one of the key questions to be answered by the Business Administration courses is how to provide the management skills needed to the administrator of professional practice.

In this context of complex and volatile systemic relations, information and knowledge become important in preparing individuals to the comprehension and prompt adaptation to the reality. Furthermore, the skill

consolidations, abilities and attitudes of the professional who will make the management of the organizations requires the academy opportunities closer to reality in which this professional will work.

Nevertheless, it is necessary the professionals who will be prepared by Business Administration universities have in their resume a technical and human formation that is able to offer the holder of that right, the possibility of acting as an analyst, consultant, financier, teacher and so many other careers that involve decision making and unquestioned leadership role.

Business Administration universities have constantly searched mechanisms to contribute to the professional education, which have general and specific skills, minimum experience required to hold management positions in organizations and capacity to undertake new businesses. For this purpose, different pedagogical bases are underpinned with appropriated techniques and tools to a given reality, most often theoretical and practical feature. In this scenario, the game companies are highlight business simulation or management simulation.

The business simulation has been an important tool in the business politics teaching in Business Administration courses and others similar courses. In addition, business simulation has performed an important role in students and business executives' trainings by contributing to the decision-making exercise and the fundamental skills development for effective activity of an executive (MARTINELLI, 1987). His method has been well accepted by the academics by combining learning and satisfaction and represent a valuable resource that, if exploited, can contribute to the management educational improvement.

The Administration Federal Council (CFA), concerned with the management professional trainings and their suitability to the requirements of the labor market since 1994, periodically performs a national survey in order to profile required by the labor market for the administrator. In 2011, in its fifth edition, the research (CFA / FIA - 2011) shows the knowledge, skills, attitudes, competence and most valued features in the management professional.

For this article achievement, we tried to evaluate the contribution of the Business Simulation discipline brings to the academics of the Business Administration undergraduate course in the profile formation required by the labor market determining as a parameter just the CFA research result, above mentioned. Accordingly, the use of Likert scale technique for the questionnaire applied to academics with a qualitative approach of the study ensured a successful outcome of the research, in which business games are, in fact essential to the professional training in the management area of the Universidade do Estado de Mato Grosso (UNEMAT).

## 2. LITERATURE REVIEW

### 2.1 Administration technical and teaching methods

According Nérici (1992, p.52), "teaching method is the set of procedures properly structured the teacher leads the student to develop knowledge, acquire technical or assume attitudes and ideas." According to the author, the methods should lead to self-education, autonomy and intellectual emancipation as a way to make the students able to construct their own knowledge. And he adds:

[...] instruction techniques are didactic action procedures used by the method for the teaching effectiveness. It might even be said the method is the unitary coordination of the various techniques for effective teaching. The technique, on the other hand, would be the current and especially way of teaching or learning direction (NÉRICI, 1992, p. 53).

The teacher's technical function is to have a knowledge base and culture, which enable to fit the intellectual demands of academics training properly. It should be emphasized the teacher's action is irreplaceable in the educational process, and the good results of a method depend even more on his didactic attitude than the method itself. In business games subject conception method is implied the team interaction needs that allows a more effective learning. In Nérici's conception (1992), benefits an ineffective team can bring to the organization are notorious. First, because partners are formed by people who bring different backgrounds and skills, but they can connect themselves. One of them is good at analyzing reports, another speaks well in public, and the third has a good ability to detect and solve problems. These are some features that together can form a cohesive and efficient team. Though that permeates putting technique in relation to politics, the economy and other variables that require teacher and academic development of human and conceptual skills.

In fact, there are many techniques and methods to be used and its applicability is equally diverse. Therefore the teacher should observe the class objective as well as the classroom heterogeneity, so he will be able to choose in that moment what would be the best method and the best teaching technique to be explored, being aware to the

fact it is essential to know when he is going to use each method and technique, with the purpose do not let the class become tire some and repetitive. In order to overcome the sameness resides hope of finding the way to develop human action in a creative perspective that encourages the student to self-education, according to Morin (2000, p. 11), "[...] the didacticism mission is to stimulate the autodidact, awaking, causing, favoring the attitude autonomy". Thus the self-education is also the willingness to learn and to seek ways from the own will and love to knowledge. That way, business games awake education for life, stimulate and sharpen the academic's curiosity so that he finds himself the possibility of building this own way.

### *2.2 Pedagogical project redesign*

In a widely way, Sguarezi (2003) argues the complexity of our epoch is leading universities and organizations to redefine their professional formation areas and, consequently, it can be stated new techniques emerge from this change. The author points out the external influence remains occurring in our reality - "because we are not isolated from the rest of the world, that would be an unprecedented mistake" - showing the need to review the administrator formation process. Nowadays, not only to handle one-dimensional interests implementing the reproductivist trends - Americanized training they are proposing - those changes should promote progress which enable the global understanding from the local, but it is not just this, innovation also means considering alternatives to stand this "metamorphosis". That inclusion requires and implies an innovation in management professional profile.

Concerning Administration Course at UNEMAT – University *Campus* of Tangara da Serra-MT, the object of his mastering research, Sguarezi (2003) reveals it went through a curricular restructuring in which the future administration professional profile required by the institution determines the following below:

[...] he must be able to work in management and coordination functions in different administrative levels developing new technologies to monitor the speed of innovation, endeavoring to hand the real needs in the area works. As a guiding line of his action, he must have the primacy by the effort for a better and fairer income distribution, managing individual and collective differences, in order to make the proletariat working worthier and rewarding, which allows the democratic life blooming (Administration Department, 2004, p.4).

By the way, one of the Curriculum Guidelines instruction points out to the formulation of the Administration Course educational projects, it is also in the interaction mode between theory and application, which can be contemplated by the Supervised Training, the performance of Junior Enterprises, and including Business Simulation or Business Games subjects. Whereas the last subject an option that brings the theory-practice in fact.

### *2.3 Business simulation games: Concepts and definitions*

There are varieties of subjects in the Business Administration course with origins in different areas of knowledge and with an infinity of contents, such as economics, law, mathematics, sociology, psychology, among others. "Great improvement in management education (direction) or decision-making contents are not observed in none of those subjects" (Marques Filho e Pessoa, 2000, p. 7). The authors believe the content transmitted to the learners, mostly is only informative or conceptual from lecture classes, and the knowledge and skills expected for a business leader are handled superficially.

Thus, when the academic start studying the subjects in different areas of knowledge at the university, he queries about the validity, usefulness or importance of some of them. No one knows what will be the knowledge and/or skills to an administrative professional or production areas, within five or six years, when a newly formed professional are competing for positions in the labor market and especially, aspiring to leadership positions.

In the business simulation games, except those focused on purpose in a specific area of the company, the tendency is occurring an interaction between the subjects, breaking the boundaries of inter and multidisciplinary, transdisciplinarity toward.

Therein Marion (2006) assumes the managerial qualification method in which participants compete with each other through simulated companies are the most effective because decisions are taken, when processed by a simulator, creating managerial reports, so that a new cycle of analysis and decision-making are performed. We also attempt the business simulation method for learning purposes is not only simulating the operation of an enterprise in fact, but mainly its internal management or its external relationship.

In an enhance perspective:

Knowledge construction from the multimedia processing is freer, less rigid, with more open connections, which includes the sensory, emotional and the rational

organization; a temporary organization, which changes easily creating convergences and divergences instantaneous, that needs fast multiple processing and immediate response (MORAN, 2000, p. 148).

The promptness in handling with polyvalent situations is a quality that helps give multiple answers to the numerous unpredictable situations that occur, like those faced in the simulation. These situations can be experienced in the business games application.

According to Marion (2006), the skills acquired during a managerial simulation can happen the interpersonal relationship changes, the ability to process information and negotiation skills, for example. Finally, changes in attitudes are more difficult to achieve in other methods and during a business simulation, as well.

Moran (2000) affirms that each teacher can find the most appropriate way to integrate the various technologies and the numerous methodological procedures, however, it is important to increase and learn to deal with the forms of interpersonal/in group communication and audiovisual/telematics media.

### 2.3.1 Business Simulation games basis and aims

The business game precursor was the Top Management Decision Game, developed in the US by the American Management Association in 1956. The first business game consisted of an adaptation to the business environment from the simulators in the military area. Although it was with the computers development and popularization that the game companies had a big boost. The new machines allowed more complex games model were designed, with high level of accuracy and speed in processing the data, making the most dynamic games. Currently the business simulations are an important training tool and development of managerial skills (BERNARD SISTEMAS, 2007).

Keys, Edge and Wells (1977) confirm the origin of those games is due to studies for military purposes, which were developed years ago aimed to the tactic and strategy evaluation across the battlefield to a real or even imaginary enemy. In their opinion, a large number of militaries were trained in those war games, and they have used such knowledge and technologies to the performance of civil business administration functions. The emphasis of this process was in 1956, when a group of researchers from the American Management Association (AMA) adapted the philosophy and procedures used in the war games for business and launched (FRIES, 1985) the Top Management Decision Game - a very elementary business game compared with the ones available nowadays. However, because of its characteristics, its should be considered the first Business Simulator Game.

The business game mainly purpose is to provide the players the game application in a hypothetical business environment, using reality simulation techniques that are suitable to learning and/or skill and potential improvement of the participants in relation to a business activity.

Tanabe (1977) settle some basic or academic aims of the business games:

**Training:** develop the players the ability to make decisions through exercise and experience in a simulated environment, as similar as possible to the situation in which they have to be performed indeed. **Didactic:** transmit specific knowledge (expertise, techniques and instruments) off Business Administration field in a practical and experimental way. **Study:** Use the scenario of the business game as a laboratory for: finding solutions to business problems; clarify and test of Economic Theory aspects; research management theory approaches and investigate the individual and group behavior in terms of decision making under uncertainty and time pressure (1977, p. 23) (emphasis added).

On the other hand, Sauaia (1989) highlights three main behavioral objectives of the business games: the increase of knowledge, skills development and attitudes establishment.

Summing up, the targets previously mentioned are complementary, as they reorganize technical and human competences, as well as conceptual skills required the education of the administration professional in the logic of the inherent complexity of contemporary challenges.

### 2.3.2 Business games dynamic

There are several names given to the business games and some organizations which develop and negotiate the software that create the decision making focused to business courses for Brazilian universities. In this essay, the reference is the Simulation Management Manual, provided by Bernard Systems Ltda.

In case of industrial simulation, the company managed is a large industry (starts with 470 employees) and it is located in a certain region, where it manufactures a single product (durable good), from two different types of raw materials. The marketing can be done in all regions (regions where their competitors are established) and can explore foreign trade, while allowing the corporation to use different strategies (price, time limit and advertising) in each region. In the commercial simulation, all companies are established and compete in a single region; each company can negotiate up to five different products, two perishable and three durable ones. In that case, it is possible for companies use different strategies for each product.

At the beginning of the semester, both in industrial as in the commercial simulation, the coordinator teacher distributes the company manual, which contains the rules of the game. After the students read the manual, the teacher explains the dynamic of the game, setting the team formation of four or five players. Then academics organize their teams, choosing the company's president and the leader of each area (finance, human resources, production / operations and commercial). After that, they have some time to choose, create and develop the name, logo and company slogan.

After that, companies receive from the coordinator the following reports: market, macroeconomic, accounting, operational, gazette and making sheet. At the first instance, reports are identical for all company teams. Based on these reports and knowing the rules and dynamics of the game, participants can make the analysis of the company economic and financial situation and the market environment analysis for the next period decision-making.

Both SIND software such as SIMCO allow the simulation until 13 periods, each period corresponds to a quarter. Once the decisions are taken and posted for the next period, the making sheet is given to the coordinator that makes the release in the software that processes the information, generating the results (new reports) which are again delivered to companies for new round decisions. These reports - specifically market report - indicate the price of the company on the Stock Exchange and, consequently, the company's position in the ranking. The ranking position is formed by the variable combination: debt, market share, asset income, sale profit margins, net working capital and net worth, which worth three times more than the other worth.

The players have the opportunity to take two decisions as a test for better game understanding and the variable behavior. Then, all companies receive the original reports once and the participants can make decisions again, correcting deficiencies identified in the first decisions. However, before restarting the game, the teams have a week to develop their strategic plans, which serve as a guide for their decisions throughout the game.

The teams restart the game, as soon as the planning is ready. From that moment, the academics can access the reports in a web page ([www.websimulator.com.br](http://www.websimulator.com.br)). In this site, each team has a username and a password, so the enterprise decisions must be launched in time determined by the coordinator.

The making-decision process demands the academic an active behavior. From the moment he receive the reports, with the result of the previous decisions and the other companies, the student analyses each area connecting the making-decision with the variable behavior and the following results. Five major administration areas are involved in that assessment like, human financial sources, commercial and production/materials.

At this point, the academic has the possibility and the need to practice the knowledge acquired during the previous semesters, and requires a great interaction between the various areas/subjects, leading him to interdisciplinarity and pursuing the quest for transdisciplinarity, where knowledge is holistically integrated and viewed.

Essential stage for the next decision, the academic needs to do a complete analysis of its company and of the market to evaluate and understand the results: a) concerning to the enterprise economical and financial situation, calculating costs, projecting cash inflows and outflows, evaluating possibilities and costs of available funding sources; b) it is necessary to set a production volume according the company possibility (human and financial resource) and the market demand outstanding (commercial/marketing), in the production/material area; c) on the other hand, the commercial/marketing area needs to analyze the behavior of the market variables, as well as the competitor movements, in order to set the best strategy, and always considering the possibilities presented by the other areas; d) while the human source area, besides attending the workers needs presented by other areas, it is necessary to keep the employees motivated and productive, with minimum waste of resources.

There is a powerful interaction and an interdependence in all areas, because the decisions of an area depend and directly affect the other ones. Therefore, the academic has a nearby reality enterprise scenario, as well an application understanding of the previously contents.

The simulations applied to the academics, who took part of the research; both of them reached the 12nd period, corresponding to a three years of management. After this period, each company must show the coordinator and the other participants of the simulation, the strategies used and the results achieved throughout the game and whether it was or not according to the planning done when the game started. This time, within the Management Simulation subject, is called the General Assembly and it serves for the student to demonstrate its evolution and understanding of the variables involved in a business process management, as well.

#### *2.4 Administrator profile at the job market*

Educational institutions and administration courses should maintain an ongoing dialogue with the world of work, despite understand better the inherent market changes and adopt policies and guidelines able to form professionals prepared to be protagonists agents in the conduct various organizations in that context. For this, it is necessary understand the role of this professional and the elements of the Administrator profile, in order to qualify the managers of this country.

Several authors contribute about the administrator and the role in the companies, whose position converges to the Drucker concept (1989, p. 15), which states: "The Administrator is the dynamic and vital element of any company. Without his leadership, the 'production resources' remain resources and never become production. "For Drucker (1989, p. 12), "running a company therefore means managing by objectives."

Learning processes contain individual knowledge, whose union form collective knowledge, or the so-called know-how aware, which can be improved by each individual work experience, and the organization manage this process in order to develop the knowledge, disseminate it, then store them in the organizational memory (FLEURY, 2001). Under this approach, it is clear that administrators must upgrade their skills and become aware that to become a professional knowledge (Knowledge Workers) is required to specialize in an area in order to be able to apply theoretical knowledge from one subject to solve the organizational routine problems (LACOMBE and HEILBORN, 2003). In this sense, Maximiano (1995, p. 75) says that, "knowledge can be acquired by reading, observation, attendance at a school and other similar ways. However, skills acquisition requires practical experience".

Therefore, knowledge is a valuable resource, perhaps the most important for today businesses. Nevertheless, extend to all organization areas it is necessary its members, in short, the Directors, improve their skills and competences so that, they become converged with the new management form, merged into the knowledge society and the only way it is possible is from clear objectives and prepared leaders.

Regarding the definition competence presented in the literature reviewed, the central focus converges to the idea competence can be represented by knowledge/skills, abilities and attitudes. This combination, when applied to the world of work, according to Dutra (2001), it is performed by two key elements, on one hand, the organization; on the other side, people, both with skill set, characterizing an effective relationship, more precisely an exchange between organizational and personal level, resulting from the delivery capacity of each individual and the institution itself.

Meanwhile, these skills should be organized to individual and organizational skills to be applied to work efficiently, as abilities are an extension of the others. Though, given the complexity of this issue, the aim of this research is not get deepen in organizational dimensions (essential, functional and individual) but relate the skills obtained through the administrator training and its convergence with the region labor market, which is the object of this study. The technical skill the administrator must have can be the analytical aptitude within the specialty and use facility of tools and techniques of each content or activity. Thus, technical ability is one of the three most important skills in the administrative process implementation, closely linked to human relationships and the conceptual result. This way, this ability can be understood as the skill to exert knowledge, methods, technics and necessary equipment to specific task performance; the human skills as the capacity and the insight to work with people, while the conceptual as the ability to understand the global organization complexities.

To Katz (1955 apud MAXIMIANO, 2002), the three basic skills to an effective Administration are: a) technical ability, defined by the knowledge, methods and equipment need to the task performance, in this case, the most important in lower administrative levels; b) human skill, which include people comprehension and their needs, interests and aptitudes, so it is essential in all levels; and c) conceptual skill, primordial to business executive, anyhow involves the ability to formulate strategies that focused on organizational objectives, produce effective results. This combination defines the administrator profile and features the source of the potential that these professionals need to use to insert a sustainable way to the job market, from a solid background in Administration courses. Therefore, the relevance of content and subjects that are connected with the managerial practice, as business games case.

### 3. MATERIALS AND METHODS

#### 3.1 Methodologic Procedure

In the present study, descriptive and explanatory research were applied (SAMPIERI et. al., 2006). The first one sought to specify the characteristics and profiles of the academic group interviewed in order to analyze the data and make the necessary correlations prospect. The second one, was designed to answer the facts relating the search result Administration (CFA / FIA, 2011), with the academic responses who had the business simulation subject, as explained below. The study's focus is qualitative (SAMPIERI et. al., 2006), besides a consistent literature review, an understanding of the phenomenon aimed to develop, from the perspective of the research academics.

The questionnaire was prepared according to the Likert scale, named after its creator Rensis Likert who introduced it in 1938, based on the Thurstone scale (MARCONI & LAKATOS, 2008, p. 110). Moreover, a non-comparative scale, in which listed or propositions statements interviewers express their agreement or disagreement about each one of the enunciated (GIL, 1995, p. 143). There are some variations in this method related to the score. In this research, the scale with five points was used, on which each respondent can assign weight to one of variable that has been submitted. The number one weight represents a minor importance/contribution of Management Simulation subject in the development of this variable, while the number five one represents maximum contribution.

The questions listed in the questionnaire are based on the search result of CFA / FIA (2011), as mentioned *ex-ante*. A few years ago, the Federal Council of Administration (CFA) periodically conducts a national survey searching to show the ideal administrator profile. The National Administrator Research (2011) heard 21.117 administrators between employees, employers and teachers/coordinators of the administration course, which allowed draw the actual required administrator profile. The survey found the knowledge, skills, abilities, attitudes and characteristics most valued by the labor market.

For this research, it was selected the top three votes in each item that belongs to the profile - knowledge, skills, abilities, attitudes and characteristics. Then, it was asked the academics enrolled in Simulation subject (7th semester) and Simulation II (8th semester) Administration course at the UNEMAT - Campus of the Tangará da Serra, in the first half of 2012; corresponding to the universe of the study, the degree of Management Simulation subject contribution to the knowledge, skills, abilities, attitudes and characteristics education indicated in the National Administrator Research (2011). 67 assessment questionnaires (QA) were distributed and all of them were given back and they were value, with 100% success.

### 4. RESEARCH RESULTS

The following tables are composed of evaluated factors in the study of CFA/FIA (2011), containing the administrators' profiles in relation to: knowledge, skills, abilities, attitudes and characteristics. The subtitle meaning of these tables are: X = Average; Md = Median; CV = Coefficient of Variation. Table 1 presents the knowledge item, showing academic assessments regarding the contribution of business games subject for their professional education.

The averages presented in Table 1 show that managerial simulation discipline has strong contribution even to acquire, update or integration of knowledge. The median and coefficient of variation reinforce this information. It is worth noting a better assessment in relation to financial and budgetary expertise (4.43), which is justified by the approach and the need for economic and financial analysis of the company every decision-making, as the knowledge financial management permeate administrator's decisions, regardless of the expertise area.

**Table 1 – Business games contribution in the construction of the UNEMAT academic professionals knowledge – July 2012.**

Knowledge	Relative Frequency					X	Md	CV
	(1)	(2)	(3)	(4)	(5)			
People/teams Administration	-	0.07	0.36	0.39	0.18	3.67	4	0.23
Strategical Administration	-	0.03	0.07	0.34	0.55	4.42	5	0.17
Financial and budgetary Administration	-	-	0.15	0.27	0.58	4.43	5	0.17

**Soucer:** Author.

However, the analysis and decision-making done by the participants transcend the limits of this or that management area, developing a set of fundamental knowledge in the administration area. Thus, on one hand, it is important the administrator understand all the organization areas, also direct its focus to one of them. As Lacombe

and Heilborn (2003) says, it is evident administrators must refine their skills and be aware to become a knowledge professional (knowledge Workers) is required to specialize in an area in order to be able to apply theoretical knowledge from one subject to solve the organizational routine problems.

The administrator competences discussed in business games subject and the contributions to the professional education are described in Table 2.

Table 2 evidences the effective contribution of Management Simulation subject in developing the skills seen as the most important in administrator profile. The averages considered high, with median and coefficients of variation, which confirm the information of business games importance in administrator education, with emphasis on the logical, critical and analytical thinking development on organizational reality (4.27). The company situation assessment need and the possible actions of competitors in every decision-making contributes to the development of this competence in the future administrators. Today what is essential in the business game is designing the next play, the next competitor's bid in relation to the game.

**Table 2 – Business games contributions in the improvement of UNEMAT academics professional competences, July 2012.**

Competences	Relative Frequency					X	Md	CV
	(1)	(2)	(3)	(4)	(5)			
Identify problems, formulate e implement solutions	-	0.04	0.25	0.40	0.30	3.96	4	0.22
Be able to face challenges and solve conflicts	-	0.03	0.19	0.58	0.19	3.94	4	0.18
Develop logical, critical and analytical thinking on organizational reality	-	0.01	0.19	0.30	0.49	4.27	4	0.19

Source: Author.

There is a diversity of meanings in the literature to conceptualize the term competence, the central focus in this study converge to the idea that competence can be represented by knowledge/skills, abilities and attitudes (FLEURY, 2002). As we can notice the three items highlighted in the table above, the competencies connected to the administrator's ability to meet organizational expectations, optimizing their skills and competencies. Thus, the business games subject at UNEMAT, through the academics point of view, enhance the three core competencies highlighted in the CFA / FIA (2011) research, reversing the order only.

As the previous table, the students see the contribution of Management Simulation subject in the skills formation seen as the most important in the current administrator profile as National Administrator Survey 2011 - CFA / FIA. Although, these are the lowest relative averages presented, they remain high, with a median 4, which shows the subject presents an effective contribution both in the interpersonal skills development (3.88), as in the organization overall vision (3.00) and leadership (3.97). As this is a game, that the whole team participation and collaboration are decisive factors for the strategies success, the ability development to lead is required all the time. As Marion (2006) says, it is a simulated company, where the directors meet to evaluate the results and decision-making together, the decision of an area/director is closely linked and dependent on other decisions areas, the understanding of the process and company, in a holistically way and respecting the position and the needs of other members who have a strong influence on the development of skills seen as the most important in the administrator profile, especially interpersonal relationships.

The research demonstrate the following results referring to the abilities. (Table 3):

**Table 3 – Business games contributions in the professional abilities development of UNEMAT academics, July 2012.**

Abilities	Relative Frequency					X	Md	CV
	(1)	(2)	(3)	(4)	(5)			
Interpersonal Relationship	0.01	0.03	0.34	0.28	0.33	3.88	4	0,25
Overall view	-	0.03	0.25	0.42	0.30	3.00	4	0.21
Leadership	-	0.04	0.21	0.48	0.27	3.97	4	0.20

Source: Author.



Table 4 on the other hand, introduces what the students think about the attitudes performed in business games course and their contribution to professional education.

The administrator's attitudes towards the challenges for this millennium leave no doubt the differential for any professional is to keep an appropriate behavior, with irrefutable professional behavior and a commitment to the development of its activities. Several authors point out this set of attitudes strongly contributes to administrator's consolidation in the market. This contribution is felt by the academics surveyed as for the attitudes development that suite the administrator's current profile. Both the ethical behavior (3.96), such as the commitment (4.24) and professionalism (4.21) are attitudes that receive relevant contribution of the subject in future administrators' profile education. Due the need for the involvement of all group members, the necessary factor to the success of the work by the teams of simulation, the development occurs. Thus, the commitment strengthens the group and develops a sense of respect and ethics both by colleagues in the group, as with competitors.

**Tabela 4 – Business games contributions to the UNEMAT academics in the professional attitude development, July 2012.**

Attitudes	Relative Frequency					X	Md	CV
	(1)	(2)	(3)	(4)	(5)			
Ethical Behavior	-	0.01	0.31	0.37	0.30	3.96	4	0.21
Commitment	0.01	0.03	0.13	0.34	0.48	4.24	4	0.21
Professionalism	-	0.03	0.19	0.31	0.46	4.21	4	0.20

source: Author.

Finally, the research ends with a related approach to the essential characteristics the business games subject provides the administrator education. The data are in Table 5 below.

Table 5 shows the business games help shape and develop some features the job market considers important for the administrator (National Administrator Survey 2011 - CFA/FIA). Both the action with a systemic view of the organization (4.03), the training, leadership and motivation of work teams (4.00) and the ability to articulate the different areas of the organization (4.12) show the actual contribution in administrators' education.

**Table 5 – Business games contribution in the development of the UNEMAT academics professional characteristics, June 2012.**

Characteristic	Relative frequency					X	Md	CV
	(1)	(2)	(3)	(4)	(5)			
Act with a systemic view of the organization	-	0.01	0.07	0.39	0.33	4.03	4	0.20
Form, lead and motivate work teams	0.01	0.04	0.18	0.45	0.31	4.00	4	0.22
Articulate the different areas of the organization	-	-	0.21	0.46	0.33	4.12	4	0.18

Source: Author.

The directors of the simulated company management work really close focused on analyzing and deciding, create this intensity in the contribution to the development of such features. The fact the business game is a team game, it seems to highlight a key feature among the participants, which is the contributory spirit, and help in the development of the practice of organizing and managing a team work.

#### 4. FINAL CONSIDERATIONS

It is essential attending the professional profile the market demands, for the academics success therefore, the institutions that offer the course, and mainly the graduated professionals. The labor market is dynamic and demands change with the technology speed. Be aware of these changes is one of the responsibilities of educational institutions represented by their professors and coordinators. These changes are even more felt in administration courses.

This research tried to show the importance of using the games in the administration course to the education of the administrator professional profile, according to the trends pointed out by the CFA/FIA – 2011 surveys. In the

academics point of view, it was clear by the results presented; the management simulation subject has an important role in the knowledge development, abilities, attitudes, competences and administrator's characteristics.

The practice, through the game, makes academics more critical and experienced. The management simulation also makes the learners have an experience nearby the reality they are going to face at the work market and an overall organization view, integrating and experiencing the knowledge of the various areas acquired during the course.

Therefore, it is evident business games can be a tool, if well applied, will give the future administrator, a wide experience in company management, with experimental approach, focusing in the mainly administration areas: human resources, finance and budget, materials, production and marketing.

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