

## International Collaborative Inclusion

In 2021 Zuyd organized an online management game with universities from 4 different continents, covering 10 different time zones. The game was enhanced to maximize the intercultural learning effects and communication/interaction amongst students by mixing teams, giving supportive tasks, creating an online feedback tool, and organizing supporting classes by international colleagues.



### How?:

- The game was played in a global market
- The students were put in mixed teams, with at least 4 different nationalities per team
- The supportive tasks were designed to foster reflection on cultural collaboration and decision making,
- The reflection was supported by survey questions and a custom-made dashboard, to give direct feedback and foster more team discussion
- The students were assigned to an international coach/tutor, if possible with a different nationality than the students
- The tutors from the different partners offered online supportive, international ‘guest’ lectures

We had more than 300 students, from 31 nationalities, playing in a fun, engaging, and competitive environment.

### Was it meaningfully engaging students and faculty members?

Yes, the competitive element was already engaging, being supervised by an international tutor appeared to be engaging to the students too.

The interaction between the faculty members also leads to nice dynamics and knowledge exchange. In that sense, it also advanced business education.

Student quote from

• “Therefore, cultural differences can greatly affect group work, especially when the entire group is made up of different nationalities. ...For example, the Dutch (was) direct .. good ability to organize work in a team. The participant from Jordan ... can lighten the atmosphere. .. also agrees with many of our suggestions. The girl from Turkey is .. balanced... ability to smooth out conflicts. The Russian participant (takes) responsibility for the decisions made. The Brazilian is going to her goal. We have had an amazing experience working in an international team .....”

### Did it have an international interest or widen the international horizon of students?

Yes! A major aim was to include students who cannot afford to go abroad to gain international experience, which is crucial for IB students. Many of the playing students, especially from developing countries, were students without prior international experience due to a lack of opportunities. For those students, this cooperation was comparable to an exchange experience. This made it very special to them, but not only for them. Our exchange students often end up in a ‘closed, internationalized exchange community’, not meeting these ‘local students’. For many of those students, it also meant an eye-opener to cooperate with ‘locals’ and changed their perspective on many things.

Student quote from

• “... in this challenge I was faced with situations I had never experienced before, like meeting, communicating and discussing business strategies with people from other countries. .... Me and the guy from Ghana speak English reasonably well, but then joining a meeting is overwhelming. The second problem is being insecure about taking decisions in this international environment.”

Well, I am really enjoying it, and will participate whenever I can!!

Student quote from

• “... At first due to language barriers, I was under the impression that it would be difficult working with people from other countries, however I soon realized just how extensive their business knowledge was . This changed my views completely.”

### Was it inspiring?

Students: not only the game but also getting supportive classes from foreign lecturers really created an international environment. The discussion around the supportive tasks and reflection appeared very inspiring too.

Student quote from

• “The game has everyone team up with different individuals from around the globe, so it is important to accept everyone in the group and take their opinions as valid even if you have different cultural beliefs....”

Faculty members: Yes, colleagues were confronted with a truly international classroom. Next, knowledge sharing in fixed foreign teams was inspiring to them. It goes without saying that this project made our partnerships much more vibrant.

**Does it have the potential to benefit the wider community?**

The benefit for the community is that it opens the world to the growing number of business students from developing countries who do not have the possibility to leave their country by giving them an 'exchange experience'. It also has the potential to bring 'rich' and 'poor' students together and thus creates a better understanding amongst them, not only culturally.

It would be awesome to have this management game further integrated into the NIBS community. The project also has the potential to connect students to international business professionals like coaches and business angels.