NEC OTIUM

Digital magazine, *Facultad de Ciencias Económicas y Empresariales*, UNIS
Quarterly Edition | No. 9 | January – March 2018| NIBS Special Edition

INDEX

1. Editorial
2. NIBS, Global Business Case Competition arrives to UNIS
3. Sculpting the Company Director
4. The DNA of the competitions
5. Judges are key to success in cases' competitions
6. Open Doors
    - Organizing committee NIBS 2018
    - The gates of NIBS 2018
    - A first place in NIBS 2015
    - History of the first competitions
    - In The Line Of Art´s Horizon

EDITORIAL

Lic. Samuel Trejo | Dean, *Facultad de Ciencias Económicas y Empresariales*
strejo@unis.edu.gt

The Faculty of Economic and Entrepreneurial Sciences has been vigorously working with enthusiasm towards hosting the 22nd Edition of the NIBS World Case Competition. Ever since we were selected to be the headquarters for the event, we realized what great responsibility this designation means. We will be the first university in Latin America to open its doors for a competition of such great prestige and high academic level to find the proper environment to carry out the activities inherent to the competition.

NIBS gives us the opportunity to maximize the mission and vision of the Faculty and to develop our proposed strategic objectives. We wish to offer our alumni international experiences and provide them with a global environment through international teachers and students. During the last week of February, the official language of UNIS will be English; but also, in the corridors and classrooms, we will surely harken to French, Danish, Finnish, as well as other languages from the more than 60 professors and students arriving from 16 countries.

The entire *Universidad del Istmo* has been set in motion for this event. The academic calendar has been advanced, we started classes a week earlier than normal. Volunteer students from all careers: architecture, communications, law, education, engineering, have come forth. The department of infrastructure is underwriting the logistics and adequacy of the installations. There are more than 50 people from UNIS dedicating added efforts towards making the event a success. We are breathing a solidary academic experience. The competitors will have an adequate setting to give the best of themselves.

And, although it is logical that everyone is anxious to shine, what most characterizes NIBS competitions, and UNIS, is the spirit to serve, of collaboration: A culture that stands out is one that competes, but holds clear that it is implemented within a framework of respect, of camaraderie, of commitment.

All those who compete are students of careers related to business. For a long time within the entrepreneurial ambiance, the teaching and employment of "business techniques" has become widespread, in the belief that what is important is knowing how to use them in order to ensure success. Consequently, numerous

cases of ethical scandal and cooperation with evil have been encountered —whose maxim was success and short-term benefits, without respect for the methods employed to obtain them. At UNIS, as well as at NIBS, we are convinced that sustained economic growth requires the presence of a sense of ethics and humanity in business administration.

This new edition of the NIBS competition will be a week of high-level global competition and of great cultural wealth. All during a week will different teams be identifying challenges or problems, analyzing them with critical perspective. In the daily business world many hundreds of cases can be written which when structured in an academic context, become valuable exercises to teach young university students; and in particular, the cases method develops competences, thought structuring, analytical ability —and these elements favor the discipline of decision-taking, once the common problem has been identified. In this taking of decisions, the exercise of virtues and scientific arguments, technical and ethical, shall make itself present in an integral manner.

The great winner of this competition at short, mid, and long-term is society itself, from which students who participate in it proceed and towards which they project themselves. Society is eager for good business people who can ensure a better future, who can make highly competitive economies of their countries, but simultaneously are entirely human.

The *Universidad del Istmo* abbreviates to four letters: UNIS, four letters that will change the future of all those who participate in this academic encounter: students, professors, administrative and managerial personnel.

We feel ourselves in debt to the management of NIBS for having chosen us as base; towards the Administration of UNIS for having backed us in order to become the hosts of this academic joust, as well as with all the professors, administrative personnel and students who collaborated in the preparation of NIBS Week. We await with enthusiasm the 26th of February so that we may welcome all the participants, and that the UNIS-NIBS experience may become for everyone an event that signals a ‘before’ and then an ‘afterwards’.

Global Business Case Competition comes to UNIS

Robin Ritchie | *President of NIBS*
robinritchie@cunet.carleton.ca

In late February, teams from 16 leading universities across the globe will converge on the UNIS campus in Fraijanes. The reason? To compete in one of the world's oldest and most respected academic competitions for business students.

The event in question is the NIBS Worldwide Case Competition. Now a major international tournament, it traces its roots to a considerably more modest six-team affair held in Rennes, France in 1996. Since that first edition, over 900 students have competed in an event that many refer to as the "business school Olympics."

The comparison is hardly far-fetched. Students compete in teams of four—each team representing a different university—and tackle a series of business problems over the course of a week. With the clock running, they devise solutions that must be presented to juries of seasoned managers and high-powered academics. The composition of these judging panels is no accident—it ensures that the students' recommendations are not only analytically sound, but also practical and implementable.

Although knowledge and technical skills are essential, the NIBS competition is also a grueling test of teamwork, endurance, and ability to perform under pressure. Teams have only three or four hours to analyze each case and develop their recommendations. In short, the event brings together many of the elements needed for success in the real world.

During the Championship Round, teams will be assigned to one of four groups via random draw. They will then face off against the other schools in their group in a series of head-to-head matches. Scores from those matches determine which teams will advance to the knock-out rounds.

Although the focus of the organizers is squarely on next February, things actually kicked off in November when teams from more than two dozen schools completed a written case analysis at their home institutions. Top finishers from that preliminary phase will qualify for the Championship Week, which takes place here in Guatemala from February 25 to March 2.

Each year, the competition is organized by a different university—a factor that helps contribute to the event's international flavor. It also adds an element of unpredictability, with

teams doing their best to guess what judges in the host country will value most. Since the event began, it has been held at 17 schools in 12 different countries.

At the 2017 competition, some 90 participants—including students and coaches from UNIS—traveled to the frosty confines of Rauma, Finland. With host school Satakunta University located only 600 km from the Arctic circle, time between matches was spent on good-natured snowball fights and occasional trips to the sauna. Needless to say, 2018 in Guatemala will be a decidedly different affair.

This year's competition is being led by a team of faculty, staff and students from UNIS, led by Prof. Giovanni SolÍs.

"We're truly excited," explains Prof. SolÍs. "The NIBS Case Competition is a wonderful opportunity to showcase UNIS to our partners from leading universities around the world. It also gives us a chance to connect with the business community here in Guatemala, and demonstrate our commitment to producing outstanding graduates who are capable of taking on real-world challenges."

Although new to hosting, UNIS has plenty of experience competing. The school first participated at the 2007 event in Dublin, Ireland, and brought home the championship trophy from the 2015 competition in Ottawa, Canada. That team was coached by Prof. SolÍs, and featured an all-star cast of students.

"Ottawa was amazing," observes Chivo Escribá, who now works as a Project Manager at Corporación Multinversiones. "Everyone worked together, we were well-prepared, and our group had the right blend of skill and experience. I can honestly say that it was a life-changing experience for all of us."

The NIBS Case Competition is conducted in cooperation with the Network of International Business Schools, an association of more than 70 business schools from around the world. The organization facilitates academic exchange and collaboration among its members, and encourages the sharing of best practices through its annual conference and academic accreditation program.

Each year, the NIBS Board receives applications from member schools interested in hosting the case competition. Typically, the process involves selecting from multiple bids, based on factors that consider both the capabilities of the prospective host school and the suitability of the location.

Prof. Robin Ritchie, from Canada's Carleton University, organized the 2015 competition and is the NIBS vice-president responsible for overseeing the event.

"We couldn't be happier to be working with Universidad del Istmo," says Prof. Ritchie. "It is a world-class institution, with outstanding faculty and students, and a strong track record in case competitions and experiential learning. I've been singularly impressed by everything I've seen."

This year's event will also mark the first time that the competition has been held in Latin America, which Prof. Ritchie says is no coincidence.

"We've been looking to bring the competition to this part of the world for some time," he notes. "It's a key part of the global economy and its importance will only expand in the coming decades."

Adds Ritchie: "UNIS is the perfect institution to help us take this important step. This is our first time in Latin America, but it certainly won't be our last."

This image has been taken from the World wide web (www), and it´s a public domain image. Its purpose is to illustrate the company object of the comment, only for academic purposes, not for profit.

Sculpting the Company Director

(The training of the future director through the case methodology)

Giovanni Solís | *Management Director*
✉ giovanni.solis@unis.edu.gt

Nowadays, in general terms, the "technique" is very well mastered in the business world. The important and delicate thing is, for what and how to use it. If we look back, we find a series of situations that demonstrate this, for example, the Enron scandal in 2001; the Bernard Madoff case in 2008 (Ponzi model); financial crisis that "exploded" in September of the same year (subprime mortgages); etc. In most of these cases, the executives involved have been professional graduates of world-renowned universities.

It would seem, then, that the problem does not lie in a lack of technical knowledge, but in the absence of an ethical and human sense in the management of companies; and the absence of a correct company concept, made life.

What concept of company do students of business have worldwide, today? What concept of it is being shown to them from universities and business schools?

Business administration is an exciting profession; It is universally applicable and involves an interesting diversity of areas of knowledge and skills. A business administrator is characterized by being an optimistic person, cheerful, competitive, analytical, strategist, intrepid, generator of change, visionary, demanding, prudent, ethical, with a high level of resilience to problems and with a strong ability to direct and inspire work teams with enthusiasm to achieve the company's objectives, seeking that, in this process, the people who make up the company are better people and achieve their personal goals.

The business-university relationship is therefore of the utmost importance. The university is responsible for "delivering" to society the professionals it demands: business managers (directors, entrepreneurs) that respond to the needs of companies and the challenges that society itself poses every day. That is why, the university works in the design of a study curriculum closely linked to the reality that society presents.

Unlike purely scientific careers, where the use of a laboratory allows the student to validate the knowledge learned through experiments; In the career of business administration, the laboratory has been replaced in two ways: through business practices and, the use of the case methodology. This, to avoid that it is at the end of the career, when the acquired knowledge

is put to the test, which has a direct impact on all the people that make up the company, their families, and all other stakeholders.

Faced with this reality, various methodologies have tried to facilitate scenarios in which the student integrates and applies throughout his career, the knowledge he is acquiring. The case methodology has been a pedagogical strategy of great impact and effectiveness to develop diverse competences in the participants. It arises close to the first world war, in the School of Law of the University of Harvard; Years later, it is also adopted at the Business School, and with the passage of time, its use has been extended to practically everyone.

What is the case methodology? A "case" is a document with a certain structure. Ordinarily it has approximately twenty to thirty pages, which describe the situation that a company faced at a certain moment. The document presents the necessary information so that, through a specific process of the case methodology, the student identifies the problem or challenge of the case and develops a solution to it.

The document is previously given to the student to study and work individually. Before the class session, the student analyzes and discusses the case with a small group of colleagues, and then discuss it in the plenary with the rest of the students, who, with the teacher's address, discuss possible solutions to arrive at a solution and conclude with the lessons learned in the session, based on the objectives that the Professor has set with that particular case.

Unlike a conventional course, where most of the time what matters is the final result, the solution itself; In the case methodology, the most important thing is not the solution itself, but the process that leads to establish this solution. This requires from the Professor, a very thorough preparation of each session; must be very careful from the selection of the case, the establishment of objectives to cover, the planning of the session itself, the opening question, until the closing with the lessons learned.

This methodology began to be used in Business Schools, in Masters, with one of its advantages being the enrichment of each discussion through the life experience of each participant. The same challenge can be analyzed from different perspectives, being able to be all valid, and lead to different solutions. Hence, some academic people consider that the case methodology is not to work at the bachelor's level, since students still do not have professional experience or is an incipient.
However, it has been seen that with certain changes in the methodology and, with greater effort and planning on the part of the Professor, it is very beneficial for university students in last years of the career. Naturally, it is necessary to take into account a series of variables so that the result is the desired one, as, for example: the knowledge that the student has acquired in the previous courses, and a correct analysis process that takes him later, to the selection of the most appropriate solution alternative.

Of such relevance have been the results obtained with this method, that competitions are made to perfect it, as well as the Network of International Business Schools Worldwide Case Competition, where each competitor team is made up of four students, who, in a period of four or three hours, must read and solve the case, and make a presentation to expose it before a group of judges, as if the team were a consulting firm.

All of the above allows the university student to develop a series of skills that would otherwise be very difficult, if not impossible, to acquire; as, for example: the identification of a challenge or problem, analysis, critical thinking, decision

This image has been taken from the World wide web (www), and it´s a public domain image. Its purpose is to illustrate the company object of the comment, only for academic purposes, not for profit.

making, the exercise of prudence, and argumentation, among others.

The case methodology, as Carlos Llano indicates in his book "The teaching of the direction and the case methodology", does not seek to transmit a new theoretical knowledge, but to develop the "key" competences of the participants and that, the same participant is who arrives at a learning through "discovery". In this constant discovery, students are preparing better, to making decisions.

As mentioned at the beginning, the "technique" is mastered quite well today, from the part of pure management, to the most sophisticated financial instruments that have been developed. The challenge is to train students in such a way that they do not forget the true reason for being of a company and that, in any decision they make, they do not leave the human person on the outside. Prudence and ethics will always be two good "advisors" who should accompany them in their professional life and, precisely from the case methodology, they are sought to develop them in the students.

The Faculty of Economic and Business Sciences of the Universidad del Istmo has adopted the case methodology for several years, and has participated in the NIBS competition, for about nine years, having obtained the first place in 2015 (Ottawa, Canada) , and the eighth place in 2017 (Rauma, Finland).

In the month of February 2018, there will be sixty-four students, from sixteen universities around the world, participating in Universidad del Istmo, in the Final Championship Round of the NIBS Worldwide Case Competition.

We trust that, these sixty-four competitors are, in the near future, professionals with a global strategic vision, leaders and innovators, who make companies more competitive and more human, with a deep sense of ethics, responsibility and reliability. Keeping in mind, that companies arise for people and for people.

The DNA of the competitions: Overcome talents to serve better

Linda Paz Quezada | *Core Curriculum Area Directress*
✉ lpazq@unis.edu.gt

Measuring physical, artistic and intellectual skills has been a human challenge, even considered divine in classical Greek culture. Since then and until now the competitions, first sports, then cultural, academic, business, etc., have played an indispensable role in the continuous improvement of society. Competition has become the DNA of the cultures that stand out.

Since we were little we have competed starting with children's games, until we grow up to conquer a love, the work we want or some skills that we have proposed. Surely we have experienced that happiness is related to the experience of those who feel they are giving their best[1], and it is done when they put into action in the best way our skills and abilities[2]. For some, life itself becomes a competition in which the only goal is to win and succeed, and although you work without truce you often do not see the expected happiness. This is because winning is not the true meaning of competition, its essence is to prove oneself, to succeed, to overcome and thus be in a position to serve better[3].

1. Compete to be happy

The dynamics of the groups is complex, but generally optimistic competitors are more likely to win, are people who seek solutions, are creative and resistant to frustration. Psychologists of happiness[4] distinguish two types of positive experiences, the two necessary, but with a different degree of satisfaction: pleasure and enjoyment. Pleasure is associated with physical sensations that we enjoy without needing to invest greater energies: tasting a good wine or watching a good movie. Enjoyment, on the other hand, is related to activities that challenge our abilities and lead us to experience new intellectual learning and practical experiences that make us overcome. Participating in a certain sport means facing a

[1] RYFF, CAROL Y KEYES, COREY (1995), The Structure of Psychological Well-Being Revisited, Journal of Personality and Social Psychology, Vol. 69, nº 4, 719-727.
[2] Cfr. RODRÍGUEZ, OMAR, Tu trabajo te puede hacer feliz: consejos de la Psicología Positiva
Rescatado el 23 de noviembre de 2017 de http://empresa.org.ar/2016/tu-trabajo-te-puede-hacer-feliz-consejos-de-la-psicologia-positiva/
[3] Cfr. CSIKSZENTMIHALYI, MIHALY (1996), Fluir, una psicología de la felicidad, Ed. Kairós., p. 117.
[4] The term "Positive Psychology" was coined by Martin Seligman of the University of Pennsylvania. One of his most emblematic publications is the 2002, Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press.

person or adversary team, surely we will end up sweating, tired and even beaten; overcoming a work goal can lead to intellectual exhaustion; anticipate with effort to the needs of our family, involves extra efforts. All this generates a different degree of happiness and tranquility beyond a fleeting pleasure. The pleasure vanishes when the experience ends, the enjoyment transforms us, makes us grow as people and we leave strengthened.

The good Socrates understood what elastic abilities are, he was able to say "I only know that I do not know anything", when he was the wisest of the Greeks of his time. A talented person in a discipline has an elastic capacity, permanent growth in it, is the one that can always develop a little better. The talented will seek to force their capacity for learning or improvement. Athletes give us many models of this spirit. An example that now comes to my mind is that of a recent film from 2016 "Eddie, The Eagle", which includes the biography of Michael Eddie Edwards, an amateur British skier who, in 1988, broke the national Olympic record for ski jumping which was maintained since 1929.

2. What makes competing attractive? Challenge and service

Challenge.

An attractive competition is not a sweet activity, comfortable and accessible to everyone. There is no doubt that there should be a friendly environment, with enough amenities, but what is really attractive in a competition is that it involves a real challenge[5].

It is not the easy thing that attracts us, but what puts our abilities to the test and forces us to improve ourselves. Much has been written about the "burn-out" syndrome, a typical occupational disease that generates living in a state of stress for a long time. However, we still hear little about another syndrome that some business, educational, family and personal cultures can generate: bore-out, boredom, lack of initiative, lack of external motivation and sufficient self-motivation to take us to generate new goals in our life[6]. A good leader, father of a family, boss, teacher, are experts in generating challenges, knowing how to demand and give feedback. A job, an educational environment that has no implicit challenges, that is relaxed, can release stress, but will not achieve the happiness of those who are part of it and it may lead to boredom.

Nobody runs a marathon of 42 kilometers because it is comfortable, refreshing and relaxing. If he does so, it is because he is attracted to the challenge of arriving before a rival, or to overcome the time he did the last time he ran. The activities that are most enjoyed are those that most demand to increase the talents. We feel challenged when a task challenges us to grow in one of our best strengths and we are offered an opportunity to make a leap in capacity quality.

Everybody needs to exam itself. In any competition activity to grow, timely feedback is necessary to optimize our activity and improve. This feedback is generated in several ways: through coaches or leaders, loyal friends and, most importantly, a reflective attitude of our achievements. Without self-knowledge you do not get far. Humility, knowing how to rectify, knowing the challenges is an important capital in every person who seeks continuous improvement.

Service

The true aspect of happiness is that what I do has a meaning outside of myself: acquire a mission of service. If my activity makes me happy and, at the same time, makes others happy, then it transcends me and is worth it.

[5] Cfr. RODRÍGUEZ, OMAR, Fluir en el trabajo: De la motivación al disfrute, rescatado el 20 de noviembre de 2017 de https://www.coursera.org/learn/familia-trabajo-sociedad/lecture/00BI4/fluir-en-el-trabajo-de-la-motivacion-al-disfrute-parte-2

[6] Cfr. REGADER, BERTRAND, Síndrome "bore-out": cuando el trabajo te aburre, rescatado el 20 de noviembre de 2017 de https://www.entrepreneur.com/article/286429

What can most satisfy a challenging job, well done, is the positive impact on other people's lives. Each academic competition can generate a footprint in many ways. A university that participates in a competition can measure its academic and human level, to compete serves its own institution, serves families who have invested in the educational process of children, serves their country, generates international ties and opens doors for the students.

A good competition should promote a lifestyle that manifests the primacy of the person over things, and promotes an effective interest for the good of others, that is, a culture of solidarity that understands how to serve, and that its motto it may be, paraphrasing the slogan of the Isthmus University, "compete to serve"[7].

The man with the study, with the work, is capable of perfecting the world, he is capable of surpassing himself and that hopeful opening helps to shape a better world. Leibniz[8] had no reason to declare that this is the best of all possible worlds, because in a perfect world man would have no reason to be. It is possible to build a better world, the person is a being of projects, and it is not his / her own to be definitively satisfied with the way of being of the cultural and social realities. Man is capable of surpassing himself, of improving the conditions of the society in which he lives, that is why it is his own to live of hope.

3. Elegance and dignity: Knowing how to be, how to win, how to lose.

Elegance is a way of being, integrated, positive, harmonious, which manifests externally in the way of dressing, being and relating in human society, with grace, nobility, simplicity, respect for others, naturalness and good taste. It is a question of criteria, not code of conduct, dress or ethics. It's about "choosing", "choosing me", "deciding what I want to be and what I want to say about me". Through the dress and the attitudes that I choose, I communicate what values I possess. The past that I have accumulated through the virtues that I possess are reflected in the determined way of acting that also have a personal stamp, a style. Although for some it may seem contradictory elegance is based on humility, an indispensable virtue to be able to compete and accept with magnanimity the victory or its opposite.

There is not appearance without foundation. Good manners are more than a series of courtesy formulas to facilitate human relationships. The greetings, the farewells, the help to those who need it, the words of encouragement, the smiling faces, the know how to apologize if something has been done improperly, give the step to the elderly, thank any detail they have with one, apologize involuntary facts of others, everything that makes coexistence more pleasant. The dress is a mode of external manifestation of the spirit. The great knowledge and experience in some specialty will not be enough if, at the time, the external appearance does not inspire that necessary confidence that must be shown in social and business activities. In universities this is increasingly taken into account in the training of future entrepreneurs. That is why teachers are asked to mark a high human tone and training in the aspects of etiquette and human tone is included in the training of students.

When competing, one can look at the other, learn from it and with that knowledge, get it right in the future. A competition understood that places us in the dynamism that Seligman calls "win-win"[9] that characterizes a happy life, where everyone learns and gains in their personality, if they have the correct attitudes. But in competitions, due to their very dynamics, there are always winners and losers.

[7] Cfr. The Stand of principles of the Universidad del Istmo n.11: the motto of the University is "Know to serve".

[8] Wilhelm Leibniz is considered one of the last universal sages. In 1848 he published his Discourse on Metaphysics in which he developed his famous thesis that a perfect world is not possible, but only the best possible.

[9] SELIGMAN, MARTIN (2001), Why Lawers Are Unhappy, Cardozo Law Review (vol. 23, num. 1).

It is not always won, nor always lost. We win when we achieve the proposed goal, the result of effort. Knowing how to win supposes elegance and education: knowing how to show a noble attitude towards the rival team, without delighting in front of the opponents so that they are humiliated.

On the other hand, when you lose, you have to know how to accept the situation with dignity, you cannot make things change, you can learn from experience and mistakes, without justifying when things have not gone as expected, but accepting them with humility, which is to walk in truth according to Teresa de Ávila. Who has a competitive spirit knows how to overcome defeats, does not allow them to be affected or stop new future projects, it is always better to risk and lose than not to participate for fear of being left wrong.

4. Spirit of gratitude. Fair play.

When man came to this world, everything was given to him: there was the sun, the moon, the water, the food, his house, his parents and only when he realizes this, comes the gratitude that is one of the noblest activities of the spirit. After participating in sports, academic and business jousting, those who compete are not the same, or, in other words, have outdone themselves, are better people.

NIBS is about to arrive once again and that gratitude goes to many actors: towards NIBS, who designed the competition, which has more than two decades of life, with the spirit of service, towards the professors who designed the cases, for the spiritual and economic support of the families, for the competitive and humble help of the coaches, and a long etcetera difficult to list.

Gratitude is a matter of ethics and ethics has justice as its basic point, and in order to exercise it one needs to live temperance, strength and prudence[10]. Justice leads to knowing how to relate properly to others. Errors of omission are always abundant. To spoil things, to mistreat nature, not to attend to the person is an injustice. In the virtue of justice the most intrinsic is gratitude, being ethical means being fair and this means being grateful[11]. The opposite of gratitude is the rejection, the complaint, the rejection of what has been received: the complainant is not happy. If the result of good ethical behavior is happiness, you are happy when you learn not to complain[12].

There is no worthwhile competition without ethical standards. We live in a culture in which corruption, blackmail, the substitution of values have spread. An academic competition demands transparency. Those who have not played fair, those who are content with botch, those who do not seek human excellence do not deserve to win. Losing to those who cheat leaves a feeling of having competed with the same personified evil. Knowing how to compete means following the rules with justice, without focusing only on victory, which can lead a person to focus only on himself to the extent of becoming the Machiavelli maxim: "the end justifies the means".

Being in the competition is already a gain and you have to learn to enjoy the moment, give the best of yourself, without feeling pressured by the possible defeat, the effort is more important than the same triumph. The fact of participating in a competition leads us to overcome challenges in order to improve ourselves in order to better serve. We are all predicted that this is an arduous job. This exercise makes us better people and for the same, to be grateful and to put our improved talents at the service of others.

[10] Cfr. AYUSO MIGUEL, ÁLVARO PESOA et al. "Problemas estructurales para la ética democrática" Razón y Tradición. Estudios en honor de Juan Antonio Widow, Santiago, Chile, Editorial Globo Editores 2011, p. 21-30.
[11] Cfr. ALVIRA, RAFAEL, Los regalos que no se ven. Apuntes de familia, Colombia, Instituto de la Familia, Universidad de la Sabana, 2009.
[12] Cfr. ALVIRA, RAFAEL, "Etica de la cotidianeidad." Thémata 1999, n. 40, p. 147-153.

The NIBS will be the stage this February and here, at the Universidad del Istmo, there will be more than 60 competitors willing to give their best. We will be witnesses of this challenge and we will enjoy the opportunity to be part of it and, why not, we congratulate those winners who will be giving everything and achieving the desired goal: "Being better to serve".

JUDGES ARE KEY TO SUCCESS IN CASES' COMPETITIONS

Marleen Campbell | *Director in the field of International Business*
✉ mcampbell@unis.edu.gt

Competitions of cases are like intellectual sporting events within a climate of learning and progress. As in all types of competitions, the coaching and training that pave the way to the competition itself are motivators.
A principal reason why NIBS has become one of the most prestigious contests of cases universally is because it is judged by influential members throughout the world who belong to the business community.

Becoming a judge in a competition of cases is a process in itself for they are selected thanks to their known experience within the area they are asked to judge. This is critical because it is important that the judgment be, and should be perceived as, just, impartial and fair. Judges are requested to follow the official rules without inserting a personal opinion.

Furthermore, when proceeding as a judge, they must:

- Act within the role assigned by the judges; (for example, as member of the Board)
- Formulate short and specific questions
- Remember that the task of the team is to solve the case
- Render suggestions to improve the teams and its individual members

Being a NIBS judge provides the opportunity to review four presentations of business cases, and solutions, from competitors around the world. The role and responsibility of the judges, in each round, must be to familiarize themselves with a written commercial case, view the presentations vis-à-vis, probe the teams through questions and answers, evaluate the analysis and the solutions recommended and provide feedback to the teams.

Additionally, one of the principal objectives of the competition is to point the students as much as possible towards real life and develop their abilities in decision taking. Within this real situation the team plays the part of consultant and is introduced to the CEO and Administrative Council of a company.

This does become possible because the judges must understand the case exactly as the teams are presenting it, i.e.:

- Identification / evaluation of the principal problems of the case;
- Discern the symptoms of the underlying problems;
- Evaluate the relevance and effectiveness of the recommendations;
- Identify the alternatives and the criteria by which these alternatives would be evaluated;
- Consider implementation: Who, What, When, Where, How, and What if;
- Evaluate the viability of the plans for implementation, (planning, organization, costs, etc.);
- Formulate sound and incisive questions after the presentations and evaluate the answers;
- Provide acute oral and / or written feedback that emerges from their record of assigned reports and / or presentations on stage.

The judges must possess years of experience in the industry and thus understand the changing face of the industry —where movement and growth may have taken place— which will help them perceive innovative ideas whenever presented.

The challenges to the teams placed before the judges will be:

To anticipate the questions made by the judges: It is always a good exercise for the members of the team to ask itself questions that the judges may formulate amongst themselves.

Be capable of justifying all their suppositions: The team must enter the competition with the mindset that each supposition posed will be questioned by the judges. If it is not able to justify even one of its suppositions, then the rest of its presentation may lose credibility.

To work with cases in general, and in the competition of particular cases, provides a natural intersection where university students interact with society and may learn about business in different contexts and industries —and vice-versa. Examples of corporations related to cases include:

- A corporation that may serve as a live case,
- Experienced managers may act as judges in cases of competitions.

With respect to other cases' competitions, NIBS stands out for its focus on the challenges of doing business at an international level. In spite of the fact that it is fundamentally a strategy that is being dealt with, the cases presented include configurations, organizations, and cases of problems related to international events. Efforts are made to present the teams with an ample range of challenges from one case to another: the case of one day may focus on organizational leadership; others may depend on matters of negotiations, commercialization, entrepreneurship, mergers and acquisitions, means of entry into the market, or corporate social responsibility. The objective is to reward the teams as thorough and complete business thinkers.

OPEN DOORS

Organizing Committee 2018

Andrea Castillo Marroquín | Communications Office

The Faculty of Economic and Business Sciences, FEBS, continues preparations for the NIBS Worldwide Case Competition 2018, because the Universidad del Istmo will host the Competition that commences on the 25th of February.

NIBS is a test of abilities in the solution of business problems in which the competitors need business acumen, cultural knowledge, communication abilities and teamwork, all within a limited time frame. For the Competition, groups of four undergraduate students compete at a global level in the name of their respective universities.

Get to know the team that is organizing NIBS 2018, those members of FEBS who for months have been preparing in order that UNIS may be the best of hosts.

Giovanni Solís | *Director, Management Area*

He is the General Coordinator of the Competition and the direct link with Robin Ritchie, Vice-President of NIBS. He has a lot of experience in the subject of cases, besides having been the coach of the winning team of 2015 in Canada. He is the one responsible for seeking out and selecting the best cases to be used in the competition.

Carelia de Rosenberg | *Director of Studies*

She is the Director of the logistics team and in charge of tackling matters such as lodging, transport, food, and the recreational activities that the visitors will enjoy. She has carried out the work together with Marysol Benavente, Director of Hotel Business and Gastronomy, where both have been in charge of supervising the details.

Her end labour is that the foreign participants may feel at home and get all the comforts needed, so that they may come and render their 100% to the competition. They furthermore seek to transmit the values of UNIS so that they may hold high expectations of the University and share the Guatemalan Culture through the activities organized.

Gerardo Corzo | *Marketing Director*

He is in charge of the communications for the event, from administering the social networks to the updating of the web page. He also seeks to let people know about the forthcoming NIBS competition through news in the media.

Personally, Corzo believes that NIBS 2018 is a brace to position the Business Faculty, but especially, UNIS, as a prestigious university of academic level. "During the competitions of the last few years, the students of UNIS have excelled in the top places and in 2018 we hope to continue showing the world that UNIS is a prestigious university at world level", asserts Gerardo.

Marleen Campbell | *Director in the field of International Business*

She is in charge of everything related to judges and cases. Marleen was the coach who accompanied the team to Finland in 2017 and is professor in the Seminar of Cases I and II. Since months ago, she has chosen and coached the judges who will be in the competition. On hand are judges from prestigious companies in Guatemala, who have great experience in management, marketing, finance, human resources, but who also possess abundant academic practice and are therefore prepared to participate in the grading ensemble.

Marysol Benavente | *Director of TAC and LAIH**

Marysol is in charge of logistics and attention to fine details to make the competitors feel at home. She has foreseen the lodging, the food, the transport and leisure activities. What she organizes is in the light of quality arrangements systems and international safety.

INGUAT, the Instituto Guatemalteco de Turismo, is involved in the preparations and is backing the cultural activities for the guests that will enable them to get to know Guatemalan culture to the tune of the marimba, the folk ballet and souvenir handicrafts. A leisure activity that is being organized is a tour of Antigua Guatemala where they will enjoy the traditional dance of "The Moors and the Christians".

With the work done during these months, Marysol hopes for peoples' growth and development, not only in the academic areas, but in the cultural and human fields.

*TAC = Técnico en Artes Culinarias = Specialist in Culinary Arts
LAIH = Licenciatura en Administración de Instituciones Hoteleras = Degree in Management of Hotel Service Institutions

Vanessa de Bran | *Coordinator, Hospitality*

Within the logistics and services committee, Vanessa is in charge of coordinating the stay of persons from the moment they arrive in Guatemala, all during the Competition, up to their departure from the country. She has created a services directory so that the competitors may verify all the activities that are being carried out during their sojourn. Vanessa seeks to procure the very best experience for the participants so that they may feel at home and experiment the magic of Guatemala.

She will be on call to provide NIBS participants with all the information pertaining to their lodging and transport so that they may carry forth the best experience of Guatemala, and especially, of UNIS.

Chef Sergio Arriola | *Academic Coordinator for the Degree in Gastronomy*

Chef Sergio is the person who will take charge of coordinating the confection of all the food for the guests during the days of the competition. Together with Marysol Benavente, he will be responsible for putting together and servicing the food for the event.

All the dishes that are in mind for the guests will be prepared by students and teachers of gastronomy. It is hoped that they will enjoy the best gastronomic experience during their stay in Guatemala.

Furthermore, Chef Sergio will make sure that the visitors take back with them a wonderful relish of Guatemala and UNIS, and of course, that they may never forget the flavor of Guatemalan cuisine.

Jacqueline Casanova | *Coordinator of students and professors*

Together with Gerardo Corzo, she in charge of communications for the activity so that every person is up-to-date on the most recent NIBS news. Jacqueline manages this through social media and the web page of the Competition; she is also in charge of the official correspondence.

Jacqueline is part of the team carrying out different tasks to welcome the international participants members of NIBS.

Her objective is that as well as the academic community of UNIS, Guatemala may become involved in the Competition.

Luz de María Ramírez | *Coordinator of students and professors*

Her work to ensure the success of NIBS consists in coordinating the 16 volunteers, students of UNIS, who have been constituted as ambassadors. Fourteen of them belong to the Faculty of Economic and Business Sciences, one to the Engineering Faculty and one of them is studying architecture. Each one of them is in charge of one of the countries invited to the competition. The goal is that each group may have close contact with a person who can answer all their questions about Guatemala.

Luz's purpose is that the guests may feel comfortable even before they come to Guatemala so that once here, they may better unfold.

Fabiola de García | *Coordinator of students and professors*

Fabiola is in charge of supervising that they may need for naught when they are at the university, so that they may concentrate exclusively on the competition; and also, of the assembly of the events included, of the food service, of the decoration, of the mounting of the welcoming cocktail in which the Marimba of the Municipality of Fraijanes will participate.

She will be overseeing that the classrooms are equipped with everything needed to proceed comfortably with the activities foreseen in the Competition.

Jessica Amado | *Coordinator of students and professors*

Ever since the preliminary online competition, Jessica has been in charge of the internal management of the activity. Once received, she has reviewed cases to ensure compliance with indicated stipulations, and to forward them once approved.

During the competition she will supervise the classrooms and monitor the printing of the cases, as well and the timekeepers and the classroom presenters.

After so many months' organization to welcome students from various parts of the world such as Canada, Hungary, China, Germany, among others, UNIS, as well as the organizing committee, and the students, feel prepared and are enthusiastic about being the hosting venue and getting to know the future winner of the NIBS 2018 Competition.

AT THE DOORS OF NIBS 2018, a high-level experience

Arantxa Higueros | *Communications Office*

At the beginning of 2017 four students from the Faculty of Economic and Business Sciences (Facultad de Ciencias Económicas y Empresariales) de la Universidad del Istmo were preparing themselves for one of the most important competitions in business problem-solving ability, this being the NIBS Worldwide Case Competition.

NIBS 2017 took place in Rauma, Finland. Fifteen other universities were the adversaries of our competitors: Pablo González, Sofía Rosenberg, Beatriz Arango, and Maria René Saucedo. UNIS not only represented Guatemala, but also Latin America, as it was the only University in this region to classify for the competition.

A few months after the 23rd NIBS Competition, three of the participants tell us what this opportunity meant to them:

"To represent Guatemala in an International Competition of Cases was a thrilling adventure because not many people get the chance to represent their country before one of the best Business Schools", Saucedo affirms.

This experience has also allowed Maria René to progress professionally. Today she is working at Advance Business Services as Financial and Administrative Assistant. She has various projects under her supervision as their Project Manager.

For Sofía Rosenberg it represented an opportunity for growth, to improve and apply concrete aspects of her career. "Being at NIBS helped me improve my communication abilities in a foreign language as well as my strategic thinking. It showed me the importance of teamwork and how to find a useful solution in a short period of time. It was also a great opportunity to expand my international net of contacts", she commented.

Sofía is presently working at KPMG, a company that provides auditing and tax services and consulting. Her work consists in analyzing and verifying that transfer prices among associated multinational companies fall within proper ranges.

Pablo Gonzáles says that the trip was a challenge and at the same time thrilling. "Challenging because we needed a lot of preparation to qualify and then compete. And it was thrilling because we were the only Latin American university to participate"; Pablo spoke about what it afforded him professionally: "It provided me with a general vision of the international business panorama and I was also able to appreciate different people, their knowledge and their points of view".

González is working as Financial Analyst at Landmark. He has also worked in rental projects.

All three affirm that they put all their hearts into the process, for it was an honour and a privilege to represent UNIS. Furthermore, it allowed them to demonstrate their abilities and make their ideas known, as well as their values and potential. The NIBS 2017 Team of UNIS

came away with the Team Spirit prize. This prize is awarded to the group that seeks to fraternize with the other opponents, precisely because it does not see them as adversaries, but as an opportunity to get to know more about them and their cultures.

Furthermore, from the 16 teams that arrived at Rauma, UNIS finalized in 8th place, and this also represented a gateway of opportunities, for it is now host to NIBS 2018.

Pablo González | Sofía Rosenberg | Beatriz Arango | María René Saucedo | Marleen Campbell, Coach

A FIRST PLACE 2015

UNIS, First Place 2015 in NIBS Case Competition

For Luis Fernando Barillas, Edgar Escribá, Marta María Godoy and José Andrés Méndez, the year 2015 was a year of great triumphs, and for the Universidad del Istmo (UNIS), especially for the Faculty of Economic and Business Sciences, it was a year for pride. These 4 students from UNIS represented the country in the NIBS Case Competition 2015, but they not only represented us, they brought home the first place wrested from the 16 universities that had classified for this meet from among 70 business schools from different parts of the world that conform NIBS.

NIBS 2015 took place in February in the city of Ottawa, Canada. The hosts were Carleton University, a College of Superior Management Studies. For our students to classify was in itself a great step, and this is the reason their hearts and minds were focused exclusively on the first place.

A memory with the taste of victory

José Méndez and Edgar Escribá, who are now successful professionals, take a step back in time and tell us what it was like to live the NIBS experience and how the preparation by the University was key in obtaining first place.

"The University provided us with the tools to develop abilities. I think that thrusting and training students towards "real-life situations" helped to understand the process and the structure of the business plans", says Méndez.

Méndez also explains the task that lay before them before going to Canada: "We knew we had a great responsibility resting on our shoulders, not only in representing UNIS, but also in representing Guatemala; and I believe that this was one of the key factors that truly signaled the difference", José said.

For Edgar, the opportunity was incomparable: "It was an incredible experience. First of all, it was the first time, in a long time, that UNIS participated. It was a good opportunity to get to know more people within the milieu.

Edgar emphasizes that what was said about the University is applicable: "The solution of cases is the best way to apply what you see in class", and added a piece of advice for the future participants of NIBS 2018: "Do not give the obvious answer. Analyze and give answers that lie far from common. Trust in yourselves and in your team".

High-level professionals

José and Edgar hold great responsibilities. They have progressed professionally demonstrating why they deserved getting to NIBS and especially, what made them win the Competition.

Edgar Escribá worked as Project Manager for Corporación Multi Inversiones in the field of Livestock Industry. José Méndez works for

British American Tobacco as Project Manager for Next Generation Products in Central America and the Caribbean at the Costa Rica headquarters. As of March 1, 2018, he will transfer to Monterrey, Mexico, in a new post as Marketing Manager for Mexico and Central America for Next Generation Products.

Both agree that the preparation they received at the University was key to their performance in Canada; that limits lie only in the mind, and that they will always bear within their hearts this experience of personal and professional growth.

This image has been taken from the World wide web (www), and it´s a public domain image. Its purpose is to illustrate the company object of the comment, only for academic purposes, not for profit.

HISTORY OF THE FIRST COMPETITIONS

Did you know when and why the classic Olympics began and ended, and when and where the modern ones began?

Linda Paz Quezada | *Core Curriculum Area Directress*
✉ lpazq@unis.edu.gt

At Hellas, the ancient Greeks made the competitive spirit their own. They considered it inherent to human nature: it transmitted a positive force, innovative and dynamic. Placed before the individualism that dominates many aspects of today's existence, in ancient Greece competition represented the collective personality and was an element of social cohesion.

It is estimated that the date of initiation of the Olympic Games in Greek antiquity is the year 776 B.C. Various myths and legends revolve around, all of a religious nature, in honor of the birth of the god Zeus. This event signaled the beginning of history for Greece, ever since then there was a 'before' and an 'after'; this was the year "zero".

As of this date, athletes prepared themselves to compete every four years, a period that came to be known as Olympiad, used as one of the units for time measurement – since then up to the present.

In its origins, the games fulfilled a religious function, social and philosophical. After the Roman conquest, little by little, the initial spirit of the games drifted to another: the games came to serve as instruments of veneration and propaganda for the Roman emperors who discovered a populist strategy: to keep the population content it was important to provide them with "bread and circus". Roman civilization had declined so much that the most appreciated spectacle was to witness how two men [5] killed each other in gladiatorial confrontations. The Roman emperor, Theodosius I, once permeated by the maxim of Christian charity, prohibited these criminal scenarios. The games managed to survive a few more years, up until the year 393, when the last edition was celebrated.

The Olympic Games were reinvented in the modern era in Paris in 1894, giving themselves appointment at a university. After 1500 years, Baron Pierre de Coubertin organized them at the Sorbonne. A hundred years earlier, the French Revolution put an end to the bygone regime and wished to install a new era guided by the ideas of the Enlightenment. Unsuccessfully, they attempted to commence a new year zero with the creation of the 1879 constitution, such as Greece, Rome and Christianity had done before. The new Olympics were welcomed by 14 countries and ever since then every 4 years man has been capable of surpassing his own records and

writing in bold that man is the only being capable of transcending.

Those who get to the Olympics, and those who win, generally belong to cultures that stand out in all elements. That is why it is not strange that the spirit of competitive Olympic sport has spread to intellectual, academic and entrepreneurial fields, among others, because it generates virtues in the participants. The economically stronger countries lever up with a bolstering of quality, quality education, quality investigation, quality infrastructure: it is a matter of virtuous circles that impel humanity towards progressively excelling itself.

This image has been taken from the World wide web (www), and it´s a public domain image. Its purpose is to illustrate the company object of the comment, only for academic purposes, not for profit.

IN THE LINE OF ART´S HORIZON

Arantxa Higueros | *Communication Office*

Between sea and sky there is a line — the line of the horizon, where one cannot be differentiated from the other. The Universidad del Istmo (UNIS) and the more than 150 works of art that coexist next to the community create this same phenomenon, a moment when the works of art express identity, sensibility and creativity to each person walking through the halls.

UNIS seeks to contribute not only to the academic formation of each person, but also to their cultural development. Thus, it searches not only to have a place, but to be, within itself, a space for artistic expression. Every visitor or UNIS student is surrounded by a cultural habitat that includes works by the best exponents of Central American plastic arts.

IDENTITY

The UNIS ROZAS BOTRÁN Contemporary Museum, URBM, [Museo UNIS ROZAS BOTRÁN Contemporáneo, (MURB)], was founded in October of year 2015. UNIS installations were perfectly re-designed so that the University might become the first Campus-Museum in the world. This means that it does not possess a building for the exhibition of works, rather, it is the University itself that carries within its halls the imprint of various Central American and Panama artists. The idea arose from José Rozas Botrán, President of the Rozas Botrán Foundation, who wanted for the collections to become integrated into the community of the university and not to create isolating barriers.

Aldo Bianchi, Director of the URBM contemporary museum, comments how this identity arises within people who coexist with art: "Art is part of a culture, because each artist commits his own self. People identify with something and make it their own. Hence, the Cultural Heritage comes into being". 'Between Centuries' —name given to the collection presently on exhibit— seeks to unify contemporary art, the XXth and XXIst Centuries, from Central America and Panama, so that it may become a platform for the artists and thus reach out to more countries. César Cartagena, Ramón Ávila, Marco Augusto Quiroa, Valenz, Héctor "Mod" Cárdenas, amongst many others, are some of the virtuoso exhibiting their works in this collection.

Bianchi also comments how collections travel and become known without having to leave the museum: "The collection travels each time someone visits and can carry their experience to other parts", and added that if there is something that has been emphasized during these visits is the fact of how art complements the individual, and that it makes one reflect on how the university cares for the humanistic aspect.

CREATIVITY

Contemporary art was chosen to bring life to the Museum for it responds to the public present at the university. Each year the collection is intended to be changed and there are between 150 and 170 pieces, depending on the size of each and the context as to where they are placed. For 2018, a turnover and integration of new paintings of the same exhibit is being prepared.

When questioned as to how art contributes to the students, Bianchi says: "A creative person commits more of himself/herself. Art awards the individual a more profound side, because art is dialogue". It responds to a need inherent in every human being.

Since art is limitless, professors also contribute by joining their courses with some works of art, thus raising awareness and disseminating. Furthermore, during the year there are three temporary exhibits with six different artists, each one with his/her own discourse. "This is an aggregate, it provides movement and greater artistic knowledge", comments Aldo.

SENSIBILITY

One of the principal objectives is that those students who visit the museum may become sensitized, a task achieved not only through the exhibit, but also through different activities, among which the students themselves, after being trained, may give guided tours to those who come and call on URBM. Some of the workshops they receive as preparation are: art history, conservation of objects of art, how to project themselves before a public, and others. Similarly, there is the possibility of sponsoring a work of art. After training, a student effects a weekly check-up of his/her work and ensures that it is in optimum condition. In addition to all this, there are various activities carried out throughout the year such as conferences, workshops, and talks and exchanges with the artists themselves.

The Art Club was inaugurated last year, prompted by the museum itself. It is an opportunity for those who wish to learn or explore art in depth and may do so within the very university.

Approximately 2,800 people were welcomed along 2017, that is, without taking into account the additional activities. A greater number are expected in 2018 by those who are inspired to experience what the installations of UNIS, and more than 152 artists, can offer.

EDITORIAL COMMITTEE

Director:

Carelia de Rosenberg

Coordination and redaction:

Gerardo Corzo

Estuardo Montes

Linda Paz Quezada

Design and diagramming:

Mariela Dubón Quevedo

Traduction:

Ruth Poole

Contact:

infofcee@unis.edu.gt

http://unis.edu.gt/

Universidad del Istmo, Campus Fraijanes

Km 19.2 Carretera a Fraijanes,

Finca Santa Isabel, Fraijanes, Guatemala

PBX 6665-3700