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Developing a Board Game to Strengthen Global Leadership and Management Skills

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Abstract

This study aims to develop and examine the educational potential of the Global Explorer Board Game as a learning tool for strengthening global leadership and management skills. The game was designed to simulate global management situations through continent-based boards, role-based decision-making, resource allocation, and Threat and Chance cards that represent uncertainty, opportunities, and challenges in international business environments. The study employed a qualitative exploratory design using the Delphi method with three experts in relevant fields. Expert feedback and observation of the game structure were analyzed through content analysis. The findings indicate that the board game has strong potential to support five key competency areas: cultural intelligence, strategic capabilities, cognitive capabilities, decision-making skill, and problem-solving skill. The experts agreed that the use of different continent boards encourages learners to understand contextual differences across regions, while the role and resource systems promote strategic planning, trade-off analysis, and adaptive thinking. In addition, the uncertainty created by dice rolls and card effects allows players to practice decision-making and problem-solving in dynamic situations. Overall, the Global Explorer Board Game provides an experiential and interactive approach to management education by transforming abstract global management concepts into practical learning experiences. The study suggests that the game can be applied in global management, leadership, and cross-cultural management courses, while future research should test its effectiveness with student participants using quantitative or mixed-method approaches.

Keywords: Board Game, Global Management, Cultural Intelligence, Decision-Making, Problem-Solving, Experiential Learning

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Introduction

In today's interconnected global economy, the role of managers has fundamentally transformed from primarily domestic operations to increasingly complex cross-border responsibilities. Globalization has created unprecedented challenges and opportunities for organizations, requiring managers to navigate diverse cultural contexts, lead geographically dispersed teams, and coordinate operations across multiple countries simultaneously (Adewunmi, 2024; Osland, Bird, Delano, & Jacob, 2006; Stevens, Oddou, Furuya, Bird, & Mendenhall, 2014). This transformation has generated substantial scholarly interest in identifying and understanding the specific skills, abilities, and competencies that distinguish effective global managers from their domestically-focused counterparts.

The imperative for global management competencies stems from several converging trends. Multinational organizations' value chains now spread around the world, demanding new forms of leadership that transcend traditional national boundaries (May, 1997). Managers increasingly work with people from different cultural backgrounds, whether operating abroad or in their home countries, making intercultural competence and global management skills essential for success (Steers, Nardon, & Sanchez-Runde, 2019). Furthermore, the flattening of organizational structures and the proliferation of international branches mean that executives cannot be physically present in every market, necessitating sophisticated capabilities in understanding global resources while maintaining sensitivity to local market characteristics (Yuezhu, 2024).

The board game is a valuable learning tool for developing global management skills, as it enables students to engage with complex concepts in an accessible, interactive, and enjoyable way. Through game-based learning, students can explore real-world management situations, practice decision-making, and experience the consequences of strategic choices in a low-risk environment. This approach helps reduce barriers to learning by making abstract ideas more concrete and encouraging active participation. Moreover, the development of global knowledge and competencies now extends beyond what any single individual or traditional educational method can provide. In an increasingly interconnected and rapidly changing world, management education requires new frameworks that foster critical thinking, cross-cultural understanding, collaboration, adaptability, and systems thinking. A board game designed around global management challenges can serve as an innovative framework for management development by integrating these competencies into experiential learning. It not only supports knowledge acquisition, but also strengthens communication, negotiation, leadership, and strategic planning skills that are essential for future global managers.

Ultimately, the findings of this study offer direct utility to key beneficiaries in both academic and professional fields. For higher education educators and curriculum designers, this research provides a validated framework to integrate experiential learning tools into business curricula, helping to transform abstract management theories into interactive classroom simulations. Additionally, corporate trainers and human resource professionals can utilize these insights to design effective, low-risk simulation programs for executive training, thereby sharpening strategic decision-making and adaptive problem-solving skills among future global leaders.

Literature Review

Background and Theoretical Foundations

Global Management Skill

The concept of global mindset represents another influential theoretical lens, emphasizing the cognitive, psychological, and social capital that enables managers to influence individuals, groups, and organizations from diverse cultural backgrounds (Adewunmi, 2024; Osland et al., 2006). A global mindset encompasses the ability to drive for the bigger picture, balance paradoxes, trust process over structure, value differences, manage change, and seek lifelong learning (Townsend, Cairns, Cooley, & Faris, 2003). This framework highlights that global management effectiveness requires not just skills but fundamental shifts in perspective and orientation.

Recent comprehensive treatments of global management organize competencies around integrated skills development models that distinguish between foundational skills (applicable across contexts), contextual skills (specific to cultural and organizational environments), and integrative capabilities that enable managers to synthesize knowledge and adapt to complex situations (Steers, Osland, & Szkudlarek, 2023).

The literature on global management skills draws upon several interconnected theoretical frameworks that provide conceptual foundations for understanding and developing these competencies.

Cultural intelligence is considered to play vital role of central construct in explaining global management effectiveness (Adewunmi, 2024; Alvarenga, Fleury, & Fleury, 2018; Steer et al., 2023) The cultural intelligence framework provides a theoretically grounded and empirically validated approach to understanding intercultural competence

Strategic and cognitive capabilities navigate complex international business environments. Strategic vision consistently emerges as a top-rated competency across studies. Satterlee (1999) reports that strategic vision ranked among the highest-rated skills in the Delphi study, with participants emphasizing the ability to drive for the bigger picture and balance paradoxes. The concept of global view or global perspective represents a related capability, reflecting the ability to understand and integrate diverse market characteristics, competitive dynamics, and stakeholder interests across multiple countries (Yuezhu, 2024). Cognitive capabilities extend beyond strategic thinking to encompass what Osland et al. (2006) term "cognitive orientation" pointed at frameworks and thinking patterns that enable effective global leadership. This includes the ability to manage complexity, tolerate ambiguity, and synthesize information from diverse sources. Alvarenga et al. (2018) identify critical global thinking and cognitive abilities as essential competencies, while Leslie et al. (2002) emphasize learning behaviors and business knowledge as components of managerial effectiveness in global contexts.

Decision-making capabilities represent another consistently emphasized competency domain. Satterlee (1999) reports that decision-making skills received the highest average rating in the Delphi study compilation, reflecting its fundamental importance for global management effectiveness. Hajro et al. (201) identify decision-making as a core competence for multinational team leaders, emphasizing the need to make effective decisions in complex, ambiguous situations with diverse stakeholder interests.

The literature suggests that global decision-making requires distinctive capabilities beyond domestic contexts. Managers must navigate different legal systems, regulatory environments, and business practices while balancing global standardization with local adaptation (May, 1997). This requires what Satterlee (1999) describes as the ability to balance paradoxes and

trust process over structure, recognizing that effective solutions often emerge through iterative engagement rather than predetermined plans.

Problem-solving in global contexts also requires creativity and resourcefulness. Satterlee (1999) identifies creativity and resourcefulness as important competencies, while several studies emphasize the need for initiative, persistence, and the ability to navigate uncertainty (Alvarenga et al., 2018). The capacity to recognize and leverage diverse perspectives in problem-solving represents a distinctive advantage of effective global management.

Board Game

Board games represent a unique intersection of play, learning, and social interaction. Unlike random chance-based games, strategic board games require players to engage in planning, problem-solving, working memory, cognitive flexibility, and inhibitory control—core components of executive function (Bartolucci, Mattioli, & Batini, 2019; Guardabassi, Tomasoni, & Borella, 2025). These cognitive demands align with theoretical frameworks from educational psychology and cognitive neuroscience suggesting that active, engaging, and challenging activities promote learning and cognitive development.

From an educational perspective, board games embody principles of game-based learning, which posits that the motivational and engaging properties of games can enhance learning outcomes (Ngo, Siswandari, & Kristiana, 2024; Gutiérrez-Medina, Pérez-Salas, & Rojas-Jara, 2024). The structured yet playful nature of board games may reduce anxiety associated with formal learning while maintaining cognitive challenge (Dziob, Górski, & Kąkol, 2020). Additionally, the social nature of most board games provides opportunities for collaborative learning, communication, and social skill development (Ji, Kim, & Yoo, 2022).

From a therapeutic standpoint, board games offer a non-pharmacological intervention that is accessible, cost-effective, and easily implemented in various settings (Guardabassi et al., 2025). The structured nature of board games provides cognitive stimulation while the social and enjoyable aspects may enhance motivation and adherence compared to traditional cognitive training exercises (Chen, Li, Chang, Huang, & Cheng, 2022).

The motivational benefits of board games appear to stem from multiple factors. Board games transform learning into play, reducing the anxiety and pressure associated with formal academic tasks while maintaining cognitive challenge (Dziob et al., 2020). The competitive and social elements of board games may activate intrinsic motivation systems, making learning more inherently rewarding (Gutiérrez-Medina, Pérez-Salas, & Rojas-Jara, 2024). Additionally, the immediate feedback provided by game mechanics helps students understand their progress and adjust strategies, supporting self-regulated learning (Ngo et al., 2024).

Ngo et al. (2024) specifically examined board games in STEM education, finding that games effectively transformed STEM learning by increasing student engagement and motivation. The study suggested that board games' ability to make abstract STEM concepts concrete and interactive contributed to their motivational impact.

Bartolucci et al. (2019) conducted two exploratory studies comparing expert board game players with non-players and examining the effects of 26 hours of game training in children. The research found that non-random board games significantly stimulated cognitive functions, particularly fluid intelligence and analytical thinking. Expert players demonstrated superior performance on measures of fluid intelligence compared to non-players, and children who received game training showed improvements compared to controls receiving traditional education (Bartolucci et al., 2019).

Chen et al. (2021) specifically investigated a scientific board game's effect on creative problem-solving skills, finding significant improvements. The study demonstrated that board games could develop the flexible, innovative thinking required for complex problem-solving

(Chen et al., 2021). This finding aligns with educational goals emphasizing creativity and innovation as 21st-century skills.

Therefore, this research strongly believe that the board game will focus on improvement of cultural intelligence, strategic and cognitive capabilities decision making and problem solving. The player will learn situations from card and see effect of the card through playing.

Conceptual Framework

The conceptual framework was visualized using Google Gemini based on the synthesis of expert feedback and identified game mechanics to illustrate the relationships between the game elements and management competencies as the figure 1 below.

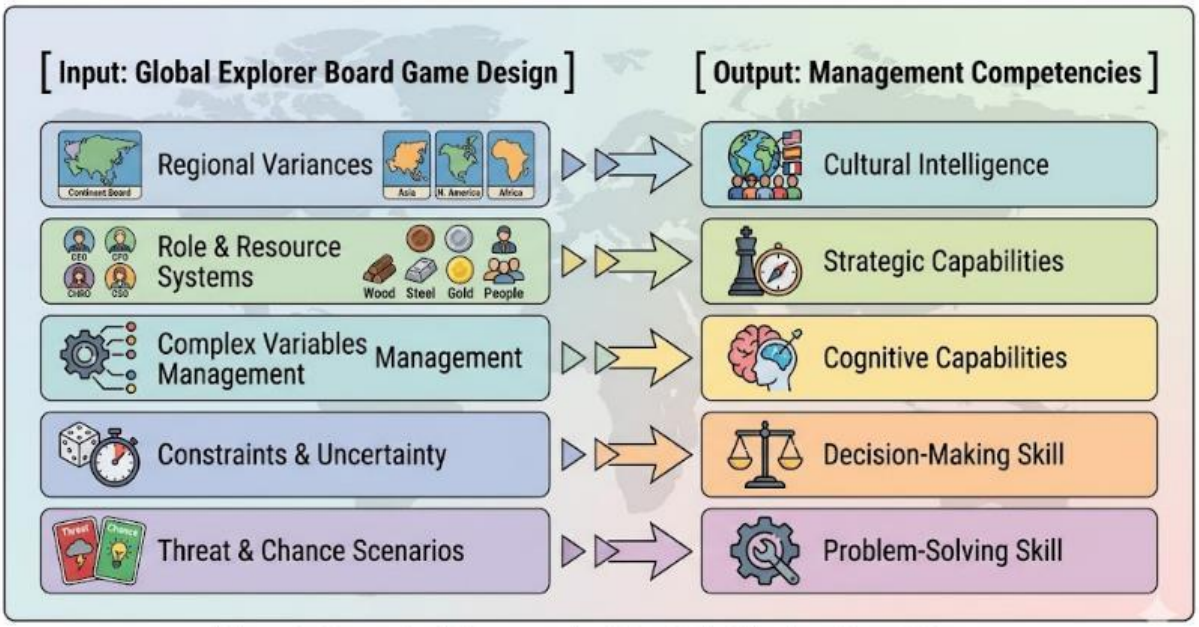


Figure 1: Conceptual Framework

Note. Created by Gemini (Google AI) on [May 4, 2024], based on a prompt provided by the author.

Research Methodology

This study started to study how to create the Global Explorer Board Game, then employed a qualitative research design to explore how the Global Explorer Board Game may support the development of key competencies in management education. A qualitative approach was selected because the purpose of the study was not to test statistical relationships, but to gain in-depth expert insight into the educational value of the board game, particularly in relation to cultural intelligence, strategic capabilities, cognitive capabilities, decision-making skill, and problem-solving skill. The study used the Delphi method, supported by observation of the game structure and content analysis of expert feedback.

1. Methodology for Creating the Global Explorer Board Game

(1) Concept Development the Global Explorer Board Game will be designed as an educational board game that helps players learn about countries, cultures, geography, landmarks, currencies, languages, and global issues in an engaging way. The main concept is to allow players to “travel around the world” by moving across a world map board, completing missions, answering questions, and collecting travel stamps or cultural tokens.

(2) Define Learning Objectives The game will focus on improving players' knowledge and skills in understanding world geography and country locations. The board game will teach about cultures, traditions, famous landmarks, and languages. Players will develope problem-solving and decision-making skills, encouraging teamwork, communication, and global awareness.

(3) Game Design and Components The board game will include the following components as follows;

- Game board: A world map divided into regions or continents
- Player tokens: Explorer characters representing each player
- Event cards: Unexpected situations such as flight delays, visa issues, or cultural festivals
- Currency or travel points: Used for movement, challenges, or rewards
- Continent sheet: Used to collect token to build landmark
- Dice or spinner: Used to determine movement

(4) Content Creation

Each player chooses 1 private board (a continent) and builds 3 complete development sets on it. A development set = Office + Factory + Market (1 of each). The first player to complete 3 sets wins the game. The global explorer board game consists of as follows;

- 7 Continent Boards (Private Boards): Asia, Europe, North America, South America, Australia, Antarctica, Africa
- Center Board: determines whether you draw a Threat or Chance
- 2 Card Decks
  - Threat Cards
  - Chance Cards
- Dice
- Resource tokens: Woods, Steels, Gold, and People*, as shown in Figure 2*. To build, spend resources as follows:



Figure 2 The interactive resource tokens, dice, player tokens, and score chips used to simulate resource allocation, asset building, and financial constraints in the game.

  - Office = 5 Woods + 3 Steels
  - Factory = 10 Woods + 5 Steels + 1 Gold
  - Market = 20 Woods + 10 Steels + 3 Gold + 2 People
- A complete set requires all three: Office + Factory + Market.
- Score resources Abbreviations are Reputation (R), Sustainability (S), Money (M)

Game Setup and Turn Sequence



Figure 3 The four Character Role cards designed for the Global Explorer Board Game: CHRO (People & Culture Catalyst), CFO (Capital Strategy Master), CSO (Strategic ESG Leader), and CEO (Visionary Growth Architect).

a) Place the Center Board in the middle of the table and shuffle the Threat and Chance decks.
b) Each player chooses 1 Character role (CEO, CFO, CHRO, or CSO) at the start of the game, *as shown in Figure 3*. Each role offers specific strategic advantages:
    - CEO (Visionary Growth Architect) Starts with +1 R and +1 S. Pays only half the cost when required by a card effect (rounded up).
    - CFO (Capital Strategy Master) Pays only half the cost when required by a card effect. Receives double money rewards (M) from card effects.
    - CHRO (People & Culture Catalyst) Starts with +2 R. Receives double money rewards (M) from card effects.
    - CSO (Strategic ESG Leader) Receives double R and S rewards from card effects.
c) Each player chooses 1 Continent Board as their Private Board and applies the starting bonus immediately, as shown in *Figure 4*:



Figure 4 The regional Continent Boards (Private Boards) designed for the Global Explorer

Board Game, illustrating unique starting resources, asset pricing, and building requirements for each continent.

- *Asia:* +1 People
- *Europe:* +1 R, +15M
- *North America:* +30M
- *South America:* +1 R, +15M
- *Australia:* +2 Steels
- *Antarctica:* +2 S, +15M
- *Africa:* +3 Woods

d) Players turn sequence: Roll the dice to move. If the token lands on a Threat space, draw 1 Threat card; if it lands on a Chance space, draw 1 Chance card.
e) Resolve the card effect immediately (gaining or losing resources: M, R, S, Woods, Steels, Gold, or People). Pay costs if required, applying character role discounts or bonuses.
f) If sufficient resources are accumulated, the player may choose to build an Office, Factory, or Market on their Private Board.
g) End the turn and pass clockwise. The game ends immediately when a player completes 3 full development sets, declaring that player the winner.

(5) Prototype Development

A prototype of the board game will be created using simple materials such as paper, cardboard, printed maps, tokens, and cards, *as shown in Figure 5*. The prototype will be used to test the gameplay, rules, board design, and difficulty level of the questions. The game will be tested with a small group of players. During playtesting, feedback will be collected on clarity of rules, fun and engagement level, difficulty of questions, time required to complete the game, quality of design and game components, and educational value. After playtesting, the game will be improved based on player feedback. Questions may be revised, rules may be simplified, and the design of the board and cards may be adjusted to make the game more attractive and easier to play. The final version of the Global Explorer Board Game will include a colorful world map, clear instructions, attractive cards, player tokens, and a passport-style score sheet. The game should be visually appealing and easy to understand. The effectiveness of the game will be evaluated by observing player engagement and comparing players' knowledge before and after playing the game. A short questionnaire may also be used to collect opinions about enjoyment, learning outcomes, and overall satisfaction. The Global Explorer Board Game is expected to be an enjoyable educational tool that helps players learn about the world while developing critical thinking, communication, and global awareness skills. It can be used in classrooms, workshops, or family learning activities.



Figure 5 The prototype components of the Global Explorer Board Game, including the Center Board, Continent Board, character roles, and resource tokens.

Research Design

The research was designed as a qualitative exploratory study using the Delphi technique. The Delphi method was considered appropriate because it allows the researcher to gather informed judgments from experts, refine ideas through structured feedback, and identify areas of agreement on a specific topic. In this study, the method was used to evaluate whether the mechanics and structure of the Global Explorer Board Game reflect competencies that are important in global management education. This approach aligns with the study objective presented in the results section, where expert feedback was used to identify five main competency areas supported by the game.

Participants

Three experts were selected to participate in the Delphi process. They were purposively selected based on strict inclusion criteria to ensure a rigorous, multidisciplinary evaluation of both the game's pedagogical value and its mechanics. This interdisciplinary panel comprised a senior academic in Business Administration and Global Management (Expert 1), a specialist in Educational Technology and Game-Based Learning (Expert 2), and an experienced Higher Education curriculum designer (Expert 3). In qualitative exploratory research and early-stage game design evaluations, the depth of specialized expertise and contextual insight is prioritized over statistical sample size. Therefore, this purposive sampling approach was essential during the formative phase to synthesize management theory, educational pedagogy, and game architecture—establishing the game's initial validity before large-scale classroom implementation.

Research Instrument and Materials

The main material used in this study was the Global Explorer Board Game, including its game rules, board structure, continent-based starting conditions, character roles, resource system, and Threat/Chance card mechanics. These elements were presented to the experts for review. The evaluation framework was based on key competency dimensions identified from the literature review, namely:

i) cultural intelligence, ii) strategic capabilities,
iii) cognitive capabilities, iv) decision-making skill, and
v) problem-solving skill.

These dimensions were used to guide data collection and analysis.

Data Collection

Data were collected through a Delphi process with three experts. In the first stage, the experts were asked to review the board game design and provide comments on how the game mechanics relate to management competencies. Their feedback focused on the extent to which the game reflects realistic managerial situations, supports strategic thinking, and encourages adaptation to global and uncertain environments.

In addition to expert review, the researcher conducted **observation** of the board game structure and interaction process. This observation focused on how players are expected to engage with the game system, including selecting continent boards, using character roles, managing resources, responding to Threat and Chance cards, and completing development sets. Observation was used to support interpretation of the expert comments and to connect the game mechanics with the identified competency areas.

After the feedback was collected, the researcher reviewed the responses and identified recurring ideas, patterns, and points of agreement among the experts. Because the study aimed

to explore expert perspectives rather than compare numerical ratings, qualitative interpretation was emphasized throughout the process.

Data Analysis

The collected data were analyzed using **content analysis**. Expert responses and observational notes were read carefully and coded according to recurring concepts related to management competencies. Similar ideas were grouped into broader themes. Through this process, five major themes emerged: cultural intelligence, strategic capabilities, cognitive capabilities, decision-making skill, and problem-solving skill. These themes were then used to organize the findings presented in the Results section. This analytical process is consistent with the structure of the current results in the draft, which are already organized into these five dimensions.

The analysis focused on identifying how specific game elements reflected each competency. For example, continent-based differences were interpreted in relation to cultural intelligence, role-based advantages were linked to strategic capabilities, and Threat/Chance cards were associated with decision-making and problem-solving under uncertainty.

Trustworthiness of the Study

To strengthen the credibility of the findings, the study used multiple qualitative sources, including expert feedback and observation of the board game system. Agreement across the three experts was considered an important indicator of consistency in interpretation. In addition, the competency framework used in the analysis was derived from the literature review, which helped connect the expert judgments to relevant theoretical concepts in global management and game-based learning.

Scope and Limitation

This study focused on expert evaluation of the board game as a learning tool and did not involve direct testing with student players. Therefore, the findings reflect expert interpretation of the game's educational potential rather than measured learning outcomes. The small number of experts also means that the results should be interpreted as exploratory. However, the study provides an initial foundation for future research that may include classroom implementation, student testing, or mixed-method evaluation.

Results

The Delphi study with three experts was conducted to examine how the Global Explorer Board Game supports the development of key competencies in management education. Across the expert feedback rounds, a strong level of agreement emerged that the game has educational value beyond entertainment, particularly in relation to global management learning. The analysis of expert responses revealed five main competency areas: cultural intelligence, strategic capabilities, cognitive capabilities, decision-making skill, and problem-solving skill.

Cultural Intelligence

The game uses 7 continent boards which all experts agreed that the board game reflects important aspects of cultural intelligence by presenting different continent boards with different starting advantages (e.g., Asia gets People, North America gets more Money, Africa gets Woods, Antarctica gets Sustainability and Money).

Each continent provides a unique set of strengths, such as people, money, reputation, sustainability, or materials. According to the experts, this mechanism encourages students to understand that different regions do not operate under the same conditions and that management strategies should be adapted to local contexts.

The experts noted that this design helps learners recognize variation in environmental conditions, available resources, and development priorities across global settings. Rather than applying one fixed strategy, players need to adjust their decisions based on the specific context of the continent they select. This feature was viewed as an important representation of cross-cultural awareness and contextual adaptation in international management. It also encourages students to think about how development priorities may vary across regions (resources, reputation, sustainability, people), which can open discussion on local conditions, institutional differences, and cross-cultural management decisions in global business.

Strategic Capabilities

The experts consistently identified the game as a useful tool for developing strategic capabilities. They emphasized that players must think beyond short-term resource collection and instead focus on the larger objective of completing three development sets consisting of an office, factory, and market. Because each structure requires different resources, players must plan their actions, prioritize goals, and manage trade-offs throughout the game.

In addition, the experts highlighted the role system as an important strategic element. The different roles, CEO, CFO, CHRO, and CSO that offer different advantages, such as cost reduction or score enhancement. This requires players to align their decisions with the strengths of their selected role. The experts viewed this as relevant to real-world management, where organizational strategy often depends on leadership perspective and functional priorities.

Cognitive Capabilities

The game requires players to process multiple types of information at the same time. Managing these variables helps develop cognitive flexibility, working memory, and systems thinking, because players must constantly evaluate how one decision affects other parts of their progress. For example, spending resources now to build may speed up development, but it may also reduce the ability to respond to future Threat cards. Another major finding was the game's contribution to cognitive capabilities. All experts observed that the game requires players to process and balance multiple variables at the same time, including physical resources, scoring resources, role abilities, continent-based advantages, and the effects of threat and chance cards.

The experts explained that this complexity supports the development of cognitive flexibility and systems thinking. Players must continuously evaluate how one decision may influence future outcomes. For example, using resources for immediate building progress may create benefits in the short term, but may also reduce preparedness for later disruptions. This interaction among game elements was seen as valuable in helping students practice integrated thinking and understand the interconnected nature of management decisions.

Decision-Making Skill

Each turn involves decision points under constraints, for instance, whether to build now or wait, which structure to prioritize, how to use role advantages, and how to respond after a Threat or Chance card changes the situation. Moreover, the game includes uncertainty from dice and card effects which players practice decision-making under risk and uncertainty. This skill is essential in management to allow they learn that good decisions are not only about maximizing short-term gain, but also about protecting long term progress toward the win condition. The expert panel also agreed that the game effectively promotes decision-making skill. During each turn, players face choices under limited resources and uncertain conditions. They must decide whether to build immediately or wait, which structure should be prioritized, and how to use their role-specific advantages most effectively.

The experts particularly emphasized the importance of uncertainty created by dice rolls and card effects. They stated that this feature makes the game relevant to management education because real managerial decision-making often takes place under incomplete

information and changing conditions. In this sense, the game helps students practice evaluating alternatives, balancing short-term and long-term outcomes, and making decisions under risk.

Problem-Solving Skill

Threat cards create disruptions, while Chance cards create opportunities. This simulates real managerial environments where plans often need adjustment. Players must solve problems, for instance, resource shortages, delayed building progress, balancing cost vs. benefits, and recovering from setbacks. Because the game allows multiple pathways to success. Students practice adaptive problem-solving rather than memorizing one "correct" solution. They must diagnose the problem, evaluate options, and choose a response based on their current game state.

The final theme identified from the Delphi analysis was problem-solving skill. The experts agreed that the threat cards create obstacles and disruptions, while chance cards introduce opportunities that may alter player progress. As a result, students must respond to unexpected situations, manage resource shortages, recover from setbacks, and revise their plans when necessary.

The experts considered this adaptability an important learning outcome. Because the game does not provide only one correct pathway to success, players are encouraged to analyze their own game situation, identify the problem they face, and choose the most suitable response. This supports adaptive problem-solving rather than routine or memorized action.

Overall, the Delphi results indicate that the Global Explorer Board Game has strong potential as an experiential learning tool for management education. The three experts reached broad agreement that the game translates abstract concepts into practical learning experiences through active participation, strategy adjustment, and response to dynamic conditions. The findings suggest that the board game can support foundational competencies needed in global management contexts, especially by encouraging learners to experience planning, contextual thinking, uncertainty, and strategic adaptation in a simulated environment.

Discussion

The findings from the Delphi study suggest that the Global Explorer Board Game can support the development of several important competencies in management education, especially in global and cross-cultural contexts. Based on the expert feedback, the game does not function only as a recreational activity, but also as a structured learning tool that allows students to experience management-related challenges in an interactive way.

One important finding is the game's potential to develop cultural intelligence. The experts agreed that the use of seven continent boards with different starting advantages helps represent the idea that regions differ in resources, priorities, and conditions. This means that players cannot rely on one universal strategy. Instead, they must adjust their decisions according to the context they face. In management education, this is meaningful because cultural intelligence is not only about knowing cultural differences, but also about adapting one's actions to fit different environments. This outcome occurs because the game inherently simulates the strategic localization required by a multinational corporation, such as "ABC Company," when expanding globally. For ABC Company to succeed, its leadership cannot replicate a centralized blueprint; rather, they must navigate regional resource variances (e.g., high labor costs in Europe versus raw material abundance in Africa), directly mirroring how the board game forces players to pivot their operational tactics based on their assigned private continent board.

The study also highlights the game's contribution to strategic capabilities. Since players must complete three development sets to win, they need to think ahead, allocate resources carefully, and prioritize actions over time. The role system adds another layer of strategy, because each role provides a different advantage that influences how a player should act. This reflects real organizational settings, where strategy is often shaped by leadership position, priorities, and available capabilities. In this sense, the game gives students a simple but effective way to practice long-term planning and strategic alignment. The expert consensus strongly aligns with this because the winning condition—building a complete set of Office, Factory, and Market—effectively maps out the entire corporate value chain of ABC Company. The game logic demonstrates that strategic capability is developed when players learn to align their executive roles (CEO, CFO, CHRO, CSO) with infrastructure investments, simulating how ABC Company's executive board must synchronize financial liquidities and human capital to establish sustainable global market positions.

Another important point is the development of cognitive capabilities. The game requires players to monitor several variables at once, such as resources, scores, role effects, regional bonuses, and random events. This supports systems thinking and cognitive flexibility, as players must understand how one decision may affect many other parts of the game. Such complexity is relevant to management practice, where decisions are rarely isolated and often involve multiple interconnected factors. In the context of ABC Company, this cognitive load represents the multi-dimensional tracking of modern corporate key performance indicators (KPIs). The game trains systems thinking because a single decision to build a facility impacts not just financial capital (Money), but also cross-cutting corporate indicators such as Reputation (R) and Sustainability (S)—forcing students to balance corporate social responsibility (CSR) and financial profitability just as executive leaders at ABC Company must do daily.

The experts also emphasized the role of the game in improving decision-making skill and problem-solving skill. The combination of limited resources, random card effects, and changing conditions creates a setting where students must make decisions under uncertainty. They need to judge when to act, when to delay action, and how to respond to sudden threats or new opportunities. This mirrors real management situations, where uncertainty and unexpected change are common. The game therefore provides a useful environment for students to practice evaluating options, making trade-offs, and adjusting their plans when problems arise. The positive expert evaluation regarding these skills stems from the high-fidelity replication of external market volatility. When players encounter Threat and Chance cards, they are experiencing simulated macroeconomic shocks—such as regulatory changes, currency fluctuations, or supply chain disruptions—that ABC Company faces in the real global market. By forcing players to immediately resolve these card effects using limited resources, the game serves as a safe sandbox for corporate crisis management, explaining why the experts deemed it highly effective for developing agile decision-making and adaptive problem-solving skills.

Conclusion and Recommendations

Conclusion

In conclusion, the discussion suggests that the Global Explorer Board Game has potential as an educational tool for developing key management competencies. Its value lies in the way it combines strategic planning, contextual adaptation, uncertainty, and interactive learning in one activity. For this reason, it may be especially useful in courses related to global management, cross-cultural management, and leadership development. Overall, the findings support the value of experiential learning in management education. Instead of learning concepts only through lecture or reading, students can engage with those concepts through

action, reflection, and consequence. The board game makes abstract competencies more visible and easier to experience in practice. Through gameplay, students are encouraged to test strategies, learn from outcomes, and develop a better understanding of how management decisions work in dynamic situations.

Recommendations for Implementation

1.Integration into Specialized Curricula: Educators should integrate the *Global Explorer Board Game* into courses such as Global Management, Cross-Cultural Management, and Leadership Development to transform abstract theories into experiential learning.

2. Enhancing Cultural Contextualization: Facilitators should use the continent-based board mechanics to trigger debriefing sessions on how regional resource variances (e.g., labor in Asia vs. capital in North America) affect real-world international business strategies.

3. Role-Based Strategic Training: Training programs can utilize the game's character roles (CEO, CFO, CHRO, CSO) to help learners understand how different functional priorities influence organizational decision-making and strategic alignment.

4. Developing Adaptive Thinking: The game should be used as a tool to practice management under uncertainty, utilizing the "Threat" and "Chance" card mechanics to encourage players to develop contingency plans and adaptive problem-solving skills.

Recommendations for Future Research

1. Empirical Testing with Students: Future studies should transition from expert evaluation to direct testing with student participants using quantitative or mixed-method approaches to measure actual learning outcomes.

2. Comparative Analysis: Research could be conducted to compare the effectiveness of this board game against traditional lecture-based methods in developing specific competencies like Cultural Intelligence (CQ) or strategic thinking.

3. Long-term Skill Retention: Longitudinal studies are recommended to examine the long-term retention of management skills and the transferability of these game-based experiences to real-world managerial performance.

4. Digital Adaptation: Exploring the development of a digital or hybrid version of the game, integrated with a Digital Learning Support System, could allow for larger sample sizes in research and assess its effectiveness in remote or virtual learning environments.

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