



THE FORMATION OF GLOBAL CITIZENS THROUGH THE EXPERIENTIAL EDUCATION IN NEGOTIATION MODELS

La formación de ciudadanos globales a través de la educación experimental en modelos de negociación

Julio Ramirez Montañez

Universidad Pontificia Bolivariana

E-mail: julio.ramirez@upb.edu.co

ORCID: <https://orcid.org/0000-0003-0116-3330>

Nicolás Zuluaga

Universidad Pontificia Bolivariana

E-mail: nicolas.zuluaga.2019@upb.edu.co

ORCID: <https://orcid.org/0000-0002-7648-3462>

María Paula Gutiérrez

Universidad Pontificia Bolivariana

E-mail: mpaulagutierrez3@hotmail.com

George Brian Trujillo

Universidad Pontificia Bolivariana

E-mail: george.trujillo.2016@upb.edu.co

Edward Santos

Universidad Pontificia Bolivariana

E-mail: edward.santos.2017@upb.edu.co



Autores



Abstract

The aim of this article is to analyze the process of experiential education developed with the implementation of the models of negotiation in real scenarios at the Universidad Pontificia Bolivariana (Colombia) and determine the main aspects that could be considered by the delegations participating in the selection process, the preparation, the development and the simulation in this type of models. To achieve this objective, the methodology that was developed was based on the analysis of 102 surveys to delegates from 42 universities in 12 countries that have already participated in the negotiating models in the period of 2014-2018. The results suggest that the respondents consider that the main benefit from their participation in the models is the experience gained in the knowledge of the management of global affairs; at the same time, respondents consider that they gain skills by working under pressure; in the same way, they believe that the knowledge acquired as a result of their participation in these models is related to topics about cross-cultural negotiation.

Finally, it is determined that the main adversity that the delegates have faced during the models, is the interaction with other participants due to the ideological differences, cultural and idiomatic expressions.

Recibido: 19-07-2019. Aceptado: 30-04-2020



Fechas

El objetivo de este artículo es analizar el proceso de educación experimental desarrollado con la implementación de los modelos de negociación en escenarios reales en la Universidad Pontificia Bolivariana (Colombia) y determinar los principales aspectos que podrían ser considerados por las delegaciones que participan en el proceso de selección, la preparación, el desarrollo y la simulación en este tipo de modelos. Para lograr este objetivo, la metodología desarrollada se basó en el análisis de 102 encuestas a delegados de 42 universidades de 12 países que ya han participado en los modelos de negociación en el periodo 2014-2018. Los resultados sugieren que los encuestados consideran que el principal beneficio de su participación en los modelos es la experiencia adquirida en el conocimiento de la gestión de los asuntos mundiales; al mismo tiempo, los encuestados consideran que adquieren habilidades al trabajar bajo presión; también creen que los conocimientos adquiridos como resultado de su participación en estos modelos están relacionados con temas sobre la negociación intercultural.

Por último, se determina que la principal adversidad a la que se han enfrentado los delegados durante los modelos, es la interacción con otros participantes debido a las diferencias ideológicas y las expresiones culturales e idiomáticas.

Models of negotiation; experiential education; national model of United Nations; Washington model of American States; Universidad Pontificia Bolivariana.

Modelos de negociación; educación experiencial; modelo nacional de Naciones Unidas; modelo de Washington de los Estados americanos; Universidad Pontificia Bolivariana.



1. Introduction

This article is the result of an academic reflection undertaken between teachers and students of the faculty of business administration from the Universidad Pontificia Bolivariana (Colombia), taking into account the educational experience that has been forged by incorporating the plan of studies, the most important negotiation models at the international level that are held in real scenarios, such as the National Model United Nations (NMUN) and the Washington Model of American States (WMOAS). These models help the students to grow their capacity to negotiate in different cases.

The National Model United Nations (NMUN) which is held at the UN Headquarters in New York and the Washington Model of American States (WMOAS) which is commemorated each year at OAS headquarters in Washington, are two of the main international referents of experiential education programs in which groups of university students are organized as delegations to play the role of ambassadors of a State Member of the United Nations or in the Organization of American States.

Taking into account the experience of the faculty of International Business Administration of the Universidad Pontificia Bolivariana in participating in the WMOAS from the year 2014 and being the only Colombian university in the NMUN during the years 2016, 2017 and 2018, the authors of this article identified the need for a study on the main aspects that could be considered in the selection process, preparation, development and simulation models of negotiation in real scenarios, due to the lack of existing literature that addresses this issue. The reasons that justify this study are based on the relevance of knowing the students perception of international

negotiation models. In most cases there is no space for feedback of these activities where the student can express the positive and negative aspects of it, the importance in personal and professional training as well as the most important aspects to take into account at the time of future participation. Through this type of studies, the university allows students to place greater emphasis on certain key aspects, in order to establish the greatest possible understanding of international activities that in most cases are unknown to them.

For this end, 102 surveys were applied to delegates from 42 universities from 12 countries where 11 students came from universities of Germany, 8 of universities in the United States, 7 of universities in Canada, 4 of universities in Italy, 3 of universities in France, 2 of universities in Venezuela, 2 of universities in Colombia, 1 of Mexico, 1 from Peru, 1 from Chile, 1 from Lebanon, 1 from Russia, who have exercised the role of delegates in these models of negotiation. According to Otzen & Manterola (2017) an intentional non-probability sampling criterion was used, since it allows the selection of characteristic and similar aspects of a population, limiting the sample only to these cases. It is used in scenarios where the population is very variable and therefore the sample is very small. Bearing in mind that all the subjects of the sample to be carried out had to have previous experience in the participation of a negotiation model, this criterion was chosen as the one closest to the characteristics of the population, thus continuing with the necessary approach for the expected results.

This research is based on a mixed methodology as a design that involves quantitative and qualitative data, both of them are based in a particular study or in several studies within a research program (Tashakkori & Teddlie, 2003). Through the use of this mixed methodology it is possible to contrast the numerical results obtained from a given analysis with the underlying reasons leading to those results. It also presents a discussion of five results obtained through primary and secondary sources, in order to provide the necessary feedback of the article and contrast the expected results through the methodology implemented against the final findings. In this way, the discussion represents a broad explanation of the results taking into account the criteria of intentional non-probabilistic sampling, and the essential reasons that maintain the focus of the research.

Within the results of this research, it can be noted that the delegates surveyed consider that the main benefit of the participants in negotiation models in real scenarios is the learning generated on topics of regional and global problems. With regard, the main skill that is necessary to have for being a delegate is the ability to work under pressure to propose solutions for the resolution of conflicts. With respect to the knowledge acquired during the models, the majority of respondents pointed out that the aspects related to the cross-cultural negotiation were the most relevant after analyzing their participation. Furthermore, the main drawback they had to overcome as delegates in the models is to capture the attention of the topic that is discussed.

This document articulates initially presenting a characterization of the models of negotiation in real scenarios with the emphasis on the NMUN and the WMOAS for being two of the most prominent academic events and traditions held in real scenarios. In this section it will be present the historical background of each of the models, their features and implementation methodology. In the next section, it will be presented the theoretical and conceptual analysis of empirical education and its application with the negotiation models. There were taken into account in the concepts developed by prestigious authors such as Builes (2000), Mr. Toole (1995), Beraza (2011), among other specialists, in this type of teaching.

Within the results of this research, it can be noted that the delegates surveyed consider that the main benefit of the participants in negotiation models in real scenarios is the learning generated on topics of regional and global problems

1.1. The Formation of Global Citizens and the models of negotiation in real scenarios

Traditionally, students in colleges learn about the history and analysis of the international agencies and their internal functioning through printed publications. In recent years, courses of study and Internet-based information have been used as tools to analyze and learn about the UN and OAS. However, these readings and virtual courses fall short to achieve the size objectives as global policies which are developed in a real environment.

In recent years certain academic disciplines have been implementing new teaching and learning methodologies, which may be more relevant to the real world in which students can build their professional and personal lives. Increasingly, universities from all over the world are incorporating experiential learning, which provides students with experience to put in practice the application of theoretical knowledge in the actual configuration of the work and organizations (Hindriks & Tykhonov, 2009).

Specifically, the area of international business has been implementing this type of empirical education by implementing didactics activities based on the simulation of the major international agencies, where students participate in role-playing games serving as delegates of the States Members of the United Nations and other agencies, addressing the real problems faced by the international community (Cardona, 2013). This proposal of empirical education has been incorporated into the academic exercise of the faculty of International Business Administration of the Universidad Pontificia Bolivariana with the participation in the years 2014-2018.

These models of negotiation address global problems in a real context. They are developed with the participation of delegations from various universities where their representatives personify the posture and foreign policy of a Member State of the UN and OAS in issues which are related to the international agenda. Similarly, the development of the models generates a pedagogical space where participants engage analysis and proposals with reference to agreements, resolutions and mechanisms employed within the bodies of these organizations taking on the role of ambassador of the country assigned to the corresponding Committee.

Although these models of negotiation are simulations of political institutions, the growing importance of economic development, trade and environmental issues on the agenda of the United Nations and OAS have created an opportunity for international business students to enrich academic experience. The students that participate, learn about global issues and about the role of the state is going to be represented in political, economic, social and environmental issues. In that sense, the National Model United Nations (NMUN) and the Washington Model of American States (WMOAS) have been positioned as two of the most important and recognized models of negotiation in real scenarios that are carried out in the headquarters of the UN and OAS in New York and Washington respectively.

According to the National Collegiate Conference Association (NCCA) which is the organizing institution of the National Model United Nations, the main objective of these models of negotiation is to actively involve students in global affairs through the discussion of contemporary issues of global relevance, in the same scenarios that are used in real life for such purposes. These models are striving to become global citizens who in a civilised way develop multilateral policies, toward solutions of conflicts by peaceful means and the equitable and sustainable human development (NCCA, 2017).

According to the NCCA the essential purposes of these models are:

Traditionally, students in colleges learn about the history and analysis of the international agencies and their internal functioning through printed publications

- » Provide interactive educational experience that basically teaches students about the organizations that are simulated.
- » Offer a detailed experience and understanding of how the process works of international debate, negotiation and diplomacy operates.
- » Solve conflicts and issues raised originally in the agenda of the United Nations and the Organization of American States.
- » Learn how to prepare documents, to plan a strategy, to negotiate with supporters and opponents and to resolve conflicts that affect almost all of the countries of the world, in the interest of the mobilization of international cooperation (NCCA, 2017).

1.2. The National Model United Nations (NMUN) and the Washington Model of Organization of American States (WMOAS) as the main models of negotiation concluded in real scenarios

The National Model of United Nations is the oldest and most important international negotiation model of all that takes place in the world, having the particularity that it is the only one held on the premises of the UN at its Headquarters in New York. In the year 2018, the Conference was attended by 167 universities of 26 countries. In the same way, the Washington Model of American States (WMOAS) is the most important negotiation model of the American hemisphere, which develops on its headquarters in the city of Washington, where in the year 2018 participated 26 universities from the United States, Mexico, Argentina, Peru and Colombia.

The following are the most relevant aspects of these models.

1.2.1. The National Model United Nations (NMUN)

The Faculty of Business Administration from the Universidad Pontificia Bolivariana has bet on the educational experience of incorporating the participation of students in the most important bargaining model in real world scenarios, by the size of the event, by the number of participating universities and diversity in the countries of origin, being the only Colombian university present in the National Model of United Nations during the years 2016, 2017 and 2018, where 50 students from our University have represented the delegations of Trinidad and Tobago, Colombia and Switzerland. Also, in the year 2018, the delegation won an honorable mention to the best position paper in the General Assembly 5 and the best delegation.

The National Model United Nations (NMUN) traces its origins to the intercollegiate model simulation of the League in 1927 at the University of Syracuse. The following conferences were known as the General Model of the League of Nations, which was received in various campuses of universities. The transition to a simulation model of the UN began in 1943 at Hamilton College Campus and 1944 in Bryn Mawr College Campus, where the model of the United Nations (Allies of World War II) simulations were carried out in place of a model of society of nations (NMUN, 2017).

The NMUN promotes the understanding of the United Nations and contemporary international affairs. This experience affects positively the lives of students to prepare them to become better global citizens through quality educational experiences that emphasize collaboration and cooperative resolution of conflicts (UNBIS, 2018).

The Faculty of Business Administration from the Universidad Pontificia Bolivariana has bet on the educational experience of incorporating the participation of students in the most important bargaining model in real world scenarios

It is worth noting in this model that in some inaugural sessions of the NMUN, there have been present some notable speakers over the last decades. Some examples of the NMUN as keynote speakers include the UN Secretary-General Kofi Annan in 1999, the UN Secretary General Ban Ki-moon in 2008 and 2015, Deputy Secretary General of the UN Jan Eliasson in 2013-2016, and the Secretary General of the UN Amina J. Mohammed in 2017. The facilities of the United Nations, including the General Assembly, are generally used on the last day of conferences in New York. The NMUN has been a pioneer in the use of the use of the same standards used by the UN. The rules of procedure used at NMUN programs were adapted from real form of the UN Norms (NMUN, 2018).

These are the main NMUN which are taking place in the world under the auspices of the UN:

Table 1. Main NMUN models in the world, last editions

Model	Features	Place	Date
NMUN - NY	Activities of the UN Model are experiential education programs in which groups of more than 5.000 university students are organized as delegations and are assigned to play role as a representative of one Members State of the United Nations.	New York, United States	24 - 28 March 2019 (Conference A) 14 - 18 April 2018 (Conference B)
NMUN - DC	More than 900 university students from all over the world who come to the capital of the United States and participate in discussions on issues that are at the forefront of international relations.	Washington DC, United States	8 - 10 November 2019
NMUN - China	Its first edition was attended by almost 300 students from over 34 colleges and universities guided by the ideal "One World, One Dream". The simulation performed in 2018, was attended by four committees.	Xi'an, China	18 - 24 November 2018
NMUN - Germany	Promotes the understanding of the United Nations and the contemporary international problems. It will positively affect the lives of the participants and prepare them to be better citizens of the world through quality educational experiences that emphasize collaboration and cooperative resolution of conflicts.	The sessions are held at the University of Erfurt, Germany	November 24 - December 1 2019
NMUN - Japan	Inspire and motivate people of all backgrounds, but also to ensure that young people, have the courage and support of each other to tackle the myriad of different challenges, and discussion of global topics.	Kobe, Japan	20 - 26 November 2016
NMUN - Galapagos	Delegates helped to protect the environment in words and actions. The committees focused on global environmental issues that directly impact this unique biosphere.	San cristobal Island, Ecuador	5 - 14 January 2018
NMUN - Canada	Delegates discussed global issues. The cultural tours and several committee topics focused on issues related to indigenous people and the environment.	Banff, Canada	19 - 25 November 2017
NMUN - Europe	Forging a new vision for sustainable development as well as a universal climate agreement. Demonstrate concern for peace, justice, human rights and human dignity.	Olomouc, Czech Republic	22 -28 November 2015
NMUN Korea	Negotiating skills to help navigate the real world problems. Joining forces with like minded individuals and groups to promote understanding and generate positive change.	Songdo, South Korea	November 24 - December 2 2013

1.2.2. Washington Model of American States (WMOAS)

The Universidad Pontificia Bolivariana has been participated in the WMOAS since 2014. In these five years, 40 students from our University have represented the delegations of Uruguay, Trinidad and Tobago, Venezuela, Canada and the United States, performing an outstanding representation of each of these Member States of the Organization of American States.

The origins of this model can be traced back to the year 1980 as a joint program of the General Secretariat of the OAS and Georgetown University, with the purpose of instructing students in the United States on matters related to the Americas. The first MOAS for universities was held in Washington, D.C., from 24 to 27 March of 1980. This Assembly took part in nineteen universities of the Washington DC metropolitan area, Iowa, Maryland, Pennsylvania, New York, New Jersey, Texas, Florida, North Carolina, Massachusetts, and Kentucky, which represented 26 Member States of the OAS. The first MOAS for High Schools was held in 1982 counting mostly with the participation of schools in the Washington, DC metropolitan area. The MOAS for high schools has grown in scope and prestige and has been taking place annually, at the beginning of December, at the headquarters of the OAS (WMOAS, 2017).

In the year 1997 the first international model for universities took place outside the headquarters of the OAS in Buenos Aires, Argentina. This model was sponsored by the University of El Salvador and the Government of Argentina. Attended by 500 students from 25 universities in Argentina, Bolivia, Brazil, Canada, Chile, Colombia, Mexico, Paraguay, Uruguay and Venezuela (OAS, 1997).

Since 2000 the model of Washington, DC (WMOAS) for universities, was sponsored jointly by the GS/OAS and the Inter-American Institute of Diplomacy (IAID) and held every year in March-April. Since 2009, the IAID changed its name to Institute or Diplomatic Dialog in the Americas (IDDA) and continues to sponsor the WMOAS.

Since 2005, the MOAS Program has been successfully developed and modernized, reaching unprecedented levels of participation of universities in the Hemisphere (WMOAS, 2017).

The following are the main models OAS held in the American hemisphere.

Table 2. Main OAS models in America, last editions

Model	Features	Date	Organizing Institution
WASHINGTON MODEL OF THE ORGANIZATION OF AMERICAN STATES (WMOAS) Washington D.C., United States	The simulation of the General Assembly of the OAS is a five-day event designed to university students around America meeting several goals, including learning about the structures and processes of the OAS itself, learning in-depth about current issues facing the hemisphere, and mastering the art of diplomacy.	April 1-5, 2019	The WMOAS counts with the active support of the Office of the Secretary General of the OAS, and has been endorsed in a resolution of the OAS. In addition to the Institute for Diplomatic Dialogue in the Americas (IDDA) which is a legally incorporated entity, with a status of a civil society organization with the OAS.
MOAS - North University North University Barranquilla, Colombia	During this exercise the students participate as representatives of one Member State of the OAS and defend the policies and interests of the country assigned to them.	On June 5 to 7, 2018	This model was organized by the General Secretariat of the Organization of American States (OAS), in conjunction with the Universidad del Norte (UNINORTE).

Model	Features	Date	Organizing Institution
MOAS - EAFIT EAFIT UNIVERSITY Medellin, Colombia	The MOAS made in EAFIT is a space in which the participant students play the role of diplomats in each of the Commission of the OAS where they defend the political position and interests of the delegation that was represented by argumentative discussions.	5 to 7 June, 2019	This event is organized mainly by the General Secretariat of the Organization of American States (OAS) together with the Universidad EAFIT.
BAYLOR-UNIVERSITY - MOAS Waco, Texas Baylor University	The purpose of the MOAS is to strengthen and accelerate the diffusion of knowledge about the Organization of American States, the regional organization for the Western Hemisphere, and its functions among the public. It has drawn student participation from a wide array of North American, Central American and South American universities.	June, 2018	It is carried out under the leadership and organization of the faculty of Politics and History of Baylor University.
MOAS GENERAL ASSEMBLY La matanza University Buenos Aires, Argentina	How to exercise diplomatic corps, the MOAS includes the general debate at the General Assembly, along with the negotiations and the work in the relevant committees.	September, 2018	The organization of the program Model OAS General Assembly, takes place under the direction of the school of economic bachelor's degree from the La Matanza University.
MOAS HEMISPHERE UNIVERSITIES Costa Rica Latin University San José, Costa Rica	The purpose of the MOEA is to promote democratic values among the youth of the Hemisphere and to familiarize students with the priorities of the Inter-American agenda and the work of the OAS.	11 - 13 March, 2019	It is carried out by the Costa Rica Latin University and integrates all universities in the American Hemisphere, with support of the main stakeholders of the OAS and different volunteer donations.

Source: Own elaboration

1.3. The Experiential Education as theoretical models of negotiation in real scenarios

The theme of this research is the experiential education focused on the implementation in the models of negotiation. Builes (2000) argues that an experiential education program outside encourages people to try things that they usually wouldn't do or would imagine themselves doing it.

In this sense, the experiential education is defined by James and Pamela Toole (1995) as: "the use of critical thinking skills and creativity which helps us to prepare ourselves to act well and learn from the experience and examine the context in which it occurs the experience". In this way it provides them, by the nature of the activities they perform, the knowledge of the social context of the community and at the same time that allows them to provide positive value in response to demands for satisfaction of needs external or internal to the university (Camilloni, 2017). Therefore, the experiential education is seen as a tool of pedagogy to apply the theoretical concepts acquired by some students in their learning to compare them with the reality in this way acquiring experiences in order to strengthen their perception of the environment for a better learning and capacity analysis.

To do this, it is necessary to implement a practical formative cycle in the educational development of students, where they can open the black box model where teachers explain their lessons, students take their notes and they study (Beraza, 2011, p. 26); to allow a real knowledge that the student acquires with the application of theoretical knowledge in a real plane.

However, they should set goals and objectives if they want to apply in this model, where its principles are necessary to take into account to mitigate bias that can lead to the failure of the experimentation in real planes.

According to Chapman, McPhee & Proudman (1992) there are a number of principles inherent in the experiential education as the foundation of the process to develop the planned activities with the application of this methodology. The first principle shows the mix of content and processes where the experience can be negligible to represent a bias on the theory to study and its implementation in the future; the second corresponds to the absence of excessive judgment on the part of the facilitator allowing people to act on their own knowledge, understanding that people are not equal, and each person is responsible for their learning; continuing with the principles, the third describes the way to engage in determined efforts to understand that each person is responsible for their learning, the person becomes educator of it self and the others are the guardians of their process; The fourth one promotes the prospect of the generalization allowing a Infinite line of knowledge and relationships for the situational understanding; the fifth principle facilitates multiple styles of learning, it is best to explain it through David Kolb (1976), in which he describes a learning cycle that includes all learning styles: a concrete experience, a reflective observation, abstract concepts and experience of active form; the sixth is the role of the reflection where, you should mix the contents of experience with the reflections acquired through a process guided by a tutor to generate consistent ideas; The seventh indicates a creation of an emotional investment where participants can be within this atmosphere of acceptance and trust where they feel they have an space to determine their own level of emotional investment; then, re-examine the values that translates into the opportunity that lead the growth and personal transformation; the ninth principle is the presence of significant relationships with the participant, the facilitator, the medium and its environment from a learning process experienced; finally, learning outside the comfort zone allows to experience the students acts in the face of the new challenges to gain a greater knowledge which in future will be perceived as an opportunity to act in new or different scenarios.

Finally, Kolb (1984) proposed for the model of preferred styles four phases for a process of experiential learning, which are classified in the following ways:

1. Reflective observation: This phase indicates how an individual can perceive through the senses the behavior of the environment to carry out their cognitive development through the actual knowledge of things. Practically it would be a field where they would be able to reach a real understanding of the means to analyze the causes of the problems directly to the reality that is perceived.
2. Conceptualization: Following the removal of information that gets the individual in its reflective observation, you must analyze the causes of why things are contrasted with theoretical foundations that support what is perceived, in this way, linking the theory and reality to know the truth of the situation studied. It is necessary to give a support or guardianship to the individual on the theoretical conceptualization to avoid a high margin of error to allow for "experiential" feelings, the individual conceptualize from their point of view with errors that could lead to confusion and in this way to the failure of the model.
3. Active phase or "Performance": When it is already a reflection and conceptualization, the individual has to act in reality with the perception analyzed and previously studied the work of the field that will serve as the integrator to reinforce skills. In this way, the person will

Experiential education is conceptualized as a teaching tool to apply in the classroom where students will have the opportunity to live close to the plans of study to develop, allowing you to teach with clarity on specific topics that will be replicated in the future in the development of them

be in a pragmatic approach to the understanding of a subject studied to analyze where the understanding can be easier than in a classroom in the style of the myth of the cave.

4. Finally, Kolb proposes a last phase, or learning preference, and is characterized by those individuals who show a tendency toward learning in a concrete way and making use of their senses of touch.

In view of the above, experiential education is conceptualized as a teaching tool to apply in the classroom where students will have the opportunity to live close to the plans of study to develop, allowing you to teach with clarity on specific topics that will be replicated in the future in the development of them. In addition, you must provide the greatest amount of possible resources (technological, physical, bibliographical, among others) to allow the pragmatism to become experiential and educated from the Plano Real for a clean and clear.

In this way, the implementation of this research aims to prove the models of international negotiation as a key strategy of experiential education for the empowerment of the future leaders of tomorrow in face of global problems before setting goals that they will reach. For example, “the goal can be educational for students to learn about economic development, the debt problem, the economic restructuring in the former communists and socialists, regional trading blocs, or the role of transnational corporations, trade blocs, and supranational organizations in international business development policies, practices and activities” (Phillips & Muldoon Jr., 1996). Although there are different models of international negotiation of various OIG’s models, the United Nations is one of the most representative to receive nearly five thousand students from all over the world in two conferences in different cities of the United States and Latin America. During the conference, students take part in negotiations in small and large groups, that research and the exchange of ideas, find solutions, and write position papers and arguments (A Chronicle, 2013), which indicates in terms of education, experiential learning in the field of a student to act under a diplomatic role of any nation, where they will analyze social, political, economic and cultural factors of a country to make decisions that are intended to benefit but always respecting the ideologies of the country represented. In addition, it is the opportunity for young people to have a global vision where they may dictate the capabilities of people to think in a holistic approach to any problem.

In sum, for Millennials there is an option to learn outside of the classroom to acquire thinking skills, writing, discussion and critical analysis through the practice of international negotiations for the improvement of the curriculum staff and the acquisition of skills of students who will be the comparative advantage compared to their colleagues in the working environment. In addition, the relationship with different international cultures becomes an opportunity for networking purposes, where students will be able to remove barriers that motivates ethnocentrism in the majority of cases.

2. Methodology

The methodology implemented in the present investigation is of mixed type, as it is based on primary and secondary sources to respond to the premise of research: How the experiential education has an influence on the formation of global citizens through participation in international negotiation models? This research is based on a mixed methodology as a design that involves quantitative and qualitative data, either in a particular study or in several studies within a research program (Tashakkori & Teddlie, 2003). Through the use of mixed methodology it is

For Millennials there is an option to learn outside of the classroom to acquire thinking skills, writing, discussion and critical analysis through the practice of international negotiations

possible to contrast the numerical results obtained from a given analysis with the underlying reasons leading to those results. Precisely, it is this methodology that is indicated to know in a numerical way the quantity of students present in the sample and at the same time their main positive and negative opinions regarding the subject of study.

In terms of primary sources the statistical mechanisms of the present study do not constitute an equitable distribution of the sample surveyed by universities, bearing in mind that a large majority of students from different institutions were not interested in responding to the instrument. Geographical circumstances make it impossible to collect face-to-face data, so the only possible medium for this purpose is the Internet. Unfortunately these reasons make it difficult to obtain the information, which is why we proceeded to work with the responses obtained by students beyond the proportion that can affect each of the universities, giving approximate but no exact statistics.

The methodological process begins with the collection of secondary data as taking as a theoretical framework the experiential education to determine which models of international negotiation are the practice of the teachings applied by a teacher in the formative process of a student with the aim of allow a direct instruction in experiential stage, to make it easier to their learning and professional development future. Therefore, the secondary sources start with Kolb, who studies through his work the experiential learning cycle. In addition, a finding that determines which are the main models of negotiation that is made in the world and their application to finally serve as a reference in institutions, especially in higher education, which will lead to the improvement of the training cycle of their students through the exchange of ideas for the training of leaders with international stamp.

After the data collection, there is performed a stage of analysis to find patterns that determine the importance of experiential education, and then apply the theory in the formulation of models of international negotiation. From then on, comes into play the primary data in this research, obtained through the application of a survey with the following features:

N: 5,000 participants

N: 102 participants (with a margin of error of 9.71%)

Z: 95%

E: 10%

The survey was applied to a sample of 102 people out of a population of 5,000 (Member States participating in the negotiation models), this would be equivalent to a margin of error of 9.71% on the size of the sample to which apply the survey. Taking into account that it is a model of international negotiation, respondents are from 16 different nationalities, which gives them a holistic vision to the answers in terms of perception in the international culture of experiential education. The confidence indices of these results are of a 95% reliability, where finally, the margin of error of the total data is 10%.

Probabilistic Sampling was conducted due to the fact that its application was to a specific group of people who have been involved in international negotiation models over the last few years, this avoids bias in the investigation that could interrupt the correct course in data collection. The form has closed questions designed from an overview where the respondent cannot identify characteristics experienced during their participation as a delegate in the simulation process.

The methodological process begins with the collection of secondary data as taking as a theoretical framework the experiential education to determine which models of international negotiation are the practice of the teachings applied by a teacher

This research was carried out in 4 phases:

Table 3. Phases of the research

Phase 1:	The initial phase of the investigation allowed the researchers to determine the theoretical and methodological aspects of the research
Phase 2:	Design and implementation of the research tool
Phase 3:	Analysis of the results
Phase 4:	Dissemination of the results

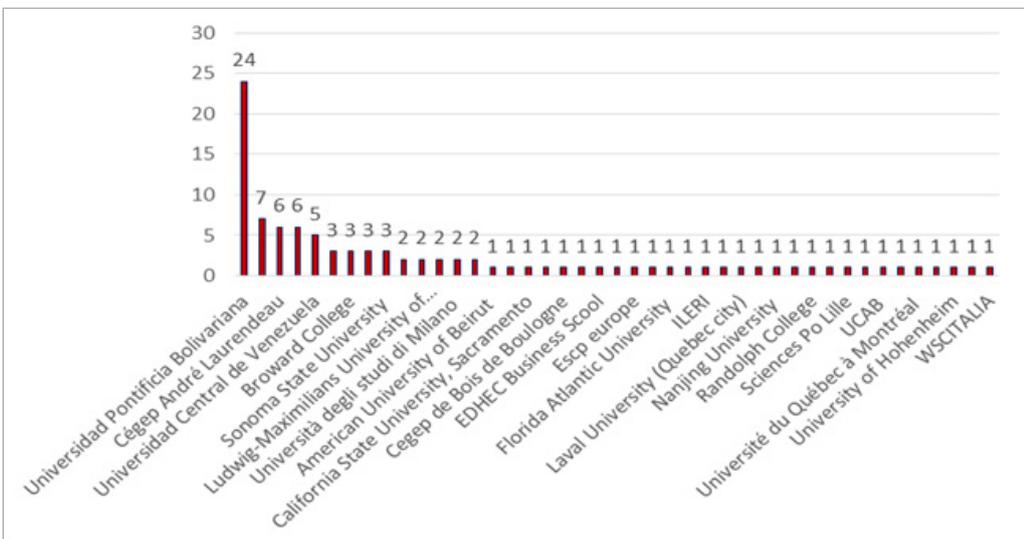
Source: Own elaboration

3. Discussion

In this section we present the results of the analysis of the opinion and perception of 102 participants from the international negotiation models in real scenarios on aspects that should be taken into account in the preparation stage and development of these models. For this purpose, we designed and applied the instrument through a virtual survey to delegates participating in the main models of negotiation, which were contacted in the models where have participated the researchers in this project. The questions in this survey were designed to collect information about the benefits of this type of models, the skills you need to develop students who want to take part in these models, the knowledge and skills acquired by the participants during the process of the models and the problems they faced as delegates during their participation in the models.

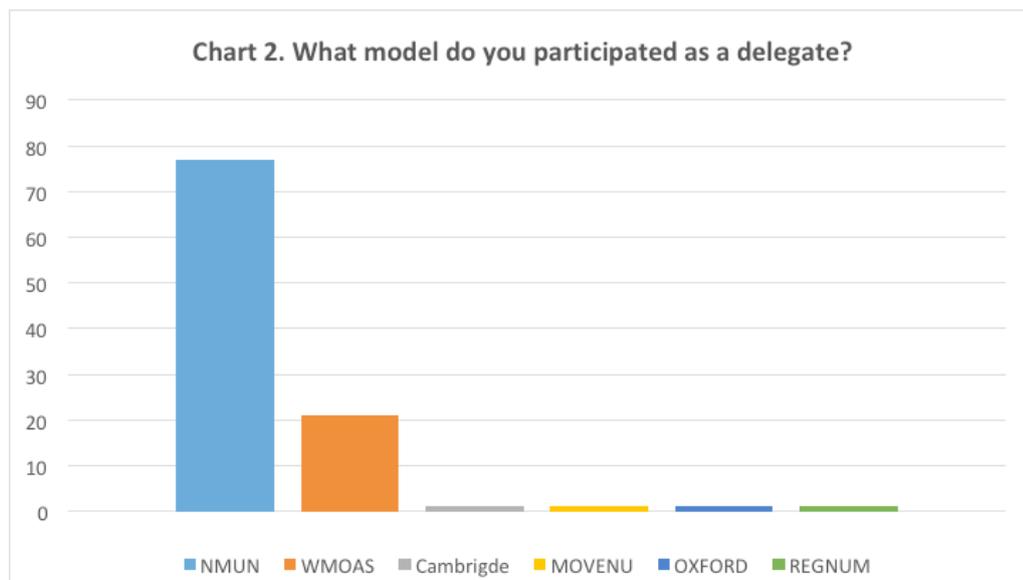
The No. 3 presents the origin of the delegates by reference to their university of origin. This survey was settled by 102 delegates from 42 universities from 12 countries such as Colombia, Mexico, Venezuela, Peru, Argentina, Chile, the United States, Germany, France, Canada, Lebanon, Italy, Russia.

Chart 1. Origin of the delegates participating in the survey



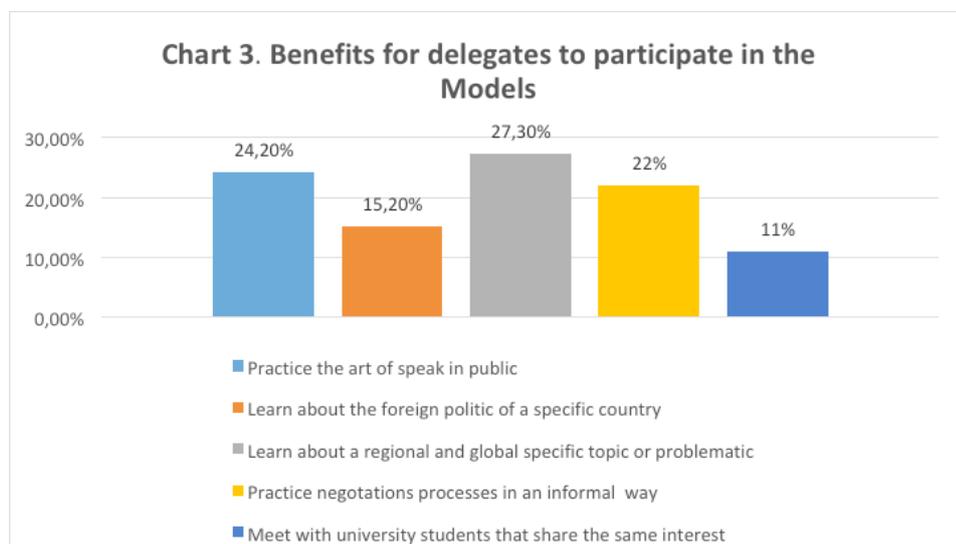
Source: Own elaboration

In terms of the model of negotiations in which participated each delegate surveyed, the graph does not 1 points out that of the 102 participants who resolved this survey, 77 were delegates at the National Model United Nations, 21 in the Washington Model of American States, 1 in the Cambridge, 1 in movenu, 1 1 in Oxford and in Regnum in the period between the years 2014-2018.



Source: Own elaboration

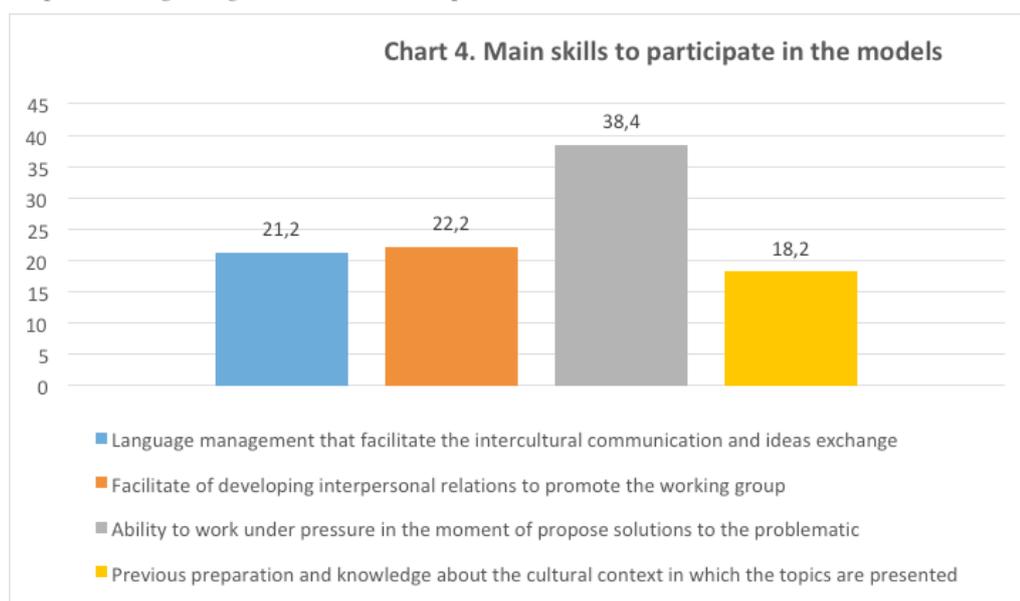
For this part, in the graph 2 you can see the results of the delegates responses, where they think are the main benefits of participation within the models of negotiation in real scenarios. The 27.3% responded that they learn more about a topic or regional problem was the main contribution made by the model in their professional training. In the same way, the 24.2 per cent of the delegates surveyed considered that the main benefit derived from their participation in the models was the improvement of the ability to speak in public. Finally, the 22% considers of vital importance to practice informal negotiations with students of diverse cultures.



Source: Own elaboration

Taking into account these results, it can be highlighted the importance of preparing to delegates who are to attend the models on global topics in the economic, political and social. Similarly, it is inferred the importance in the preparation at the time of making speeches and how to conduct informal negotiations with the rest of the delegates.

Similarly, respondents indicated what are the major skills that you must have a delegate to participate in bargaining models, which are presented in the chart 3.

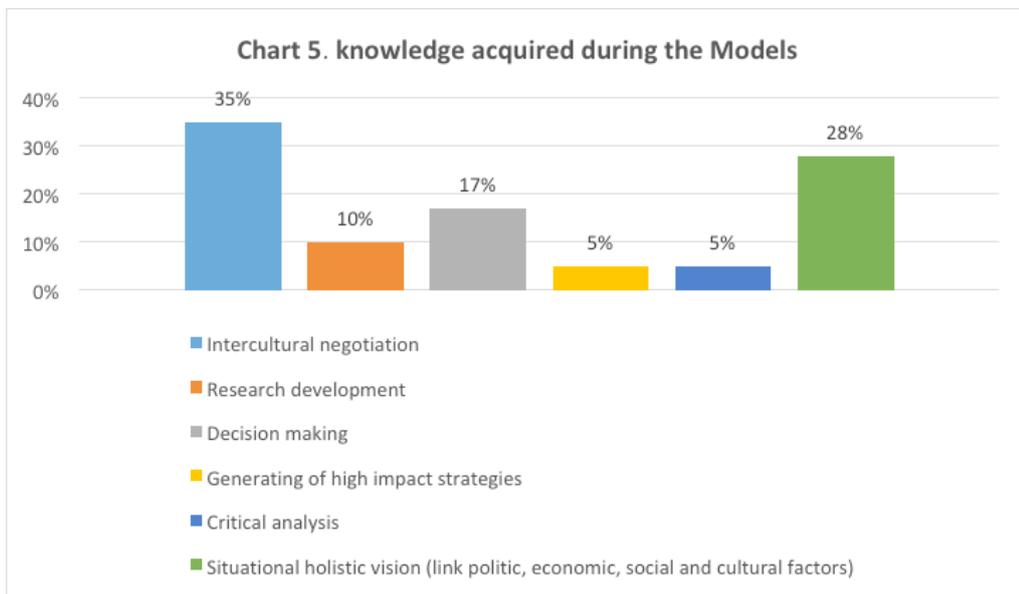


Source: Own elaboration

With regard to the skills that students must have as delegates to participate in this type of models, the 4.38% of those surveyed considered that the main virtue which must have participants in these models is the ability to work under pressure to propose solutions for the resolution of conflicts. Equally, the 22.2 per cent of the delegates surveyed consider that the ease of developing interpersonal relations to promote teamwork should be an ability to take into account in the development process of the models. For its part, 21.2% of those surveyed considered that it is of vital importance to the management of languages that facilitate the intercultural communication and exchange of ideas on these models of negotiation.

The results of the responses generated can infer the importance of forming a team in each delegation, assigning the roles within the team and continually auditing tasks. The purpose of this is to reduce the impact that often occurs with some students when faced with the pressure of the reality and the high degree of academic rigor of the models. Similarly, it should be in mind when selecting delegates that proper language management makes it easier for intercultural communication and exchange of ideas on these models of negotiation.

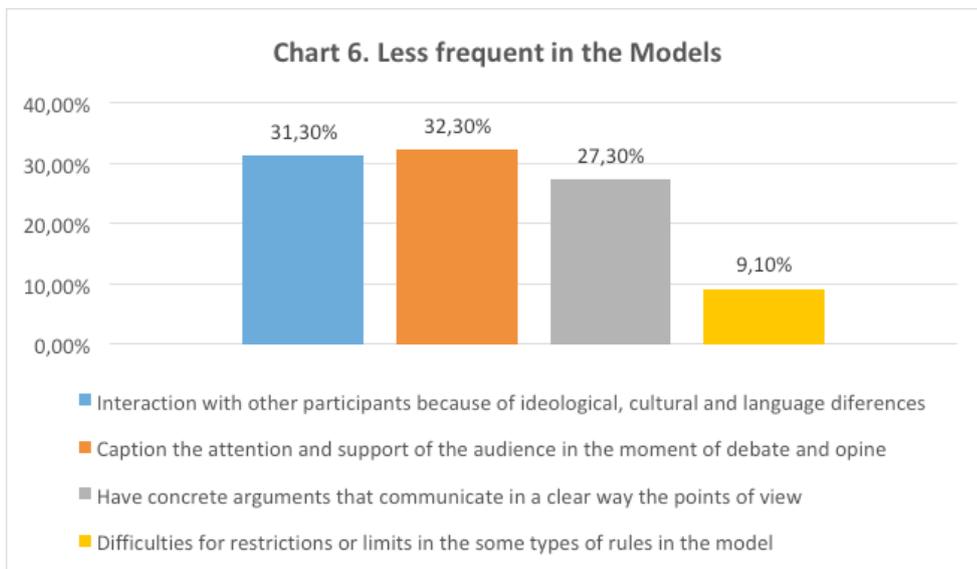
Then, respondents pointed out which were the main knowledge acquired during the models, themes, and percentages are presented in the chart 4.



Source: Own elaboration

The 35% of the delegates that solved this survey considered that the knowledge they acquired during the models related to the intercultural negotiation were the most relevant after analyzing their participation. For its part, the 28% of delegates considered that the holistic vision gained during its participation in the models was the main knowledge developed. In the same way, the 17% believe that the strategies acquired for the decision-making process were the main contribution has been carried out by the models in their professional training.

These responses can give a clear vision to the teachers who prepare the delegations to participate in the models where students must take into account the negotiating techniques and tools that can be useful to their students during the development of the models of negotiation.



Source: Own elaboration

32.3% of respondents consider the main drawback which has to overcome each delegate for each model is to capture the attention and support of the hearing when speaking or during debate. For its part, 31.3% said that the interaction with the other participants due to ideological differences, cultural and language, is the main barrier faced by participants. Finally, 27.3% of the respondents stressed that in some cases lack of concrete arguments to communicate clearly the points of view of the delegate can be a major inconvenience for participants of the models.

4. Conclusions

This article analyzed the process of experiential education developed with the implementation of the models of negotiation in real scenarios at Universidad Pontificia Bolivariana (Colombia) and presented a series of aspects that may be considered by the delegations participating in the learning, selection process, preparation, development and simulation in this type of models.

In the field of international business, experiential education has been implemented with a methodology based in the simulation of the activities done by the main international organizations, in which the students participate in role-playing games and serve as delegates from the UN Member States and other bodies where they have to ace real problematics of the international community (Cardona, 2013). This experiential education proposal has been incorporated to the curriculum in the Faculties of International Business of the University Pontificia Bolivariana Bucaramanga sectional and also in the headquarters with the experience of participation in the main negotiation models in real world scenarios in the years 2014-2018. These negotiation models address global problems in a real context and they are developed with the participation of delegations from different universities: their representatives embody the position and policy of a member state of the UN or OEA on related issues with the international agenda. Also, in the development of the models a pedagogical space is created where the participants carry out analysis and proposals taking as reference agreements, resolutions and employ mechanisms in the organs of these organizations, assuming the role of the assigned country in front of the corresponding committee.

Based on the views expressed by delegates in the main models of negotiation in real scenarios, it can be concluded that they perceive the National Model of United Nations and Washington Model of American States have become an effective mechanism for providing all students with an international and multicultural experience in their professional training to function effectively in a global economy as global citizens. The results reflect the relevance and effectiveness that these models of negotiation have because the impact that create on their participants by allowing to developed multiple skills that would allow them to face better the real labor environment because the students learn to work under pressure, face coyuntural topics and enter in a process of negotiating alternatives to solve them and the face the big challenge of facing the different opinions that every participant have on the issue, and through this process they need to make a deep investigation to not only have a solid argument base but also to developed their cultural knowledge and amplify their situational holistic vision.

The results suggest that the respondents consider the main benefit from their participation in the models was the experience gained in the knowledge of the management of global affairs; at the same time, respondents considered that the main skill that must have a delegate to participate in the models, it is to work under pressure; in the same way, believe that the knowledge

The results suggest that the respondents consider the main benefit from their participation in the models was the experience gained in the knowledge of the management of global affairs

acquired as a result of its participation in these models are related to topics about cross-cultural negotiation, Finally, it is determined that the main adversity that delegates have faced during the models, is the interaction with the other participants due to differences.

Analyzing the answer shown in the results is conclude that the National Model of United Nations and Washington Model of American States fulfill their goal as models of negotiating and being a pragmatic tool that can afford a more realistic experience to the student than previous learning methods mentioned before and has a better development in skills such as under pressure work and intercultural communication that traditional learning methods. Finally, students show a high interest in these models due to the high value experience and that is why this learning methodology has been expanding during the years becoming more global and complete experience.

With the recommendations made by the participants in this study it is proposed a manual selection, preparation and development of the models of negotiation in real scenarios that can be used by future delegations. In this regard, while preparing to participate in the models, students tune a variety of personal and technical skills. To represent their country with precision, delegates must thoroughly investigate them and the items on the agenda. To persuade the other member, student ambassadors not only must know their assigned countries, the positions and policies on the issues, but also to exercise their persuasive writing and the ability of speech and their capacity for leadership and diplomatic skills. Similarly, the process of preparation for these models forces students to learn the most important skills to form groups, negotiation and consensus-building, skills which are also essential in the global business environment. Other students have the opportunity to interact with colleagues from many countries, students also have access to internships and internship opportunities in these organizations.

The participation in the NMUN and WMOAS has become an effective mechanism for providing students from the Universidad Pontificia Bolivariana an international experience and multicultural in their professional training to perform effectively in a world economy as global citizens. In that sense, there are considerable advantages for students by participating in these models. Initially, students expand their knowledge and develop negotiation skills, argumentation abilities, and what is inherent in the international business field. Students participating in these models, in addition to learning about the political, social, and economic aspects of the different nations, they also learned the dynamics of international affairs and gained persuasive argumentation abilities. Finally, the preparation process for these models requires the students to learn the most important skills of forming groups, negotiation and consensus building, which are essential in the environment of global business. In addition, students can interact with colleagues from many countries and learn how to apply for scholarships and internships in these organizations.

Finally, with the experience as participants in this type of experiential education are considerable advantages that students get involved in the NMUN, WMOAS, and models of negotiation with this type of structure. Initially, students broaden their knowledge and develop skills related to the field of international relations, global problematics, politics, and regional issues. Students who participate in these models learn about different nations, their system, structure, their point of view on different problematics and how they have solved them and on the dynamics of international affairs and develop and strengthen multiple skills that will prepare them better for real escenarios on the future.

The participation in the NMUN and WMOAS has become an effective mechanism for providing students an international experience in their professional training to perform effectively in a world economy as global citizens

References

- Builes Jaramillo, J. F. (2012). The approach of the experiential education. Bachelor's thesis, Universidad de la Sabana.
- Camilloni, A. R. W. (2017). The inclusion of experiential education in the university curriculum. *National University of the Littoral*, 11-21. Retrieved from <http://bibliotecavirtual.unl.edu.ar:8180/colecciones/handle/11185/7962>
- Dzul, M. (2013). Basic application of scientific methods. Mexico. Available online at: [https://www.uaeh.edu.mx/teaching/VI_Presentations/bachelor's degree in marketing/basics_methodology/PRES40.pdf](https://www.uaeh.edu.mx/teaching/VI_Presentations/bachelor's%20degree%20in%20marketing/basics_methodology/PRES40.pdf) [04-7-2015].
- Padierna Cardona, J. C., & González Palacio, E. V. (2013). The experiential methodology in Higher Education. *Educational itinerary*, 27(62), 151-168. DOI: <https://doi.org/10.21500/01212753.1496>
- Chapman, S., McPhee, P., & Proudman, B. (August, 1992). What is experiential education? In J. Hunt, M. Sakofs & K. Warren (eds.), *The theory of experiential education*, (pp. 235-247). 3.^a ed. United States: Kendall/Hunt. (Original work published in 1992 by The Journal of Experiential Education [JEE]). 5.
- Hernandez Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2010). Research methodology.
- Hindriks, K., Jonker, C. M., & Tykhonov, D. (2009, September). The benefits of opponent models in negotiation. In *Proceedings of the 2009 IEEE/WIC/ACM International Joint Conference on Web Intelligence and Intelligent Agent Technology*, vol. 2 (pp. 439-444). IEEE Computer Society.
- Moore Jr, J. A., & Pubantz, J. (2017). *The new United Nations: International Organization in the twenty-first century*. New York: Routledge.
- National Model United Nations. NMUN. (2017). *Délégation Preparation Guide*. Retrieved from <https://www.nmun.org/assets/documents/NMUNDelegatePrepGuide.pdf>
- National Model United Nations. NMUN. (2018). *NMUN Rules and Overview*. Retrieved from <https://www.nmun.org/assets/documents/NMUNRules.pdf>
- NCCA. (2017). National Collegiate Conference Association Incorporated.
- Kolb, D. A. (1976). *The Learning Style Inventory: Technical Manual*. Boston, MA. Firm McBer & Co.
- Kolb, D. A. (1984). *The Experiential Learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Otzen, T., & Manterola, C. (2017). Técnicas de Muestreo sobre una Población a Estudio. *International Journal of Morphology*, 35(1), 227-232. DOI: <https://doi.org/10.4067/S0717-95022017000100037>
- Phillips, M. J., & Muldoon Jr., J. P. (1996). The Model United Nations: A Strategy for Enhancing Global Business Education. *Journal of Education for Business*, 71(3), 142-146. DOI: <https://doi.org/10.1080/08832323.1996.10116774>
- Universidad Pontificia Bolivariana. Syllabus Elective Bargaining Model UN. 2015

Toole, J. & Toole, P. (1995). "Reflection as a tool for Turning Service ... Experiences into learning experiences". Service Learning. Kinsley, Carol W. and ... McPherson, Kate. Alexandria, Va. (Virginia, State). Association for Supervision and ... Curriculum Development (ASCD).

United Nations Bibliographic Information System. UNBISNET. <https://digitallibrary.un.org/>

Washington Model Organization of the American States Student Handbook. (2017)

Washington Model OAS General Assembly Rules of Procedure -- 2017 Edition.

Zabalza Beraza, M. A. (2011). El Practicum en la formación universitaria: estado de la cuestión. *Revista de Educación*, (354), 21-43.