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PHI: Challenges and innovation within the University

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Elizabeth Romero Roa, research professor at CEIPA Business School full time, is part of the research management area and is the person who's leading the PHI program. Elizabeth, thought she could turn consulting into a means of training and solving problems and challenges within CEIPA. But...¿Why was Elizabeth thinking about it? Due to students' lack of participation in the research area, Elizabeth thought that motivating students through a training program could increase linkage with research management and make their academic participation more dynamic.

Elizabeth, is currently facing the entire process that regards to PHI and at the same time works full time for the Research Department of the CEIPA Business School. She is an economist at the University of Antioquia and a Master's degree in Local Economic Development at Universidad San Martín (Argentina). In addition to this, Elizabeth has extensive experience in complementary training in Formulation and Execution of Projects. Once in the middle of a conversation at the University and with PHI about as a subject, Elizabeth said she wants to see PHI implemented even in Africa.

PHI aims to solve challenges that provide added value to the organization and simultaneously, the participating students will receive a training and certification process. The research area of the CEIPA Business School published a video in 2016, presented by the leader of the PHI program where a story is told that says: "PHI is like a university hospital, which has the physical space, students as practitioners and doctors as instructors in charge; PHI would function in the same way, CEIPA would be the physical space used, the students would be the Junior Consultants and the Senior Consultants as the Doctors experts. The video explains that just as in university hospitals they treat diseases, PHI's ailments would be the remains that exist within each of the areas of the organization that generate problems and its solution involve efficiency and innovation, in this case the main focus of PHI are the universities.

The promotion strategy implemented for PHI within CEIPA has been very simple. Even many students may confuse the program with the same area of research or at least fail to identify that PHI is a different program than the activities developed in the research area. PHI is experiential consulting. This is how Avendaño (2015) illustrates the results of a meeting in the PHI business plan, which shows that 10% of the student population knows the consulting program, but 90% do not. (See **Exhibit 1**) Also, 7% remembered the program and 93% did not. (See **Exhibit 2**). However some results also showed that the main reasons for CEIPA students to participate in PHI were:

Being part of a project, learning by practicing, and this is precisely what PHI offers, the point is to grow their reach.

Phi: Experiential Learning Program for Consultants

According to the Oxford Dictionary, "Phi is the twenty - fifth letter of the Greek alphabet and has a script (Φ , ϕ)" This number (1.618 ...) is known as the golden number, divine proportion or golden ratio and has relationship with the Fibonacci succession, etc. (See **Exhibit 3**)

For CEIPA, PHI means to be of improvement in improvement and often it's described as a virtuous circle of knowledge from CEIPA by CEIPA.

The executive summary of the PHI business plan describes the impact on the entire university institution and its environment and promises that all the resources invested in it will create a flow of benefits that will remain within the institution.

It is for this reason that within this same document it is established that the knowledge management will be done through the evaluation of the parts of the institution or of the areas involved along with their needs to later turn it into challenges business (project).

Phi will be made up of a junior consultant who will be the students of the university regardless of whether they are undergraduate or graduate, a leading expert consultant who asks to be a teacher or a graduate of CEIPA - in case the challenge or project requires a profile that is not within the CEIPA professors, an external expert will be hired - in addition the latter should profile the junior consultants. (See **Exhibit 4**)

PHI is a program that brings benefits to all parties involved. There, the experience will give to the units or areas of the institution attended several benefits such as, the impartiality that allows to dimension the problems or challenges and propose solutions, saving time and money, organizational strategies to funnel resources and facilitate administrative management, confidence based on the quality and professionalism recognized by CEIPA experts and students and, of course, the improvement and evolution of administrative processes. Simultaneously the experiential consulting program was born as a strategy to link students, therefore the direct benefits are also for them. A fundamental part of PHI is of course the training of the consultant, in that sense the students assume the role of junior consultant and solving a challenge the student receive benefits because: he has a reception of knowledge in an applied way, he learns methodologies for the solution of

organizational and team problems; experience of interacting with a customer; work in additional equipment to this develops skills that allows you to collect, organize and synthesize information efficiently and effectively.

On the other hand, through an interview with Romero, where a series of questions were asked about PHI for the writing of this case, she tells us that "PHI within institutions will be a fundamental ally of improvement management areas, regardless of how each of institutions do it. The fundamental social work of this experiential consulting program is the training of students, the use of resources. Working as somehow as McKinsey does. McKinsey has experts in specific areas that allow you to take advantage of the profile of your consultants appropriately, so according to the profile of the consultant, the consultant will be asked to respond to the challenge. (E. Romero, personal communication, November 24, 2016).

A curious element of PHI is that at the moment of communicate itself can has several faces. That is, PHI can communicate differently depending on the target audience you want to reach. Romero once told us in a meeting that it is not the same thing to talk about the PHI program to a university Principal than to the Students, or to the areas of the university that would be the potential customers.

The activity performed is a type of intra-entrepreneurship; this is, an organ that feeds the organization system (university) is one of the great benefits of implementing PHI within the organization is directly the benefits obtained: I solve problems of my own organization, I do it with own resources and the issue of costs versus contracting with a consulting firm is totally reduced.

Garay (1998) notes that a greater investment in education is based on the fact that it is part of technological development and is essential in the decisions of entrepreneurs to achieve greater productivity increases. Universities also as an organization have faced the context in which Arteaga & Cruz (1997), therefore, mention that institutions of higher education in countries with highly developed economies had placed a great deal of interest between linking research and its development, also one of its essential functions is the construction of new knowledge. The areas of research have been characterized by managing and generating knowledge within universities and in general the economies have as a motor of development research and innovation and PHI goes in that direction.

Arteaga & Cruz (1999) report that "the author Burton Clark in his book," *The Universities Modern: space research and teaching*" recounts a case study of German universities which were initially formed by schools, but eventually were creating new organizational tools such as

laboratories and seminars that were oriented to research with systematic methods and one of the main conditions that integrates links with research are the different spaces that the university has to do research. Viewed in this way then PHI can also be understood as a program that would be generating new spaces for research and knowledge generation.

Within the strategic and administrative analyzes, PHI's mission is to make PHI known as a training program in consulting that creates synergy within the CEIPA university, envisaged for the year 2026 as a recognized and unique program of its kind at the national level and international field and as Mega is proposed to be the global network of consulting training to solve organizational problems in universities. As part of the promotion work of PHI, the communications area of the CEIPA University in the months of June and October this year (2016), reports the announcement to students via email (see **Exhibit 5**).

And ... TEAM FOCUS?

It is necessary to clarify that the students and all the people that integrate the PHI teamworks will be sensitized by a methodology to work in teams that is called TEAM FOCUS. This methodology was developed by Ph.D. in Administration Paul N Friga who has long belonged to Mckinsey, -a giant consultancy company in the world-, and which promises useful tools for solving challenges or problems in teams. With this methodology the CEIPA research management worked on a project that was, again led by Romero, which consisted of adapting this methodology in a very simple language and in Spanish to be applied in the teamworks.

The team of this project was mainly made up of: Elizabeth Romero, project leader, Giovanni Cardona, project customer, Sebastián Marín, financial management student as an assistant and Maria Fernanda Obando, financial management student, also assuming an auxiliary role .

TEAM FOCUS (See **Exhibit 6**) provides the necessary tools and recommendations to solve problems in a teamwork in a effectively and efficiently way. This methodology is divided into two parts: an interpersonal part (TEAM) -Talk, Evaluate, Assist, Motivate- and a more analytical part (FOCUS) -Frame, Organize, Collect, Understand, Synteshize.

How is a challenge?

Avendaño, (2015), describes the process initially as the selection of training consultants - students - selected by the senior consultant through an interview, then presented to the team by the PHI consulting program, what they do and how they do it; the process, work schedule for the progress

and deliveries of the challenges are shown and the methodology of the teamworks and is shared, that is, they are sensitized with TEAM FOCUS.

Subsequent to this, according to Avendaño (2015), the next stage is a meeting of the consulting team with its customer (area) to know firsthand the need to be solved, to carry out the diagnosis of the situation and to propose the work plan that will be extended by a period of four months. It is stipulated as an important activity to follow the challenge, to carry out each week a blog where they tell how the teams go with the development of the consultancy and that experiential and enriching aspects have been found to solve the client's need. The last phase is the delivery of results of the challenge and the implementation by the client of the proposed solutions. (P.11)

PHI today

PHI today is recognized within CEIPA as a program that absorbs talents, absorbs challenges, problems, absorbs areas, and is excellent at managing knowledge and providing solutions to problems based on innovation within the institution. In numerical terms PHI since its inception in 2015:

- Has attended 14 challenges
- Impacting 9 areas of the CEIPA University (Library, Alumni, Research, CDT - Technological Development Center, Isolutions, Plus Language, Human Resources, Planning and Improvement Management)
- 10 consultants participated
- 7 Teachers or Senior consultants
- 39 students involved (50% virtual students, 50% students presencial)
- Most of the participants of the Medellín Metropolitan Area and some of them from northern coast of Colombia (CEIPA Nodo in Barranquilla) and other students from abroad. (See **Exhibit 7**)

PHI by CEIPA

45 years ago CEIPA was born. CEIPA is a University Institution of Colombia, located in two nodes at national level: Sabaneta node, a municipality located to the south of Medellín in the

department of Antioquia and the other node is located to the North of Colombia, in the city of Barranquilla in the Prado neighborhood. This institution has been characterized by its very business values and principles. CEIPA since its inception has promised to be the University of the company therefore, the offer of its academic programs are purely administrative. CEIPA Business School history, has been characterized and has been recognized to be the University of the Company, this because its formation differs thanks to:

- To finish their undergraduate degree in less time, that is, in 4 years, because the majority of the students of races related to the administration are normally taken 5 years in Colombia.
- Study methodology implemented by CEIPA in its training program allows the student to have a greater concentration in the development of their processes because instead of the student studying several subjects in a semester, the student CEIPA concentrates on a thematic core that has a duration of two months. That is to say that the student every two months will be concentrated in a single area of knowledge instead of thinking in 5 or 6 subjects as normally happens in other universities in the country.
- The schedules that are only stipulated to study from 8:00 a.m. to 12:00 p.m. and from 6:00 p.m. to 9:30 p.m. (Being the first university in Colombia to offer night schedules especially for the people who simultaneously need to work and study)
- Presential or virtual mode: the student decides in which modality will take the nucleus to study, if he wants to go to the university and take them presential or if he wants to enroll in virtual mode. These modalities also imply that the way in which education is delivered in the world has changed every year and CEIPA has been concerned with being a university that constantly applies the use of information and communication technologies to its processes.

The program offer:**Undergraduate:**

-Business Administration, Financial Management, Marketing Administration, Human Resources Management, International Business Administration, Public Accountancy

Postgraduate

Specialization in Management, Specialization in Financial Management, Specialization in Marketing Management, Specialization in Human Talent Management, Specialization in International Business Management, Specialization in Project Management.

Thanks to the above, it is evident that the CEIPA university has a more specific training profile.

Its purpose is to form leaders in administration.

PHI in congruence with what is CEIPA. Transforms and manages business knowledge to obtain and generate value among the collaborators of an institution. PHI by CEIPA, indicates the innovative program of experiential consultancy, was created by CEIPA, was born in the area of research. The recognition of CEIPA has come in steady growth. This is also due to the fact that 83.3% of its undergraduates are accredited in high quality by the National Accreditation Commission in Colombia and by the strong activity that the University handles with the business sector because CEIPA provides training processes to companies through an area called Isolutions, which is an area that also does consultancy for the companies.

CEIPA was certified in 2016 by Bureau Veritas, this certification is in terms of organizational management and not in academic terms, Bureau Veritas is a world leader in Test, Inspection and Certification services. Elizabeth was present at this meeting and to take advantage of the people there, she had a conversation with one of the experts who belonged Bureau, who gave her an opinion about PHI,

-considering that he is a person with a lot experience in process certification- said that PHI is a totally innovative, pertinent and appropriate program. Elizabeth was extremely pleased because she knew there were people who believed in the project she was leading.

However, when Elizabeth imagined her mission to become more and more important, she realized that she had to think about growing PHI. She was sure that taking PHI to other universities with the "PHI by CEIPA" brand would be much more difficult than just taking it as PHI, since other universities would not allow it. It is necessary to make clear that PHI is by CEIPA but when PHI is in another university surely the name of the office will not be "By CEIPA".

To date PHI is a product of CEIPA and will continue to be so. The task of bringing PHI to more institutions is another challenge Elizabeth and her team must to face.

“Consultancy-land”

The consulting sector in Colombia has been developing since the 1980s. This is due to the arrival of large international firms such as KPMG, PriceWaterhouseCoopers, Deloitte, Ernst & Young and McKinsey and Co. among others. Their major customers, large companies, otherwise the medium and small company would access independent consultants or smaller consulting firms.

This is how the magazine Dinero (2016) indicates that for organizations to maintain their position in the market they go to consultancies due to the need to understand the challenges, to make operational models more efficient, etc. Everything points to even organizational growth.

The PHI Program belongs to the service sector of the economy or to the tertiary sector. Which is commonly known as activities that do not produce a commodity but which are indispensable for the formation of income and domestic production. GDP in Colombia between 2012 and 2015 has shown growth ranging from 2.9% to 3.3%.

Talking about the services sector, 39.6% represent about 545,000 active companies. This industry in the Colombian market is also very attractive due to the constant global change in the conditions of the markets, which demand that companies must always be at the forefront of their context and have a relatively diversified economy.

Elizabeth (2016) leading the PHI process says that many changes have emerged in the course of the program and feel challenged to promote PHI as a product protection mechanism and a positioning strategy accordingly with its mission as well. Being Colombia so attractive in this area, and being PHI the only one of its kind, why not bring PHI to the national level ?

Model PHI

Although this was already within the plans of the experiential consulting group, was it time for PHI to leave the CEIPA and to make itself known with a marketing campaign in other Universities? Or not yet and should only concentrate on continuing CEIPA growing and making its bank of challenges and challenges more robust? Take PHI abroad? It was already necessary for this program to jump out of the box and knock the doors on its prospects, or allies, because PHI finally into a network, a cobweb that reaches the universities for its resources to converge there. PHI reaches the other universities as a model.

PHI will be promote through transfer of knowledge to other universities that are as objectives to impact. Remember that the mega is to be a global consulting network, and for this PHI needs to start forming the network.

Thus, once PHI reaches an institution, the model will be installed, where the most significant transfer will be of knowledge and the local university has the resources to work on the PHI model. In other words, CEIPA does not provide consultants, students, or challenges. The local university will.

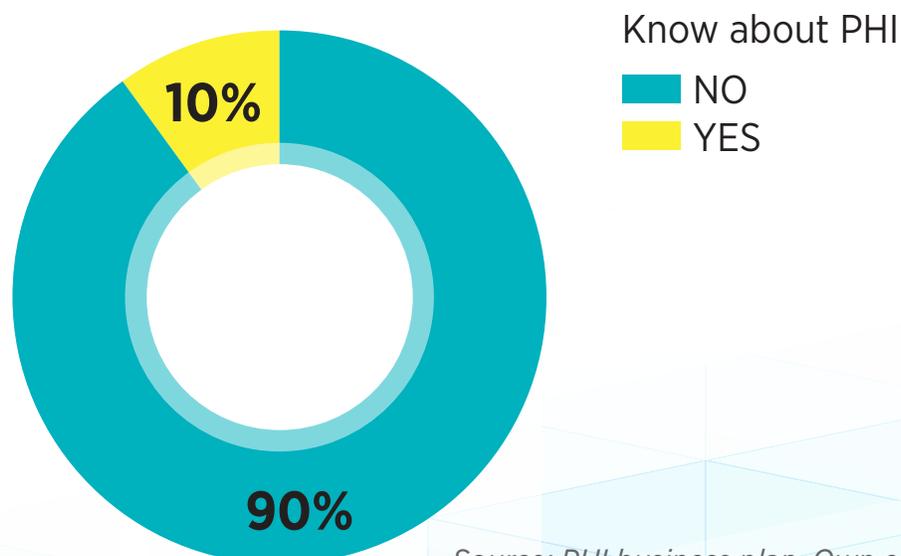
It is understood that the implementation of PHI should take a prudent time, because it is necessary to start having ready elements such as challenges, the leader of PHI for the university, consultants, students, etc.

For the case, as its own elaboration, it was determined a list of Universities to which PHI is in sight of arriving but still did not know how to do it.

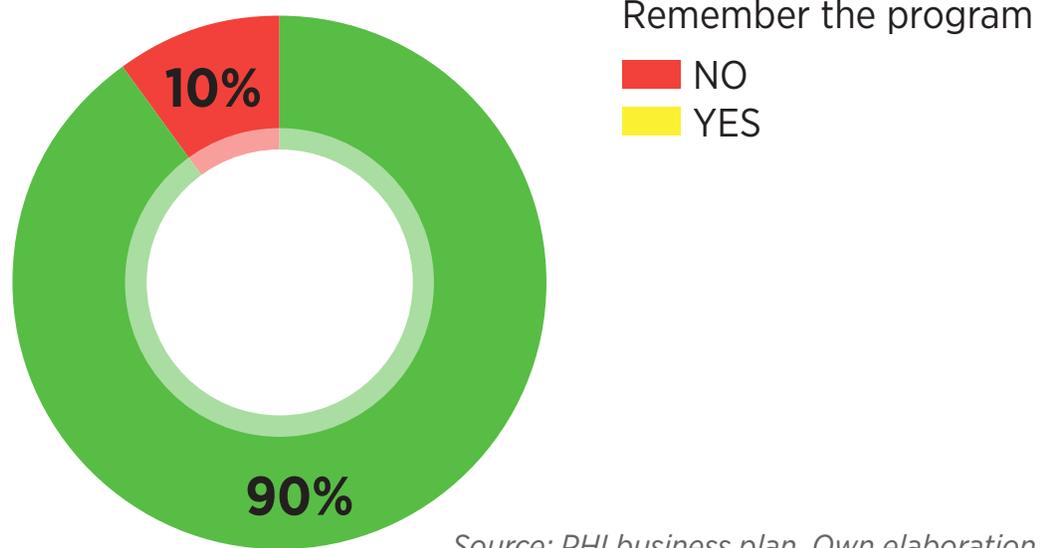
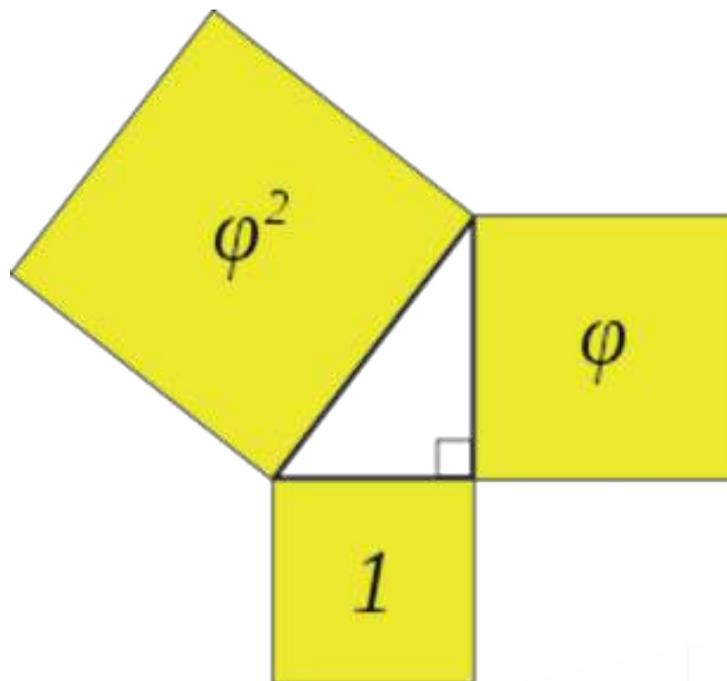
Way to go

Installing PHI within an organization is no easy task. Therefore the team has understood that it requires a lot of efforts and knowledge of each university to be able to operate PHI and be successful. PHI can be very successful inside CEIPA but PHI does not know its future outside, does not know the acceptance levels of its model but has insurance that wants to be great and to grow.

Exhibit 1. Know about PHI



Source: PHI business plan. Own elaboration.

Exhibit 2. Remember the program**Exhibit 3.**

Kepler's Triangle. Image taken from https://es.wikipedia.org/wiki/N%C3%BAmero_%C3%A1ureo

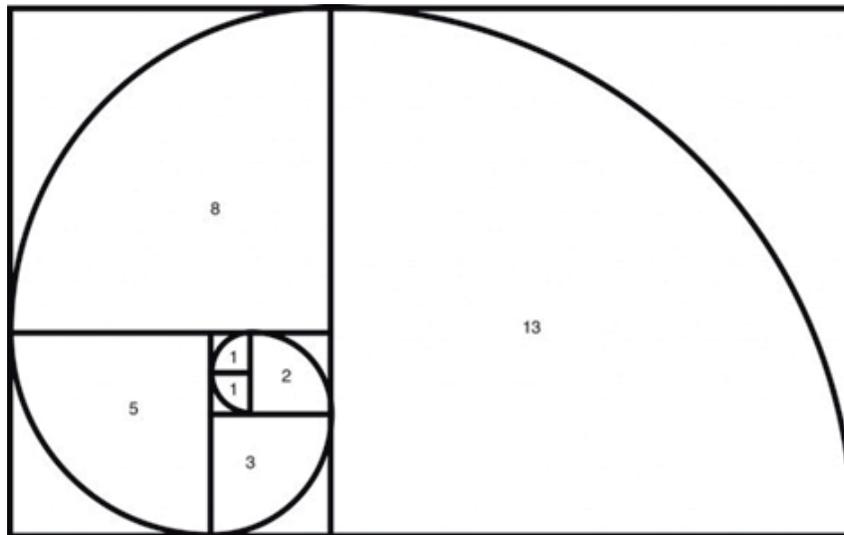
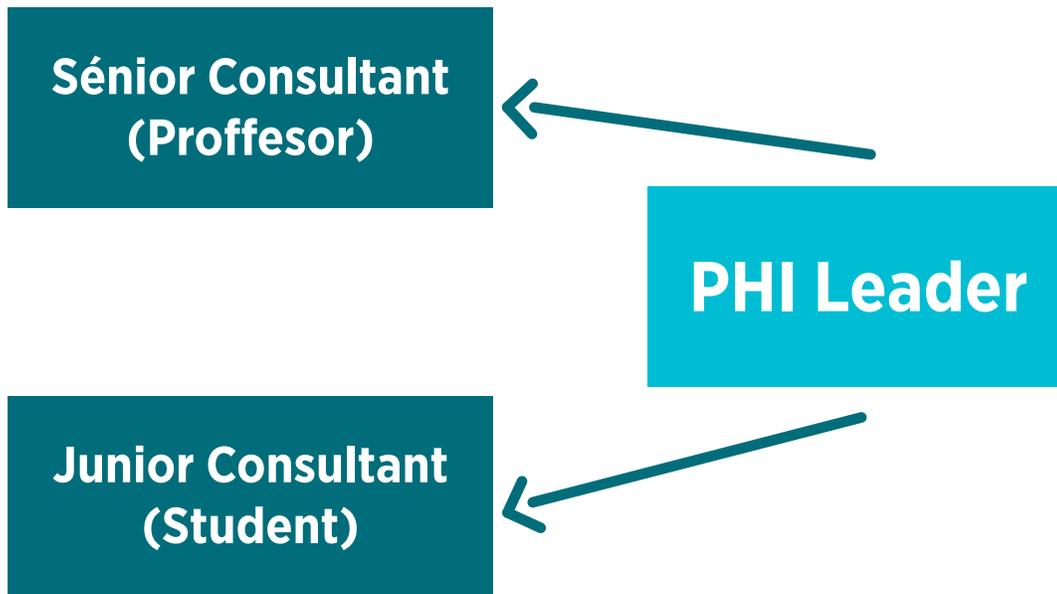


Image taken from: <http://www.davidbeahm.com/the-fibonacci-sequence-on-spiraling/>



Image taken from <https://hipertextual.com/2015/08/numero-de-oro>

Exhibit 4. PHI Teamwork



Source: PHI business plan. Own elaboration

Exhibit 5. PHI announcement

The advertisement features the CEIPA Business School logo at the top right. The main text reads "EDUCACIÓN DIFERENTE". Below this, it asks "Y ¿QUÉ TAL SER UN CONSULTOR?" and mentions "CIERRE DE LA CONVOCATORIA JUNIO 22". A large number "1,618" is displayed with the tagline "Formación + Innovación". A call to action says "Clic aquí para conocer los requisitos". On the right side, a list of skills is shown: "INNOVAR", "GESTIONAR CONOCIMIENTO", "SABER LO QUE NADIE MÁS SABE", and "RESOLVER PROBLEMAS". The website "www.ceipa.edu.co" is at the bottom.

Image taken from sebastian_marinhe@virtual.ceipa.edu.co Source: Institutional E-mail CEIPA

ceipa.edu.co EDUCACIÓN DIFERENTE

Business School
CEIPA

EDUCACIÓN DIFERENTE

INNOVAR
GESTIONAR CONOCIMIENTO
SABER LO QUE NADIE MÁS SABE
RESOLVER PROBLEMAS

Y ¿QUÉ TAL SER UN CONSULTOR?
CIERRE DE LA CONVOCATORIA
OCTUBRE 30

Phi
Clic aquí para conocer los requisitos

WWW.CEIPA.EDU.CO

Image taken from sebastian_marinhe@virtual.ceipa.edu.co Source: Institutional E-mail CEIPA

Exhibit 6. TEAM FOCUS model

The TEAM FOCUS “Rules of Engagement”

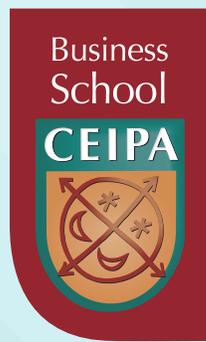
	Talk	Evaluate	Assist	Motivate	
TEAM	<ul style="list-style-type: none"> Communicate constantly Listen attentively Separate issues from people 	<ul style="list-style-type: none"> Discuss group dynamics Set expectations and monitor results Develop and reevaluate a personal plan 	<ul style="list-style-type: none"> Leverage expertise Keep teammates accountable Provide timely feedback 	<ul style="list-style-type: none"> Identify unique motivators Positively reinforce teammates Celebrate achievements 	
FOCUS	<ul style="list-style-type: none"> Identify the key question Develop the issue tree Formulate hypotheses 	<ul style="list-style-type: none"> Develop a high-level process map Create a content map to test hypotheses Design the story line 	<ul style="list-style-type: none"> Design “ghost charts” to exhibit necessary data Conduct meaningful interviews Gather relevant secondary data 	<ul style="list-style-type: none"> Understand the “so what(s)” Think through the implications for all constituents Document the key insight on all charts 	<ul style="list-style-type: none"> Synthesize Obtain input and ensure buy-in from client Offer specific recommendations for improvement Tell a good story

Source: The Mckinsey Engagement by Paul N. Friga (2008)

Exhibit 7. PHI Today

FUNDACION UNIVERSITARIA CEIPA		CLASIFICACION
PROCESOS OPERACIONALES - MISIONALES	1. FORMACIÓN – ESCUELA DE ADMINISTRACIÓN	Potencial
	1.1. Diseño	Potencial
	1.2. Desarrollo académico	Potencial
	1.3. Proyección Profesional	Potencial
	1.4. Laboratorio Financiero	Potencial
	1.5. Empresarismo – CEM	Potencial
	1.6. Biblioteca	Atendido
	2. Desarrollo integral de la Comunidad	Potencial
	2.1. Asesores	Potencial
	2.2. Consejería (Bienestar Institucional)	Potencial
	2.3. Gimnasio (Bienestar Institucional)	Potencial
	2.4. Egresados	Actual
	3. Investigaciones	Actual
	3.1. Grupo de investigación Orygen	Potencial
	3.2. CDT – Centro de Desarrollo Tecnológico	Atendido
	3.2.1. Desarrollos (materiales académicos y desarrollos tecnológicos –como softwares)	Potencial
	3.2.2. Canal Ceipa TV	Potencial
3.4. Producción académica (Revistas, artículos y libros)	Potencial	
4. Isolutions	Actual	
5. Plus Language	Actual	
PROCESOS DE APOYO	6. Gestión tecnológica	Potencial
	7. Gestión de servicios Generales	Potencial
	8. Gestión Humana	Atendido
	9. Control Documental	Potencial
PROCESOS ESTRATEGICOS	10. Gestión Financiera	Potencial
	11. Planeación y gestión del mejoramiento	Actual
	11.1. Planeación y gestión del mejoramiento	
	11.2. Rectoría	Potencial
	11.3. Secretaría general	Potencial
	11.4. Comunicaciones	Potencial
11.5. Salud Ocupacional y enfermería	Potencial	
11.6. Recepción	Potencial	
OTRAS UNIDADES DE NEGOCIO	12. Fondo de Empleados – FECEIPA	Potencial
	13. Nodo Barranquilla	Potencial
	14. Edu Hub	Potencial

Source: PHI business plan



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