

Simulation Games: MT3.5_3

Business Management Simulation Game

Objective: Participants manage a virtual company, making decisions on production, marketing, human resources, and finance to achieve specific business objectives over a simulated period.

Concrete Experience

- **In the Game:** Participants start by taking control of their virtual company, facing immediate decisions about product development, marketing strategies, and budget allocations. They interact with the simulated market and competitive environment, making decisions based on the initial scenario presented.
- **Learning Reflection:** This stage allows participants to immerse themselves in the business management role, experiencing firsthand the complexities and challenges of running a company.

Reflective Observation

- **In the Game:** After a cycle of decision-making and observing the outcomes (e.g., sales performance, customer feedback, financial reports), participants are prompted to reflect on their strategies and the results. They consider questions like, "What worked well?" and "What could have been done differently?"
- **Learning Reflection:** This reflection phase encourages participants to step back and critically analyze their actions and the game's feedback, linking their decisions to outcomes.

Abstract Conceptualization

- **In the Game:** Armed with insights from their reflection, participants are guided to conceptualize new strategies. They might engage in discussions or workshops within the game framework to learn about business theories, models, and practices that could improve their performance.
- **Learning Reflection:** This stage deepens understanding by connecting practical experiences with theoretical knowledge, allowing participants to develop new concepts and strategies for business management.

Active Experimentation

- **In the Game:** Participants apply their newly formed concepts and strategies in the next cycle of the game, testing hypotheses and observing the outcomes of their revised approaches to marketing, product development, and financial management.
- **Learning Reflection:** This phase emphasizes the application of abstract concepts in practical settings, encouraging risk-taking, innovation, and the continuous iteration of strategies based on learning from experience.

Attachment to MT3.5_3
Task 2.2



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Integration with Kolb's Experiential Learning Cycle

Throughout the simulation game, participants cyclically engage in Kolb's four stages of learning. The game's design intentionally guides them through experiencing the role of a business manager, reflecting on their decisions' effectiveness, learning from both the game environment and facilitator-led discussions to conceptualize new strategies, and actively experimenting with these strategies to see their impact. This iterative process enhances their understanding and skills in business management, demonstrating the power of experiential learning in developing practical, reflective, and conceptual abilities.

Debrief and Reflection

After completing the simulation game, a debrief session allows participants to share their experiences, insights, and learning points. This reflection reinforces the experiential learning cycle, linking the game's experiences to real-world applications and personal growth opportunities.

This comprehensive example of a simulation game illustrates how experiential learning models, particularly Kolb's Experiential Learning Cycle, can be effectively applied to enhance learning and development in educational and professional contexts.