

Teaching International Marketing with Simulation Game : Experiment and Experience

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Objective – Sharing Experience and Experiments

About - Manitoba International Marketing Competition

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Preparation:

Simulation Based Competition

**Involvement of Faculty members and
their inputs**

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Student's Involvement: Time, Mind and Team

**Simulation Based Competition: 95.00%,
80.00%, 80.00% (85.00%)**

(Average Score)

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**Students
perception of
requirement of
instructional
support for-**

**Simulation Based
Competition:70.00 %**

(Average Score)

**Students
perception of
received
instructional
support for-**

**Simulation Based
Competition:65.00%**

(Average Score)

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Experience of Simulation Based Competition

Stress: 80.00%

Enjoyment: 70.00%

(Average Score)

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Students perception of learning of theory of international marketing during:

Simulation Based Competition:65.00%

(Average Score)

Students perception of learning application of international marketing strategy during:

Simulation Based Competition:80.00 %

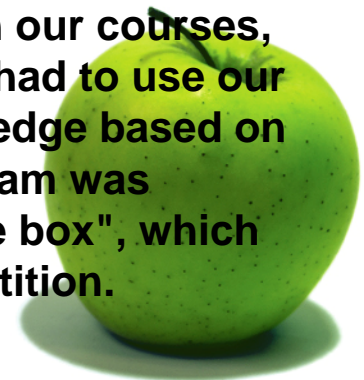
(Average Score)

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Learning experience at Simulation Based Competition:

- By using a online simulation I could see the result for even the slightest change in one component on the whole "company". It helped to understand the interdependencies of various business functions I e, marketing, finance, demand forecasting because you could see everything in "real-time" and the effect of each component. With MIMC our group was allowed to create our own business strategy and every decision we made we had to relate it back to our original strategy of sustainability. Although the main focus was on International Marketing but the competition allowed me to physically participate in all the business decisions that managers have to make on a daily basis. There was a level of control in the decisions that we made and it was really practical. We tried to apply as much as we could from theory that we learned in our courses, but when it came down to actually carrying out the decisions we had to use our own judgement and experience, which is something that a knowledge based on "theory" may lack. Based on the nature of the competition, our team was forced to be innovative with our ideas and to "think outside of the box", which is not what you normally get to do in class or a structured competition.



- **The opportunity to apply a tactic for a business was amazing. Also, given the chance to support the reasons for running the business in that manner gives the feeling that the business is actually the teams. Having never run a business it was a great opportunity, albeit not completely realistic.**
- **I gained the experience of decision making, application of strategy and competition in real time. In this competition I got to see the results of our decisions and continuously analyze and make adjustments.**
- **We learned about many of the different aspects that go into an international marketing plan.**

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Conclusion –

- In the Manitoba International Marketing Competition, not only our past decisions affected our analysis and future decisions, but the decisions of our competitors directly affected our experience. The Manitoba International Marketing Competition was a simulated company which we enjoyed a sense of ownership. In the Manitoba International Marketing Competition we were the decision makers. **To sum it up, in the simulation competition we gained experience.**

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- **The Manitoba competition was far better for the learning experience. The marketing involved a lot more planning and critical thinking including a presentation that was required.**

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Teaching with Simulation shows:

- Difference in involvement (Time, Mind and Team)
- Difference in stress and enjoyment while learning
- Difference in perception of learning
- Difference in requirement of instructional support
- Instructors are required to determine learning objectives and outcomes and available resources before using either of the two methods. They also should have knowledge of different learning methods
- Teaching with simulation is challenging

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