

Experiences of using a business strategy simulation: Lessons for promoting effective learning

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Abstract

This paper presents the findings of a study into the use of a computer-based business strategy simulation game as an instructional tool for undergraduate students. The factors driving the dynamics of learning are identified, and their interactions explored. Kolb's model of experiential learning is used to describe and analyse the learning that takes place in the gaming environment. The results indicate that whilst business simulations provide a useful vehicle for experiential learning, they do not automatically facilitate a high level of reflective observation. Therefore, appropriate interventions are required on the part of the educator. Implications relating to module design are outlined, relating to the choice of game, the role of briefing and debriefing, the importance of effective integration of games with other aspects of teaching, the role of assessment and appropriate instruction in the effective use of business analysis methods.

Key words: business simulation game, experiential learning, Kolb, business strategy