



Using Simulations in the Entrepreneurship Classroom

Learning Entrepreneurship by
Doing

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AGENDA

- What is a simulation?
- Traction Case Study
- Student “take-aways”
- Professor “take-aways”
- Course practicalities
- Conclusions and questions



What is a simulation?

- **Simulation (game)** is the representation of theories and concepts in a decision model over time, in a real-world setting
- Students (players) are presented with information and they make decisions by entering data into the computer game
- The game's computerized decision model then computes the player's standing according to metrics
- Players win by deducing the decision model that underlies the game
- Deducing this decision model represents a significant learning achievement



Traction Case Study

- Phase I is pre-investment and pre-revenue where the objective is to assemble a strong company
 - Assemble the team, financing, intellectual property protection, leadership/corporate culture, market information, market “buzz”
 - Develop the product and test it.
- Phase II - Go to market
 - Evolving the system given the reaction and change experienced in the market. Thus score around adaptable and speed to adapt which are comprised of creativity and innovation.
 - Operations (distribution, advertising (social media), business intelligence), partners, investors, business models, product migration.



Student “take-aways”

- Students can go beyond the textbook/ lectures in learning
- Complexity, uncertainty, setbacks, competition – many decision components which interact.
- Understand business models and plan vs. implementation.
- Understand lean start-ups and “bootstrapping”, as well as investors
- Develop a mental model of the interconnection between operation set-up, financing, product development, business development, corporate culture/leadership, and team.
- Student engagement and excitement – FUN!



Professor “take-aways”

- Easy to set up, run, and monitor
- Connection between learning objectives and grading metrics
- While the game is running, the professor can view the screens to see scores, setbacks, progress, etc.
- Student engagement and excitement
- **Fungaging!**



Course practicalities

- Instructor and User manuals, ppt presentation, video
- Start 2nd-3rd week of course
- Play 1-2 decision rounds per week
- Take 15-30 hours of play for a team of 3-5 students
- Grades allocated on success, demonstrated learning and ability to redirect thinking
- 15 - 40% of course grade
- Metrics (many scores):
 - amount of general funds
 - shares held by the entrepreneur, team and investors
 - customer validation – overall score of many factors
 - Market buzz
 - Adoption rate (based on Rogers innovation theory)
 - Ability to adapt (processing orders, market reach, etc.)



Thank You

Questions?

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