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## Bringing Marketing Concepts to Life: A One-Day Simulation Experience at CBS

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Institution: Copenhagen Business School, Denmark

Platform: MyMarketingExperience

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*„The students participating in this game have a much clearer understanding of the overall problems that we cover in this course.“*

*Jacob Holm, lecturer at CBS*



## Course Overview

As an external lecturer at CBS Copenhagen Business School, I teach a Master's degree class of **50-100 students from diverse backgrounds**, including both marketing and non-marketing disciplines, predominantly Danish with some international students. To deepen their understanding of marketing concepts, I employ the MyMarketingExperience simulation game, which effectively supplements traditional lectures that may only partially cover the curriculum.

This simulation allows students to **practically engage with key marketing concepts** such as segmentation, positioning, the four P's, and strategy, providing an empirical context that highlights the interplay and impact of these elements on overall marketing strategy. We typically introduce the game after discussing strategy, but before exploring topics like Corporate Social Responsibility and future trends.

## How MyMarketingExperience is used

Unlike some institutions that spread the MyMarketingExperience simulation game over several weeks, **we conduct it in one intense day**, due to time and budget constraints and to foster focused, relevant discussions. This one-day format mirrors **real-life scenarios** where quick decision-making is essential, with each decision-making round's allocated time decreasing throughout the day to simulate the pressure and urgency of actual marketing roles.

This approach contrasts with other institutions, which integrate the game into their lectures over several weeks. While a single day offers a **concentrated, immersive experience**, spreading it out allows for deeper integration with ongoing coursework. We have also experimented with running the game over a weekend, which has its own advantages.

The key takeaway is that **the game's flexibility allows it to be adapted to different teaching styles and objectives**. We usually play within a single market to simplify analysis, with groups of three to five students. My co-teacher and I circulate among the groups to facilitate discussions, answer questions, and guide them through challenges, helping them think critically about their decisions and strategies.

In conclusion, while our method works well for us, **I recommend experimenting** with different formats to find what best suits your students and teaching style, leveraging the game's adaptability to enhance its effectiveness as a teaching tool.





*„The fun thing about it is that whenever we challenge them in some of their decision making, they stop and think.“*

### Impact on Teaching

The MyMarketingExperience simulation game has not changed our core teaching approach, which still includes traditional lectures and case classes, but it plays a crucial role in our course by **integrating and consolidating the various topics** we cover. We usually schedule the game after discussing market analysis, segmentation, positioning, overall strategy, and the four P's, allowing it to serve as a comprehensive review of the first three-quarters of the course. This timing **helps students see how all the concepts fit together in a practical context.**

As a teacher, I find it rewarding to observe the students' decision-making processes and guide them through complex scenarios. Some students tend to make hasty decisions, like raising prices without considering factors such as price elasticity of demand, and my role is to challenge these quick decisions and encourage a more thoughtful approach. This interaction helps students **develop a deeper understanding** of marketing principles and **improves their critical thinking skills.**

Overall, the game has been an invaluable tool in enhancing the students' learning experience, allowing them to apply theoretical concepts in a practical setting and leading to a better grasp of the course material. We plan to continue using the game in the future, provided we receive the necessary support from CBS.





## Engagement

The competitive nature of the game **motivates the students**, even though there are no tangible prizes. They are eager to win and often engage deeply with the material. After each round, we display the results and positional maps on a screen, discuss the outcomes, and introduce the next round's opportunities and challenges. This process **fosters a dynamic and interactive learning environment**.



## Tips for Instructors

The first time I played the MyMarketingExperience simulation game, it was quite **entertaining**. As instructors, we played it among ourselves to understand its mechanics, which was beneficial because, as experienced professionals, we could make decisions faster than the students. I recommend that any new instructors do the same - **play the game themselves, study the manual thoroughly, and allocate extra time** for potential technical issues, especially during the first run.

One practical tip is to distribute student passwords a few days before the game, allowing students to log in, explore the interface, and ensure they can access the game without issues. Despite some technical hiccups, the game has proven to be a valuable educational tool.

Overall, my advice to new teachers using this game is to play it themselves first, read the manual carefully, and ensure all technical aspects are in order before involving students. The game is an excellent learning tool, and with these preparations, it can run smoothly and effectively.

## Final remarks

The MyMarketingExperience simulation game significantly **enhances students' understanding and engagement** with the course material. Traditional teaching methods, such as lectures, often result in one-way communication where students may feel intimidated to participate, especially in large classes.

While case classes offer more interaction, they still lack the hands-on decision-making experience that the game provides. The simulation game allows students to make their own decisions and see the consequences, offering a valuable learning experience that case discussions alone cannot provide.

Overall, the game is a **powerful educational tool that bridges the gap between theoretical knowledge and practical application**. By keeping it updated and incorporating new market trends, it will continue to provide valuable insights and learning experiences for students.

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