



Education and Culture DG



Leonardo da Vinci Innovation Transfer Project - 2011-1-HU1-LE005-03632 / LLP-LdV-TOI-2011-HU-018
ENELFA - Entrepreneurship by E-Learning For Adults
Budapest Business School (BBS)

ENTrepreneurship by E-Learning For Adults

Report on the CESIM simulation part of the pilot trainings



Budapest Business School (BBS)

Budapest Chamber of Commerce and
Industry (BCCI)



Coordinator of the courses

My name is Bálint Almási, I am assistant lecturer in Budapest Business School, College of Finance and Accountancy. I am lucky, I may take a part in the ENELFA project especially on the CESIM business simulations program. In the last semester I managed the fully work of 3 courses, an internal group with full-time students of BGF-PSZK, and 2 groups of external students, it was a free adult-training organised by Budapest Chamber of Commerce and Industry. These 3 groups were working with On Service module. Next to these, I cooperated with my colleges in Global Challenge module.

Course 1 – BBS students:

This course was created for internal students of BGF-PSZK, with OnService module. Headcount: 33 students. The course started in 12.04.2013 with the demonstration of the program and the course, than two practise rounds in the second part of the lesson. It took about 3 hours, and was a very interesting and conviviality class for both sides. The demonstration part took about 1 hour and the practise rounds about 2. I had enough time to talk about the practise round decisions with every group. Compared to the expectations of the On Service module, the students are well trained in software handling and economic thinking it follows that the group could focus on the competition and company leading. I asked my students about their motivation, 80% was to learn new things in new ways, 20% to get 3 credits easily. I've got positive feedback from every team in case of the lesson. The course proceeded with 5 "home" decisions, than on the last, "exam" lesson the groups were made the 3 remaining decisions, in a quite short time, than every team produced a short presentation about their company, strategy etc. The valuating was based on the team-activity, results, presentation. The last session took 3,5 hours, the course ended 24.05.2013. The headcount was good, this number of students are able to handle alone, and enough to make 5-7 teams.

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Course 2 – BCCI entrepreneurs, future entrepreneurs – I.:

This course was created for external students of a free adult-training organised by Budapest Chamber of Commerce and Industry, with On Service module. Headcount: 66 students. The course started in 09.05.2013 with the demonstration of the program and the course, than two practise rounds in the second part of the lesson. It took about 4 hours, and was a bit too long for both sides. The group separated into 2 sides. From the point of view of previous schools, the students were very-very mixed. The scale started from unfinished primary school to practising engineers. Compared to the expectations of the On Service module, most of the students were under trained in software handling and economic thinking it follows that the group couldn't focus on the competition and company leading. We had problems with the "power button" on the PC as well. The registration of 66 persons took 1 hour that made them bored. 20% of them had problems to reach their e-mail online. The other part understood the program in 10 minutes. It was weary for me to serve every need if every student. 66 persons are too much for 1 teacher I had 2 helpers, but only in administration, at least 1 coo-teacher may have been useful. (just to know: we had no exact information about the headcount and the previous schools) For the future, in that headcount with similar groundings, a pre-registration and a previous grounding class is needed. The second problem was with the teams: if I made a mixed team, with poor and good backgrounded students as well, an absolute leader of the team appears, it is controllable with school classes, but not at home working. If I let them make groups their own, good and bad groups will coming off, and that kills the competition for everyone. Despite these, I've got mostly positive feedback from every group in case of the lesson. The bigger part of the students told me, they won a lot of useful experiences. The mending results of the later rounds confirmed these feedbacks. The demonstration part took about 1.5 hours and the practise rounds about 1.5 (no more time remained). The course proceeded with 5 "home" decisions, than online valuating. The valuating was based on the team-activity, results, presentation. The course ended 27.06.2013. The motivation of these students was mostly the possibility of free learning. A lot of them secluded oneself, saying "what can I learn with a PC-game?". I was happy, because only a few of them were totally inactive in the following rounds. So most of them realized, this is not just a game...

Course 3 – BCCI entrepreneurs, future entrepreneurs – II.:

This course was an extra course based on the need the students of course 2. This was my best feedback, 20 of them asked the Budapest Chamber of Commerce and Industry to make another course, with me. There was two kind of students, who wanted to try again, and who wanted to play again. With that number and with the experiences of course 2 behind, it was easy and interesting to handle the problems, the course ended with positive feedback. It took time from 01.07.2013 – 26.08.2013.

The main problem at the beginning to rise everyone to the same user level of the program, as I saw, the first problem was to understand the working of forecasting and decision making cells in the program. I hope some facultative closing up classes were



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needed, not to lose students with weaker software knowledge. After a few rounds and decisions, round can go very fast, so extra classes (perhaps online as well) were needed in interesting topics. How to compete on markets, winning strategy, shareholders value, stakeholders value etc. to develop them in market activity, not just using the program. Maybe playing in 3-4 round blocks would be good, mixed with extra tasks (what do you think about ...?, what could be the optimal level of...? etc.) That will improve the competition, motivation, makes the possible questions and problems more actual.

My experiences are mixed, but mostly good. The program is able to teach and develop business skills, but only with sufficient backgrounds, and tight control of the moderator. Tight control means: right team selection, systematic communication and feedbacks to the teams, serious exam at the end, not to belittle the class. In that case they are forced to find the knowledge and the possible experiences behind the game.