



Universitatea
BABEȘ-BOLYAI

Leonardo da Vinci Innovation Transfer Project - 2011-1-HU1-LE005-03632 / LLP-LdV-TOI-2011-HU-018
ENELFA - ENtrepreneurship by E-Learning For Adults
Babes-Bolyai University (BBU)

ENtrepreneurship by E-Learning For Adults

Report on the CESIM simulation part of the pilot trainings



Universitatea Babes-Bolyai
BABEȘ-BOLYAI University (BBU)

Employers and Craftsmen
Association Cluj (APM)



APM
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PATRONILOR ȘI
MESERIAȘILOR
CLUJ

Simulation background

CESIM's On Service business simulation game was used in ENELFA as an assessment tool of the knowledge and competences the trainees got from the pilot courses and a validation of the pedagogical activities carried out by the trainers. The training gave the trainees the chance to test their knowledge in a real-life simulation and to face the effects of their business decision. By this they understood that they have to take into consideration multiple type of business information in order to take the right decision.

My name is Vasile-Daniel CARDOS; I am a lecturer with Babes-Bolyai University, Faculty of Economics and Business Administration. Amongst other tasks I was a trainer on the CESIM business simulations program. My tasks in this respect were: to present the feature of CESIM's On Service business simulation game to the pilot groups; to guide and assist the trainees; to answer their questions and to coordinate with Monika Csapo in all the stages of the program.

Course 1 – BBU students:

The first course was created for 50 BBU students enrolled in a Masters Degree Program in accounting. The students were divided into 10 color-coded groups. The course started on the 19th of May 2013 with the demonstration of the program and the course followed by one practice round and one real round in the second part of the lesson. The demonstration part took about one hour and the round another hour. The students were interested in the business simulation game as they indicated that this gives them the chance to test their business knowledge. Even though they were randomly divided into the groups they performed similarly during the practice round as we received almost the same questions from each group regarding the variables they can influence and the information they need to take correct decision. I've got positive feedback from every team in case of the lesson. After the initial face-to-face training the students had to do the remaining four rounds by their own. During this stage the members of each group coordinated their efforts and decisions and tried to do their best. The final meeting with the first group was took place on the 19th of June 2013. During this meeting the groups presented their approach and strategy to the simulation. We've identified two main strategies: cost-saving approach and the investment approach.

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Course 2 – APM entrepreneurs / future entrepreneurs

The second course was created for 66 adults enrolled by APM. The students were divided into 11 color-coded groups. The course started on the 18th of July 2013 with the demonstration of the program and the course followed by one practice round. The course took one hour. One major issue with this group was the fact that not all the trainees could attend this first meeting. Those who had a job said that they couldn't take the day off. To save time Monika previously registered the students and sent out the email for them. The target group had mixed background and level of business knowledge. Their educational background ranged from secondary school to Master's Degree. Also, they had a mixed level of business knowledge and information technology proficiency. But, they appreciated that the modules developed for ENELFA enhance/will enhance their business knowledge and competence. With this group we had some trouble motivating them to take the rounds as not all of the trainees attended the meeting. For the future, it would be very beneficial to have/prepare some custom training materials, video tutorials/how-to... available outside the CESIM platform. This would reduce the trainees' reluctance to use new software. Also, due to the scattered background of the students, they didn't see this program as a chance to compete with each other on a dynamic market; they saw it just as a way of testing or simulating business environment without taking the risk of the decision-making process in real-life conditions. All in all, we received a positive feedback for this program as none of the trainees used previously such an opportunity to take part in a business simulation.