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A MyMarketingExperience Story:

Adding a valuable teaching tool to the classroom



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Key Findings

Ivana First Komen, an associate professor at the University of Rijeka, Faculty of Economics and Business, found MyMarketingExperience had a positive impact on students' learning experience since students,

- **Were motivated to spend a lot of time within the simulation and think about the interrelatedness of the decisions within and outside of the scope of marketing**
- **Studied the market process in a fun, engaging way**
- **Realized the importance of understanding target customers for overall business success**

Summary

The University of Rijeka is a public, non-profit institution located in the urban setting of Rijeka, Croatia. It currently enrolls about 16,500 students in its diverse 162 study programs. Ivana First Komen is an associate professor of Marketing Simulation utilizing Pearson's MyMarketingExperience at the Faculty of Economics and Business, University of Rijeka. She was pleased with her experience using MyMarketingExperience finding there were both benefits for the herself as well as students. She found that the quality of students' observations and comments improved with the use of the simulation and students gave the feedback that they learned more about the marketing process with the help of the simulation in comparison to classical courses.

Description of course

Since 2017, Ivana First Komen has been using MyMarketingExperience, a simulation that encourages teams of students to analyze the given jeans marketplace, set marketing strategies and tactics for that market and compete against each other. She ran the simulation in 3 groups of students during their postgraduate specialists' studies as a course in itself. Groups consisted of 5-12 students (2-3 teams) who were specializing in Marketing or Management. Since students of marketing had other courses that were delivering similar content, in-class focus was given to the analysis of the simulation results. On the other hand, for the group specializing in management, in-class time was more devoted to lecturing on the marketing content, and less on the analysis of the simulation results. For the former students, the simulation served as a tool to put all the previously acquired knowledge to practice and gain deeper insights, while for the latter, the simulation served as a tool which would facilitate in the process of learning the basics and logic of the marketing process.

Product Implementation

According to First Komen, the simulation courses in general have proved very useful for learning marketing concepts and strategy and therefore the Faculty of Economics and Business in Rijeka invests in such software to continuously innovate and offer the highest quality learning experience to their students. As compared to some



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other simulations, First Komen felt MyMarketingExperience offered a comprehensive, modern and visually appealing product.

There were several learning outcomes First Komen was trying to achieve with her students. She was anticipating the simulation would help them,

- create marketing strategies, i.e. define mission, business goals, target consumers, brand proposition and its positioning in consumer minds,
- make decisions about marketing mix to accomplish chosen strategic options,
- evaluate marketing research information and plan marketing actions accordingly,
- react appropriately to competitors' actions

The assessment structure for the course was as follows,

- Tests: 30%
- Active participation: 10%
- Marketing plan and its presentation: 30%
- Simulation score: 20%
- Reflection: 10%

The course was organized within about 6 weeks during which there were 4 sessions. The schedule was as follows,

- WEEK 1
 - Before session 1: Register the students to the simulation and set up the game (deadlines for the Qs).
 - Session 1: Introduce the students to the course and simulation. Login students to the simulation. Introduce the decisions to be made overall and especially those to be made in Q1 - Q2. Allow some time for teamwork in the simulation.
- WEEK 2
 - Before session 2 (after students made decisions for Q1 and Q2): Analyze decisions students made in Q1-Q2. Identify suboptimal (not logical) decisions.
 - Session 2: Test 1: Ask students to explain the decisions in Q1 and Q2, or to propose optimal decision (e.g. about target group) if certain preceding decision has been made (e.g. mission statement). Discussed the suboptimal decisions made by students in Q1 and Q2. Introduce the decisions to be made in Q3-Q5. Allow some time for teamwork in the simulation.
- WEEK 4
 - Before session 3 (after students made decisions for Q3 – Q5): Analyze decisions made in Q3-Q5. Identify suboptimal (not logical) decisions.
 - Session 3: Test 2: Ask students to reflect on and elaborate decisions made in Q3 to Q5. Discuss the mistakes that were made in Q3 to Q5. Introduced the decisions to be made in Q6-Q8. Allow some time for teamwork in the simulation.
- WEEK 6
 - Before session 4 (after students made decisions for Q6 – Q8 and submitted final marketing plans): Analyze decisions made in Q6-Q8 and analyze marketing plans
 - Session 4: Test 3: Ask students to reflect on and elaborate decisions made in Q6 to Q8 and overall marketing process. Present marketing plans with justifications. Ask students to give feedback for the course.



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Instructor Experience and Perception

Instructor Ivana First Komen has been overall pleased with her experience utilizing Pearson's MyMarketingExperience in her Marketing Simulation course. She was exceptionally satisfied that the quality of students' observations and comments only improved with the use of the simulation. According to the feedback she received from the students,

"Students feel that they have learned more about the marketing process and the importance of really understanding the consumer to be able to make good marketing decisions, during the simulation than during the classical courses."

For those interested in implementing MyMarketingExperience, First Komen thinks learning could be increased if instructors,

- Meet with the students at least four times and give feedback on the past quarters.
- Point out to students that marketing success is based on knowing the target customers and fulfilling their needs.
- Meet with the students more frequently in the beginning, and especially between Q2 and Q3, to give them feedback on the chosen target market which can still change in Q3, but no later. It is a good moment to also let students know that the other strategic decision made from Quarter 3 onwards cannot change in subsequent quarters so special attention should be given that those decisions are made carefully and in accordance with the other previously made strategic decisions.
- Explain to students the exact decisions they are going to be asked to make in the coming quarters and consequences those decisions have on the rest of the marketing plan.
- Use tests to ask students about what they perceive as their least logical decision in previous quarters and/or why they made certain decisions.
- Require students to reflect upon what they have learned through the use of the simulation which is relevant for their career.

Conclusion

Overall, instructor Ivana First Komen has been pleased with her experience utilizing Pearson's MyMarketingExperience in her Marketing Simulation course. She found it to be a valuable teaching tool. She also felt that the simulation was a lot of fun for the students, so they were motivated to spend a lot of time within it which, she believes, increased their learning. She reported, through the use of the simulation, students learned a lot about the marketing process in real life as well as the importance of understanding the customer to run a successful business which will all help them make good marketing and business decisions in the future.

Next Steps

Ivana First Komen is going to continue to use the simulation with the next generation of students.