



CASE study



Instructor Finds The Perfect “Goldilocks” Solution with GoVenture



Dr. Rae Rawley

Peninsula College

An Interview with Dr. Rae Rawley
Professor of Applied Science In Management
Peninsula College
Port Angeles, Washington

Rae's first experience with a business simulation was not very enjoyable.

Dr. Rae Rawley is a professor of applied science in management at **Peninsula College** in the state of Washington, USA.

“We played a simulation when I was a student studying in an executive MBA program and I found it to be too narrow in scope to get a sufficiently broad understanding of the discipline. I didn't enjoy it.”

After switching careers from corporate America to teaching, Rae wanted to make sure her curriculum provided practical experience for students. For years she experimented with having students work directly with local businesses, but there were too many challenges to overcome.

“It was difficult to find businesses to participate, particularly with our school being in a less-populated region. The business owners who did participate were busy and unable to devote much time to answer student questions. And the expectations of the collaboration were often misaligned.”

To bypass these logistical problems, Rae decided to try using a business simulation instead. Rae's challenge was to find a suitable simulation that met her expectations. She researched a number of programs and piloted several in her courses.

“The business simulations I tried worked well enough to validate the benefits of using simulation, but the learning experiences were not where I needed them to be. Some simulations lacked student engagement, some were too brief or superficial, and some had technical challenges. I just couldn't find the perfect 'Goldilocks' solution.”

Rae eventually discovered **GoVenture**.

CEO Success

She started by adopting **GoVenture CEO** in her *Strategic Management* course, where students apply all aspects of their business education. GoVenture CEO was an immediate success.

“Students were engaged with the visual interface and the design of the gameplay. We were able to play multiple simulations of varying complexity and duration. The learning was focused and meaningful. It was exactly what I was looking for.”

Student assessment is of particular importance to Rae.

“GoVenture CEO provides my students with real-time feedback of their performance. The simulation modules and assessment rubric are customizable to match my preferences and it’s all fully automated, saving me many hours of work.”

Rae also has students play individually and in teams.

“With the first few simulations, I have each student run their own business while competing against their classmates. This encourages each student to become proficient at running their business without the comfort of relying on teammates. Then I have them play in teams where they get to experience the dynamics of collaborative decision making.”

Rae uses the built-in *Team Evaluation* to have students evaluate their teammates. Rae finds that students improve their performance when they are given this type of feedback, and GoVenture CEO automates this process.

From CEO to Entrepreneur

With the success of GoVenture CEO, Rae adopted another GoVenture simulation called **Entrepreneur** for her *Introduction to Business* course. GoVenture Entrepreneur is a realistic small business startup and operations simulation.

“The progressive gameplay which starts easy and increases in complexity through a Lemonade Stand and Kiosk business is perfect for students who are new to business.”

The advanced version of GoVenture Entrepreneur, which allows students to run a realistic restaurant business, gave Rae an idea on how to solve a particular challenge she had with another course — *Operations Management*.

“The Operations Management course covers so many topics that it’s difficult to choose a few key concepts on which to build competencies. The Entrepreneur simulation solves this by providing students with the ability to practice operations management, while gaining a holistic understanding of how operations interrelates with marketing and other business functions.”

When asked how simulations compare to case studies, Rae says, “Students seem much more committed to succeeding with a simulation because the experience is more personal to them. Students work with realistic data to practice evidence-based decision making, while seeing immediate results. None of this is possible with a case study.”

With the success of the GoVenture simulations, Rae has been able to replace other activities and costly resources to keep course materials affordable for students.

Now, the hunt is on to find simulations to enhance Rae’s other courses.



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