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The Banking Challenge

an exploration of banking

DESCRIPTION

This simulation was developed for the Academy of Banking and Finance of the National Bank of Serbia as part of a project supported by the European Agency for Reconstruction. It provides participants with the opportunity to manage a complete commercial bank making decisions covering funding, marketing, business development, staffing, quality and productivity improvement.

KEY LEARNING

As described later, the simulation covers the following key areas:

BANKING APPRECIATION
BANKING OBJECTIVES & MEASURES
FINANCIAL APPRECIATION
CLIENT MANAGEMENT & POLICY
PRODUCT MIX & CONTRIBUTION
MARKETING - PRICING & PROMOTION
FORECASTING & CONTROL
BUSINESS IMPROVEMENT POLICY & IMPACT
TEAM WORKING
(BUSINESS PRESENTATION)

DURATION

Approximately one day. (Although it can be run in an accelerated manner in just over half a day.) Its duration makes it suitable for use at the end of a training course, in stages over the course, as a one-day seminar or as a feature of a conference.

TARGET AUDIENCE

The simulation is designed for by trainees, junior management, functional specialists and supervisors on banking appreciation courses. (If used in an accelerated manner, it is suitable for more senior management.)

METHOD

After a short briefing, the training group is divided into between two and eight teams of between three and five participants. These teams consider the problem facing them and then make decisions for a trading year. These decisions are fed into a microcomputer that simulates their effect. The results are returned to the teams who analyse them before making the next decision. This decision-making cycle is repeated for six to eight periods before the group recombines to discuss and compare results and justify their performance.

HARDWARE REQUIREMENTS

Standard PC and printer for each group of two to eight teams. The simulation runs on any Windows based operating system (Windows 7, Vista, XP, 2000, ME or 98).

TRAINING PACKAGE

This includes a comprehensive Trainer's Pack containing a description of the simulation, participants' briefs, background notes, information on how to use the simulator, the software and can be downloaded from <http://www.simulations.co.uk/BANKING.htm>.

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KEY LEARNING

BANKING APPRECIATION

The simulation involves running a complete bank with decisions covering marketing (promotion, selling, sector and product focus), finance (funding sources and mix) and operations (operating staff, quality and productivity improvement). It should help participants appreciate the issues associated with a operation of a complete bank.

BANKING OBJECTIVES & MEASURES

During the simulation, participants will be concerned with creating a profitable, growing bank that survives. They will develop an understanding of the bank's purpose, how their decisions influence this and how their objectives and measures interact.

Participants without business experience may be especially challenged by the need to deal with ambiguity and make decisions without perfect information and, where, some information is provided as *qualitative comments* about the bank.

FINANCIAL APPRECIATION

The simulation introduces participants to financial fundamentals (Income Statement, Balance Sheet, cash flow and key ratios) and issues (Capital Adequacy and the reserves required by the National Bank).

CLIENT MANAGEMENT & POLICY

The bank serves two markets - retail (private) and corporate (business) - that it sells a range of deposit and loan products. In each market, participants must ensure that they keep existing clients and attract new clients while maintaining good profitability and cash flow.

PRODUCT MIX & CONTRIBUTION

Although only selling into two sectors each of these involve four products: Demand Deposits, Long Term Deposits and Long Term Loans & Overdrafts. Participants must to decide how each of these contributes to the bank's profitability, growth and cash flow.

MARKETING

Participants must consider how clients perceive the bank and how they will respond to interest rates, promotional activities, the competitors' actions and the financial and operational consequences while servicing both existing and new clients.

FORECASTING & CONTROL

With decisions covering staffing and funding, participants must forecast operating needs and plan their staff and funding levels. This must take into account the uncertainties of the impact of marketing decisions, competitive actions and a changing economy.

BUSINESS IMPROVEMENT POLICY & IMPACT

With decisions about quality and productivity improvement, participants must balance the cost of this with the benefits obtained in the marketplace, to staffing capabilities and costs.

TEAM WORKING

With participants working in small teams, they have the opportunity to share experience and knowledge, present and promote different viewpoints and develop their people skills.

(BUSINESS PRESENTATION)

Optionally, at the end of the simulation, teams can make a *board presentation* covering objectives, strategies, process, the future (of the simulated business) and learning.

DISTRAIN - Distribution Challenge

DESCRIPTION

The development of this computerised total enterprise simulation provides participants with the opportunity to manage a typical distribution company making decisions covering pricing, purchasing, promotion, finance etc. Thus it provides an opportunity to build business understanding and acumen. In particular, it provides an over view of a complete business and hence is particularly useful for business people who have little or no experience outside their own functional area.

KEY LEARNING

As detailed overleaf, the simulation covers:

BUSINESS APPRECIATION
BUSINESS OBJECTIVES & MEASURES
FINANCE & MANAGEMENT MEASURES
MARKETING - PRICING, PROMOTION & CUSTOMER NEED
PRODUCT MIX & CONTRIBUTION
PURCHASING, INVENTORY CONTROL & FORECASTING
TEAM WORKING
(BUSINESS PRESENTATION)

DURATION

Approximately one day (although it can be run in an accelerated manner in half a day). Its duration makes it suitable for use at the end of a training course, spread over the course, as a one-day seminar or as a feature at a conference.

TARGET AUDIENCE

The simulation is designed for junior through middle management, functional specialists and supervisors on business appreciation, business acumen and financial appreciation courses. (If used in an accelerated manner, it is suitable for more senior management.)

METHOD

After a short briefing the training group is divided into several teams of between three and five participants. These teams consider the problem facing them and then make decisions for a trading year. These decisions are fed into a microcomputer that simulates their effect. The results are returned to the teams to analyse before making the next decision. This decision-making cycle is repeated for six to eight periods before the group recombines to discuss and compare results and justify their performance.

HARDWARE REQUIREMENTS

The simulator runs on standard PCs and requires a printer. It incorporates a comprehensive help and advice system to allow its use by all trainers.

TRAINING PACKAGE

As a fully tutored presentation or, after training, run by in-company staff or by training consultants.

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KEY LEARNING

BUSINESS APPRECIATION

The simulation involves running a complete distribution business with decisions covering percent mark-up, product range purchases, transportation, sales promotion and the time taken to pay suppliers.

BUSINESS OBJECTIVES & MEASURES

During the simulation, participants will be concerned with creating a profitable, growing business that survives. They will develop an understanding of business purpose, how this is influenced by their decisions and how the objectives and measures interact.

Participants without management experience may be especially challenged by the need to deal with ambiguity and make decisions without perfect information and, where, some information is provided as *qualitative comments* about the business.

FINANCE & MANAGEMENT MEASURES

The simulation introduces participants to financial fundamentals (Profit & Loss Account, the Balance Sheet, cash flow and key ratios).

Optionally, using the work sheets provided, participants can test their understanding by, manually, preparing the financial reports.

For more advanced use, advanced versions (Progressive and Compleat) provide information on break-even, profit analysis and economic value added.

MARKETING - PRICING, PROMOTION & CUSTOMER NEED

The distribution company sells three ranges of products each with different sensitivities to price and needs in terms of variety and selling support. Besides *regular customers*, teams must decide how much to spend on promoting their business. Finally, teams must consider competitors' actions and the financial and operational consequences of their pricing decisions.

Optionally, using the tutor's audit, the trainer running the simulation can provide *market research*.

PRODUCT MIX & CONTRIBUTION

Although only selling three ranges, participants need to decide how each of these contributes to the business's profitability, growth and cash flow. (For more advanced use, an optional report shows each product on a profit or investment centre basis.)

PURCHASING, INVENTORY CONTROL & FORECASTING

With decisions covering purchasing and changing sales patterns, participants must forecast sales and plan their purchases and inventory levels. This must take into account the uncertainties of the impact of marketing decisions, competitive actions, the dynamics of the market place, seasonal sales patterns and the cost of holding inventory.

TEAM WORKING

With participants working in small teams, they have the opportunity to share experience and knowledge, present and promote different viewpoints, develop time management and their *people* skills.

(BUSINESS PRESENTATION)

Optionally, at the end of the simulation, teams can be asked for make a formal *board presentation* covering objectives, strategies, process, the future (of the simulated business) and learning.

PRODUCT LAUNCH

DESCRIPTION

Participants launch a new product and have to decide on its price, promotional expenditure and production quantities. In making these decisions they must take into account market awareness, price sensitivity, the need for profits, cash flow and, eventually, the effect of competition. ***Thus the simulation provides an ideal introduction to basic marketing concepts, their financial implications and the Product Life Cycle.***

KEY LEARNING

As described overleaf, the simulation covers the following key areas:

**PRODUCT LIFE CYCLE
PRICING STRATEGY
PROMOTIONAL STRATEGY
PROFIT & CASH FLOW
ANALYSIS, DIAGNOSIS & DECISION-MAKING
FORECASTING
TEAM WORKING**

DURATION

Approximately two hours. Its duration makes it suitable as part of a training course, at a business meeting or as a feature of a sales conference.

TARGET AUDIENCE

The simulation is designed to be used by sales staff, management and functional specialists who need to know about marketing. Or, as a course starter or conference, by more senior management.

METHOD

After a short briefing, the training group is divided into teams of three or four participants. These teams consider the problem facing them and use the microcomputer to simulate the passage of time over several periods. Each period involves a team making decisions, entering them into the microcomputer. These are processed and the results printed for the team to analyse. At the end of the simulation the teams reunite to discuss and compare results.

HARDWARE REQUIREMENTS

Standard PC and printer for each group of two to eight teams. The simulation runs on any Windows based operating system (Windows 7, Vista, XP, 2000, ME or 98).

TRAINING PACKAGE

This includes a comprehensive Trainer's Pack containing a description of the simulation, participants' briefs, background notes, information on how to use the simulator, the software and can be downloaded from <http://www.simulations.co.uk/prodeval.htm>

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KEY LEARNING

PRODUCT LIFE CYCLE

Participants launch a unique product into a new market without competition. But, eventually, competition will arrive. So, first, they are concerned with penetrating the market and growing sales. When the competition arrives, the market situation changes and sales peak and then erode. Consequentially, participants manage the whole of the Product Life Cycle from initial launch, through growth, maturity to decline.

PRICING STRATEGY

Each period, teams must decide how much to charge for the product and so, must decide the correct price to meet period and long term marketing targets. Initially, participants will be selling into a price insensitive market that, probably, will accept high prices. However, as the product penetrates the market and the mix of customer changes, price sensitivity increases. Finally, when competitors enter the market, customers become very sensitive to price. As a consequence, throughout the simulation, participants must assess price sensitivity and adjusting their price. An adjustment that has to take into account sales growth, long and short-term profit needs and cash flow.

PROMOTIONAL STRATEGY

Each period, teams must decide how much to spend on promotion and so, must decide the correct level to meet period and long term marketing targets. Initially, participants must promote heavily to grow the customer base and establish themselves before the competition arrives. When competitors enter the market, the need for promotion reduces (as competitors help build product awareness) and as price reductions reduce profit.

PROFIT & CASH FLOW

During the simulation, participants must consider both profit and cash flow and realise the difference between the two. Initially, as sales grow, participants must worry that too rapid expansion will exhaust their cash reserves and lead to bankruptcy. Equally, a too prudent launch will mean that they are not established in the market before the competitors arrive.

Over the Product Life Cycle, profits will move from initial losses, peak and then, as competition "bites" erode and may, eventually, lead to losses. A very skilful team may be able to make cumulative profits of over a million and this may be used as a target, to encourage competition and choose a "winner".

ANALYSIS, DIAGNOSIS & DECISION-MAKING

The uncertainties, ambiguities and dynamics of the simulation mean that it can be used to acquaint new graduates, engineers and scientists with the nature of business and decision-making.

FORECASTING

Throughout the simulation participants must accurately forecast demand so as to set the right production level. Too low production will loose sales and reduce profits. Too high production may risk over expansion and bankruptcy and will reduce profits because the product has a limited life and a proportion of surplus inventory will be scrapped.

TEAM WORKING

With participants working in small teams, they have the opportunity to share experience and knowledge, present and promote different viewpoints, develop time management and their "people" skills.

PROSPECTOR

an exploration of bidding from opportunity to winning profitable business

DESCRIPTION

This simulation is designed to allow business people from organisations that search for and then bid for business to explore the commercial and financial aspects of bidding. They search for bidding opportunities and then progress the bid through evaluation, tendering and negotiation to winning and delivering profitable business.

KEY LEARNING

As described overleaf, the simulation covers the following key areas:

COMMERCIAL ISSUES
BIDDING CYCLE
OPPORTUNITY SEARCH
QUALIFICATION
TENDERING
NEGOTIATION
RISK IDENTIFICATION & AVOIDANCE
FINANCIAL MEASURES
(BUSINESS PRESENTATION)

DURATION

The simulation lasts approximately one day and may be run in a single session or spread over a course.

TARGET AUDIENCE

The simulation is aimed at sales, engineering and technical support people who are involved in the contract bidding process. The simulation is particularly suited for the staff of engineering, construction, computer software, hardware & services companies and companies selling large industrial machines where each project differs in terms of size, technical and financial risk and customer.

METHOD

These teams must advance projects through the bidding cycle (finding opportunities, evaluating them, tendering and negotiation). At each stage a team must decide whether to discard the project, move it to the next stage or defer action until later. During this process the teams must improve the knowledge progressively - knowledge that is of the project, the client, the risks and how these match capabilities. Ultimately they should have won a portfolio of projects that when executed will be profitable and within their capabilities.

Teams enter decisions into a microcomputer that processes them and prints results for analysis. At the end of the simulation the teams reunite to discuss and compare results.

HARDWARE REQUIREMENTS

Standard PC with printer - one per team of four or five participants.

AVAILABILITY

As a fully tutored presentation or, after training, run by in-company staff or by training consultants.

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KEY LEARNING

COMMERCIAL ISSUES

The simulation focuses on *winning business* that is profitable rather than the management of the projects. Thus it explores, on an evolving basis, how to build a portfolio of projects that have the right financial and risk characteristics to meet the commercial needs decided by the participants and *justified* to the senior management (the trainer).

BIDDING CYCLE

The simulation takes the participants through a typical bidding cycle where they need to build their knowledge of the client, project and risks and select the *best* projects to move forward. Thus the participants explore a *stage gate process*. At the end of the simulation, participants should have won a portfolio of projects that offer the *best* opportunity to earn profit and represent the smallest risk. This will be tested at that time as project outcomes are simulated.

OPPORTUNITY SEARCH

This involves searching for business opportunities that are suitable in terms of size, urgency, client type etc. Participants must search for the business opportunities that match the business' needs and complement the current portfolio of projects.

QUALIFICATION

This involves obtaining more information and refining information about the most attractive projects - information that improves the knowledge of size, schedule, client and financial terms. Based on this information, participants must move the most attractive projects to the tendering stage.

TENDERING

Participants obtain information about the range of project size and can explore the impact of tender price on profitability and the likelihood of winning the bid. At the end of this stage, participants submit a bid that is either accepted (allowing them to move the project to the negotiation stage) or rejected (won by a *virtual competitor*).

NEGOTIATION

The participants now must agree the project and payment schedule with the project so as to ensure that, together with the other projects in their portfolio, cash flow and work- load are viable.

RISK IDENTIFICATION & AVOIDANCE

Participants explore the project and commercial risks associated with bidding for projects. Where **project risks** are derived from the project complexity and ambiguity and mitigated by both the company's and client's prior experience with similar projects, relationship development during the bidding process and bidding effort. Project risks cause project duration uncertainty and overruns. The **commercial risks** are derived from inappropriately low margins, project urgency, client competency & aggression, client credit rating and the project payment style.

FINANCIAL MEASURES

The simulation treats each project as a profit centre and so measures for it revenue, costs and profit margin. Also, participants must ensure that the cash flows of individual projects support each other and ensure the optimum use of available funds and survival risk is minimal. After the execution stage, the actual results are compared with budgeted results. And an accumulated profit statement is presented and, beside actual costs the cost of funding is shown.

(BUSINESS PRESENTATION)

Optionally, at the end of the simulation, teams can be asked for make a formal *board presentation* covering objectives, strategies, process, the outcome and learning.

Strategic Exploration of Entrepreneurial Directions

DESCRIPTION

This computerised simulation allows participants to explore the issues and problems facing an entrepreneur planning to set-up a new business. Thus, in contrast with prevailing simulations (that normally address the issues of medium to large, established, businesses), it addresses the issues facing people setting up a business with limited resources and no established track record or customer base. The simulation was developed as a collaborative partnership between Imperial College of Science, Technology and Medicine and Hall Marketing with support from Hewlett Packard.

KEY LEARNING

As detailed overleaf, the simulation covers:

BUSINESS PURPOSE & POLICY
THE PLANNING PROCESS
RESEARCHING ENTREPRENEURIAL OPPORTUNITIES
MARKETING - Market Selection, Pricing, Promotion & Offering
FINANCING - Measures, Working Capital & Funding
RESOURCING - Human, Physical & Capital Investment
TIME MANAGEMENT
(BUSINESS PRESENTATION)
(KNOWLEDGE NEEDS ASSESSMENT)

DURATION

Approximately six hours. Its duration makes it suitable for use in a training course, as a one-day seminar or as a feature at a conference.

TARGET AUDIENCES

The simulation is designed for use by **undergraduates and graduates** including those from disciplines other than management; **business people** considering starting their own business or wishing to explore, in-depth, the planning process and, as a **role-reversal exercise**, for bankers and tax officers.

METHOD

After a short briefing, the training group is divided into several teams of between three and five participants. Participants consider the problem facing them and use the microcomputer to research and plan entrepreneurial opportunities. This planning cycle is repeated for several simulated months until participants ratify the plan because it is acceptable or because they feel they cannot delay starting the business any longer. Finally the teams recombine to compare and discuss the teams' results. At this time, teams may be asked to explain and justify their performance.

HARDWARE REQUIREMENTS

Standard PC and printer for each team.

SIMULATOR

The simulation uses an advanced simulator that facilitates learning and provides an evolving learning situation to ensure effective and consistent learning and the efficient use of student time.

AVAILABILITY

The simulation is available as a fully tutored package or, after training, licensed for use by trainers and academics.

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KEY LEARNING

BUSINESS PURPOSE & POLICY

During the simulation, participants will be concerned with planning a profitable, growing business that survives. They will develop an understanding of business purpose, how this is influenced by managerial actions, and how the objectives, actions and measures interact. Participants without management experience (especially those with an academic, scientific or engineering background) are likely to be especially challenged by the need to deal with ambiguity and make decisions without perfect or complete information. However, the simulation includes a support system to provide essential business knowledge.

THE PLANNING PROCESS

The simulation introduces the participants to planning on a stage by stage basis. Initially, teams research the market. Next, they move to assessing market opportunities and deciding which to focus on. Next they refine their marketing strategy and decide resourcing and working capital strategy. Finally, funding needs and sources are investigated and they ratify their plan.

RESEARCHING ENTREPRENEURIAL OPPORTUNITIES

Participants investigate the opportunities provided by an *intelligent* soft toy. A product that might be sold to parents to help with early learning (the Cuddl-Etoy), the elderly as a companion (the Cuddl-Epet) or to the parents of Autistic children to help the children socialise and communicate (the Cuddl-Epal). These opportunities must be researched in terms of market potentials, customer needs, marketing channels, profit opportunity and cash need etc.

MARKETING - MARKET SELECTION, PRICING, PROMOTION & OFFERING

Participants must select which market to concentrate on; whether to market via retail outlets or the web or both; what prices to charge, how many types of Cuddl-E to offer and how they will promote the company (advertising, PR, direct selling etc.). In planning their *marketing mix* participants consider the financial and operational consequences of their decisions and their business needs.

FINANCING - MEASURES, WORKING CAPITAL & FUNDING

The simulation introduces participants to basic financial aspects (costing, Profit & Loss Account, the Balance Sheet, Cash Flow and key ratios). Participants investigate how working capital (debtors, inventories and creditors) policies are influenced by market choice, sales channels, resourcing, etc. Once they have defined cash needs participants must then assemble a funding package involving venture capital and debt.

RESOURCING - HUMAN, PHYSICAL & CAPITAL INVESTMENT

Participants must determine and decide the best mix of human (production, administrative, accounting and sales) and physical (accommodation, equipment, furniture & transportation) resources taking into account cost and capital needs.

TIME MANAGEMENT

One, perhaps the key resource, is the time available to the entrepreneur and so this will be both a major decision area and limitation. Participants must balance the direction of effort towards planning and thoughtfully improving the plan against being *fast to market*.

(BUSINESS PRESENTATION)

Optionally, at the end of the simulation, participants may be asked to make a formal presentation covering their plan and venture funding needs.

(KNOWLEDGE NEEDS ASSESSMENT)

Optionally, during and at the end of the simulation participants can be encouraged to assess and consider their future learning needs so as to help them prepare fully for their business start-up.

SMITE

SALES MANAGEMENT INTERACTIVE TRAINING EXPERIENCE

DESCRIPTION

This simulation simulates the operation and management of a sales force. Participants are involved with hiring and training staff, assigning territories and diagnosing and correcting sales problems. ***Thus the simulation provides a definitive test of sales management skills and how they influence business success.***

It is a comprehensive test for sales managers who are responsible for the direction of a sales unit selling a range of industrial consumable products making decisions covering staff and territory management. As the products are consumables, it is necessary to build a long-term relationship with customers and, because they are industrial products, the skills and knowledge of the sales force are key.

KEY LEARNING

As described overleaf, the simulation covers the following key areas:

**SALES MANAGEMENT
SALES MANAGEMENT OBJECTIVES
STAFF RECRUITMENT & DEVELOPMENT
TERRITORY MANAGEMENT
FINANCIAL MEASURES OF PERFORMANCE
ANALYSIS & DIAGNOSIS
INFORMATION MANAGEMENT
TEAM WORKING
(PRESENTATION)**

DURATION

Approximately two days. Its duration makes it suitable at the end of a training course, spread as a course theme or as a special training event.

TARGET AUDIENCE

The simulation is designed for sales management or senior sales staff. However, its use is not limited to these as it serves to make managers of related functions aware of the process of sales management.

METHOD

After a short briefing the training group is divided into several teams of between four and five participants. These consider the problem facing them, decide responsibilities and objectives. They then run the sales function for several simulated quarters, making decisions covering hiring sales people, training courses and their content, the territories to be served, sales salaries etc.. These decisions are entered in to a microcomputer that simulates the passage of time and produces results for the teams to analyse. This decision-making cycle is repeated for at least six periods. At the end of the simulation the teams reunite to discuss and compare results.

HARDWARE REQUIREMENTS

A standard PC with printer.

VERSIONS

SMITE can be made available with different territories reflecting local geography.

TRAINING PACKAGE

The simulation is only available on a fully tutored basis.

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KEY LEARNING

SALES MANAGEMENT OBJECTIVES

At the start of the simulation, participants must decide their objectives in terms of financial performance, market share, customer and territory penetration, etc.. While setting these objectives, participants consider the implications of each objective measure and how it links to the rest of the business. Also, while setting these objectives, teams must decide and allocate responsibilities.

STAFF RECRUITMENT & DEVELOPMENT

Participants recruit and manage a sales force where each, simulated, sales person differs in terms of personality, skills and knowledge. So, participants must decide whether and how to develop individual selling skills, product knowledge and customer/industry knowledge. This is implemented by decisions covering advertising for staff, making job offers, setting salaries, allocating territories, training etc..

TERRITORY MANAGEMENT

The sales unit is responsible for selling nationally with the country is divided into some hundred sales areas. Each area differs in terms of sales potential and customer concentration and so offers different opportunities. These sales areas must be assigned to sales people, each of whom is responsible for one or more area. Participants must assess whether individual sales areas are profitable or can be made so. When allocating a territory, participants must consider potential, competition, work load, degree of customer penetration and the sales person.

FINANCIAL MEASURES OF PERFORMANCE

SMITE provides an advanced and comprehensive sales reporting pack. Besides reporting on the whole sales function, each region, sales person and sales area is treated as a separate profit centre using *activity based costing* and generating *value added*. This emphasis on financial measures means that participants' understanding of finance is developed while they explore the pros and cons of the different measures and the links to their decisions. As the simulation model does the arithmetic, teams do not have to do this but must interpret results (aided as necessary by the tutor).

ANALYSIS & DIAGNOSIS

The management of the sales unit means that participants must diagnose problems, identify their cause (staff skills, attitude, territory potential, competitive action, workload etc.) and act. Besides normal financial reports, this analysis is enriched by a series of qualitative comments that replicate the perceptions of the regional sales managers, customers and the sales force. Comments that require analysis, interpretation and discussion and that may or may not provide insights into sales management needs.

INFORMATION MANAGEMENT

Beside the standard reports, there are several research reports that may be provided to help diagnose problems and identify opportunities. These reports are designed to cause teams to consider and debate their own information needs. As providing the reports involves selling time and may influence sales staff morale, teams must decide, based on the value of the information provided, whether the reports are worthwhile.

TEAM WORKING

With participants working in small teams, they have the opportunity to share experience and knowledge, present and promote different viewpoints, and develop their people skills.

(PRESENTATION)

Optionally, at the end of the simulation, teams can be asked to make a formal presentation covering objectives, strategies, process, the future (of the simulated sales unit) and learning.