

## Simulations

Overview and Purpose, Learning Process, Testimonials, and the Malcolm McDonald Academy Principals Bios

### Audience:

- Corporations
- University based Sales, Marketing, Finance, Supply Chain or Marketing degree programs
- University based continuing and executive education certificate programs

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### Overview:

Market2Win (M2W) simulations are virtual training tools which allow the participants to take the role of a sales, finance, key account, marketing, or other departmental role under conditions defined by limited time and information to reinforce the requisite knowledge, skills, and abilities. Numerous games may be run simultaneously thus making simulations a cost-effective training method.

The learning methodology underlying the Market2Win simulations was designed and developed by Professor Malcolm Donald, Emeritus Cranfield University based upon his key account and marketing expertise in both an academic and business context combined with the expertise of Edmund Bradford, Managing Director, Market2Win (M2W) gained throughout his 30+ year career.

Simulations emulate the real work environment through experiential learning. The M2W simulations are built with deep learning processes which entails all forms of learning where the participant is behaviorally and cognitively challenged. Simulations complement theoretical education by providing a dynamic, interactive risk-free learning environment.

The purpose is to bring “real-world” learning into live or virtual classrooms and put the participants through a myriad of different experiences and measuring performance, providing feedback and recommendations. Research shows that 70% of what is learned is from experience, 20% is from social interactions and 10% is from traditional learning sources.

The M2W simulations are designed to address the processes, procedures, and methods requisite to developing a viable strategy as well as how to effectively execute the go-to-market strategy and action plan in a game format. Also, the M2W simulations are designed to provide

extensive application of the knowledge, skills, abilities, tools, and analytics required for successful management of a key account, sales and/or marketing function. Templates are provided for analysis, strategy specification, tactical execution, and real-time analytics.

Simulations make learning new skills fun while creating favorable emotions with the learner and the training content. The participants acquire knowledge faster, and retain the knowledge longer, because they can experience and apply the concepts learned in a realistic real world, in a controlled environment. Participants can make mistakes and learn from them by experimenting with new methods to address the same issue. The moment participants become confident in their new abilities based on the outcomes of their decisions, typically they become capable of making lasting changes.

### **Why:**

Simulations, when designed well and with the proper fidelity to mirror the workplace, move the learning environment from one of simply sharing knowledge and discussion to one of actively doing and performing.

Immersion is the process whereby the participants undergo knowledge and skill creation and behavioral changes through the interaction with the simulated learning environment. Simulated instruction flips the traditional form of instruction, where subject matter precedes learning, to one where the participants immerse themselves into the experience to learn and apply the knowledge and capabilities and requisite behaviors required in the global workplace.

Simulations promote concept attainment through experiential practice. They are effectively used to understand the nuances of a specific concept. Participants are often more deeply engaged as they observe and experience a particular activity first-hand, rather than hearing about it or seeing it. This ability to observe what is going on, how it is happening, and to provide feedback is essential to the learning process. Without it the learning is unsustainable in the workplace.

Since the M2W simulations are designed to replicate the functional tasks and requisite workplace knowledge, application is seen as a continuation of the learning process. Unlike traditional passive planning where the plan is written with little thought given to the reaction of the buyers and competitors, in a simulated environment, repeated, active application and competitive response is a critical component of the ongoing learning process.

Because the M2W simulations are open-ended, participants are encouraged to contemplate the implications of a particular decision. The situation feels real and thus leads to more engaging interactions by the participants as well as reinforcing group dynamics, critical thinking, negotiation abilities and leadership processes. Participants gain significant insights into the long-term, systemic consequences of their specific decision-making actions.

Learning and application then becomes a by-product of the act of critical thinking and decision making processes. This ability to observe what is going on, how it is happening, and provide feedback is essential and fundamental to the learning process. Without observation the new knowledge and skills are unsustainable in the workplace.

**How:**

A simulation game consists of five teams each of which represent one of five companies who compete against each other in a defined market segment . This could be a global market, a local United Kingdom market, or – in the SAM2Win simulation - a large global account. Each team typically has three to five participants who take on the go-to-market role such as a Senior Vice president of Sales, Chief Marketing Officer, Marketing Manager, Product Manager, Key Account Manager, or specific departmental function such as a Finance Director.

The Participants are tasked with the strategic analysis, strategy formulation, tactical execution, and the management of resources to achieve their specific goals and objectives within a complex international market. Each team runs their company in a competitive market setting which forces them to take risks and anticipate competitor strategies.

Participants are provided with numerous opportunities to experiment with strategies and processes without the fear that their decisions may negatively impact the company . This process includes the type of inquiry, critical thinking, reflection, and decision-making for which there is typically little time for in the chaotic workday.

Prior to the start of the game each participating team receives a description of their assigned hypothetical corporation as well as industry research reports. The teams are tasked with developing the strategy, planning, financial, managerial, marketing and selling decisions.

Each team is allocated a specific budget to spend. The teams make numerous choices during each Decision Period which may include product mix, geography, positioning strategies, pricing, output, and market entry channels. These decisions are based on market potential, buyer needs and competitive pressures.

Each team is tasked with inputting the decision data into a software program built on a set of mathematical models that provide a link between the operating results and operating decisions of each of the competing teams, as well as the external environment - the market.

The simulation also includes behavioral equations, such as demand and cost functions, and a set of accounting formulas that have been programmed, and the individual decisions of each competing seller (team).

Also, the environment may be changed by the administrator of the game by altering the parameters of the operating characteristics of the game. In each case, the competing teams may find it necessary to react according to the magnitude and the nature of the change imposed by the external environment.

The game proceeds through five decision periods in interactive and iterative steps. Throughout the simulation participants transfer and apply the new knowledge and skills to address emerging problems and situations to extend what they have learned in an earlier context.

At the end of each decision period each team receives a feedback report from the Instructors, as well as from the M2W platform. The operating results include profit and loss statements, market reports, and so on. In addition, the team receives additional data and suggestions which is conditional upon each team's decision choices.

Constructive feedback should always be provided as soon as possible so that the participants may avoid making the same ineffective decision in the future. Also, immediate feedback ensures that ineffective actions and behaviors are identified and rectified expeditiously. As a result, the participants have the opportunity to immediately understand what their weaknesses are and improve upon them. The participants also become aware of their strengths and are encouraged to capitalize upon them in complex decision-making scenarios.

To win the game, the team needs to gain a deep understanding of the customers, read the changing relationship landscape, correctly assess the competition, develop a cohesive growth strategy, and execute the plan successfully. The winning team captures the most market and or profits.

## **Testimonials:**

### **Market2Win Marketing Simulation**

*“I loved the first-hand experience that the game provided, and it has really improved my confidence in applying for more senior roles in the future.”*

*“It taught some great lessons, and the team really defined our strategy well and it paid off in the end! Great experience, thank you.”*

- Participants’ feedback

*“I really enjoy this game. It covers both strategy and the 4Ps, the students really like it and there is a lot of help available to the lecturer including written feedback - meaning that there is no risk in adopting this game.”*

- Professor Adam Lindgreen, Cardiff Business School

*“I have seen first-hand the intensity and fierce competitiveness of participants in Market2Win's simulations. Much more important, however, is the learning that emerges and the realization that successful key account management is not just a game.”*

- Professor Malcolm McDonald, Emeritus, Cranfield University.

### **Market2Win Strategic Account Management Simulation**

*“An incredibly effective way to learn about key account planning.”*

*“Actually, using the simulator was brilliant.”*

*“The tool helped me gain a better understanding of the key account management process and how my decisions affect me and a corporation’s overall performance on the short-run and long-run. The tool is absolutely amazing, and I would definitely recommend to any person who wants to develop effective key management skills. Thank you for this opportunity.”*

- Corporate participants’ feedback

*“I really recommend the SAM2Win Program! In this simulation I was able to understand key concepts of SAM and applied them to lead my simulated company to a sustained growth with*

*my key customer. This experience will be helpful developing KAMs in the company I work for. I believe anyone willing to commit effort in this program will have a great ROI.*

- Luis Ferrey, Commercial Excellence, Senior Manager North America, Ingredion Inc.

*“It really helped us to understand effective KAM principles and how to apply them to our particular business. Using the SAM2Win Simulation significantly enhanced the overall learning experience.”*

- Veera Lenkkeri, Program Manager, Customer Relationship and Account Management, Outotec Oyj

For additional testimonials please review the seventy recommendations posted on [linkedin.com/in/edmundbradford](https://www.linkedin.com/in/edmundbradford)

## Simulation Developers and Trainers:



**Edmund Bradford** has over 35 years of experience designing and implementing strategic initiatives for clients around the world. Over this time, he has been using and applying the essential tools of key account management, sales, and marketing to help companies achieve stronger growth paths.

His corporate experience includes providing consulting and advisory services to clients in multiple industries and locations, with companies ranging from new start-ups to multi-billion-dollar global corporations. His advisory work with Compass Group plc helped the firm win the 2013 Strategic Account Management Association's (SAMA) Excellence Award.

Ed serves as a Judge for various UK and international business awards. He is also a Teaching Associate at Warwick Business School. He has written extensively on sales, key account, and marketing best practices. In addition to his numerous articles, he is the co-author of *Marketing Navigation: How to Keep Your Marketing Plan on Course to Implementation Success*.

He has been designing simulations for over 15 years which are used to teach and apply key account, sales, and marketing strategy. These simulations are used in numerous universities and he is often invited to instruct the students on how to apply the models in practice. Also, numerous global corporations utilize the simulations in their training programs. Ed holds a BA (Hons) in Economics, a Diploma in Marketing and an MBA from the University of Warwick, Warwick Business School, England.



**Professor Malcolm McDonald** MA(Oxon) MSc PhD DLitt DSc, served as the Professor of Marketing and Deputy Director, Cranfield University School of Management, with special responsibility for e-business, and is now an Emeritus Professor at the University as well as being an Honorary Professor at Warwick Business School.

Malcolm is a graduate in English Language and Literature from Oxford University, in Business Studies from Bradford University Management Centre, and has a PhD from Cranfield University.

He founded Cranfield's Key Account Management Best Practice Club and has written several books on Key Account Management including *Key Account Management: The Definitive Guide*, now in its Third Edition as well as many research articles.

He is also one of the world's leading Professors on sales and marketing and, in total, has written over 50 books, including the best seller *Marketing Plans: How to Prepare Them, How to Use Them* and more than one hundred articles and papers. His recent books include *Malcolm McDonald on Value Propositions: How to Develop Them, How to Quantify Them* and *100 Practical Ways to Improve Customer Experience: Achieve End-to-End Customer Engagement in a Multi-Channel World* which in 2019 was voted one of the Top 5 business books in the United Kingdom.

Coming from a background in business which included several years as the Marketing Director of Canada Dry, Malcolm has successfully maintained a close link between academic rigour and commercial application. He has consulted to numerous global corporations from the United Kingdom, Europe, United States, Far East, South-East Asia, Australia, and Africa, in the areas of strategic marketing and marketing planning, market segmentation, key account management, international marketing and marketing accountability.

Malcolm is Chairman of both The Malcolm McDonald Academy and Market2Win Ltd and works with the operating boards of several of the world's leading multi-national corporations.



**Pamela Peterson** has more than 30 years of diversified experience in sales, strategy, key account management, and marketing at the national and global level with a proven track record of driving long-term sustainable growth. Her industry expertise includes professional service firms and industrial and durable goods manufacturers ranging in size from start-ups to Fortune 100 corporations. She has significant experience in managing complex initiatives across highly matrixed organizations with multiple stakeholders.

Equally conversant in the sales and marketing disciplines, she specializes in defining and executing go-to-market strategy, linking sales to strategy, identifying, and capitalizing on new product and market opportunities, building brand equity, and creating viable sales

enablement tools. Pamela is recognized for her ability to grow sales, market share, and margins in both the core markets and adjacent markets.

Together with Professor Capon and Kent Kubie, she is co-authoring a new book, *Selling by the Numbers: Financial Investigation and Analysis*© (December 2022). In addition, she is co-authoring *Buyer and Seller Processes: A Stakeholder Perspective*© (June 2022). And she the author of *The Dictionary of Selling Terminology* (Wessex Press Learning, January 2021)

Pamela joined The Malcolm McDonald Academy (MMA) and Market2Win in 2019. She is tasked with curriculum development as well as teaching and research. In addition, she is serving as the Managing Director for the Americas.

From 2008 through 2018, Pamela taught in the College of Business Administration at the University of Nebraska Omaha (UNO). In that position, she taught upper division and graduate courses in sales, key account management, marketing, and management. During her tenure at UNO, she developed several new sales courses, including *Global Key Account Management; Fundamentals of Selling; Consultative Selling Principles; Selling in an Entrepreneurial Context; Selling Financial Services* and *Predictive Analytics for the Sales Function*.

Her research interests include sales ethics, buyer, and sales pipeline processes, ethical decision-making, finance competencies requisite to the sales function, and noncognitive sales competencies underlying superior sales performance. Professor Malcolm McDonald, Emeritus, Cranfield University, and Professor Noel Capon, Columbia University, are her primary research partners.

She served as the Global Marketing Lead for Accenture's Security Practice from 2006 to 2007. Her responsibilities included managing all the marketing and business development initiatives as well as serving as the liaison for the Practice's joint ventures and key alliances. She drove new business opportunities with Global Fortune 500 corporations and large government and healthcare organizations, which led to significant increases in revenue and margin year over year. Ms. Peterson received her Master of Business Administration from The University of Chicago Booth School of Business.

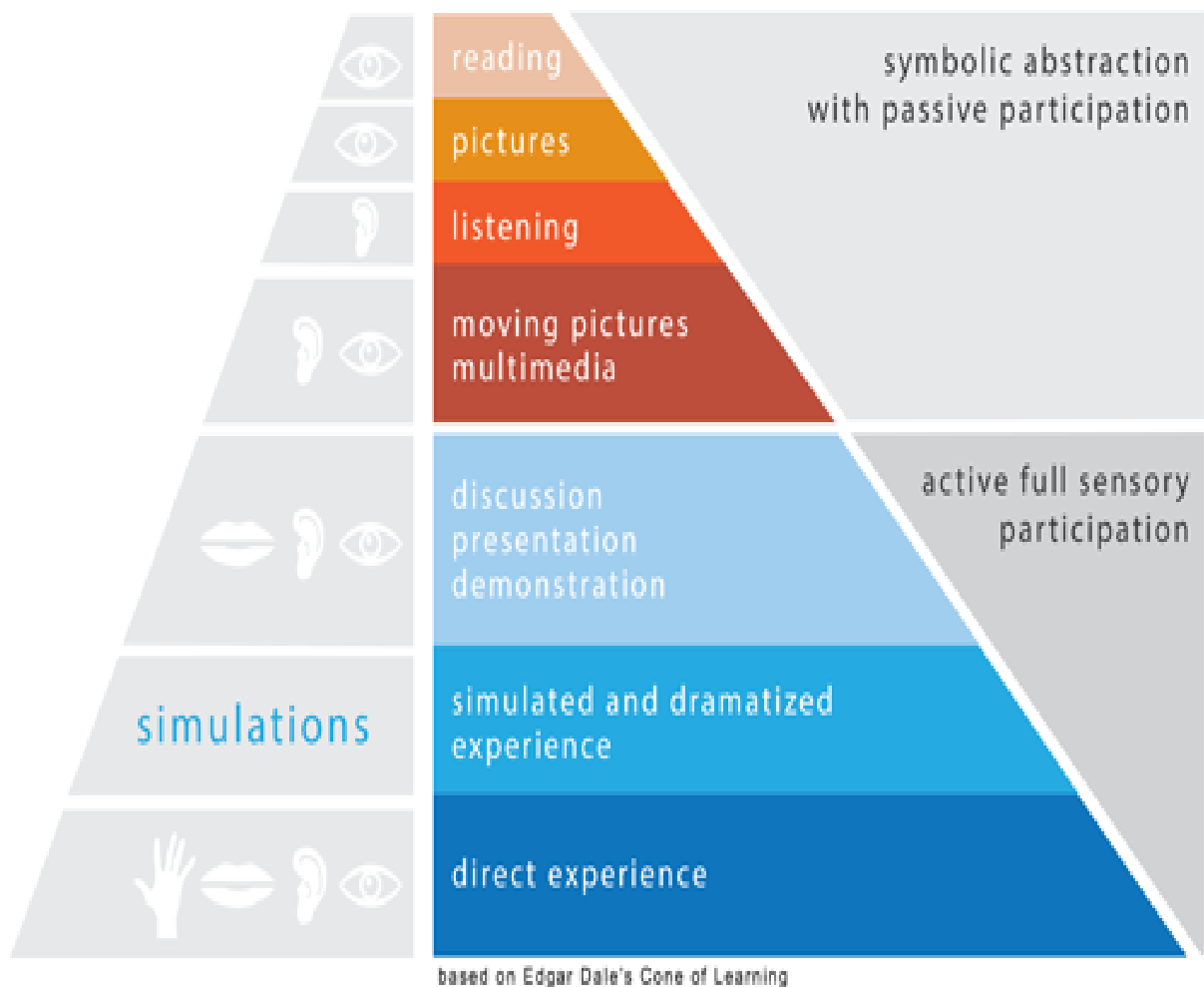
## References:

The *Cone of Experience* is a model that incorporates several theories related to instructional design and learning processes. During the 1960s, Edgar Dale theorized participants retain more information by what they "do" as opposed to what is "heard", "read" or "observed".

Dale's Cone of Experience is a visual model that is composed of eleven stages starting from concrete experiences at the bottom of the cone then it becomes more and more abstract as it reaches the peak of the cone. According to Dale, the arrangement in the cone is not based on its difficulty but rather based on abstraction and on the number of senses involved.

The experiences in each stage may be mixed thus, a balance must be achieved between concrete and abstract experiences in order to cater the and address all the need of the learner in all the domains of development and in order to help the learner in their holistic development which fosters more meaningful learning.

For additional information please see *Edgar Dale and the Cone of Experience* (<https://teachernoella.weebly.com/dales-cone-of-experience.html> and <https://lidtfoundations.pressbooks.com/chapter/edgar-dale-and-the-cone-of-experience/>)  
*Dale's Cone of Experience*, Heidi Milia Anderson, Ph.D.  
 (www.queensu.ca/teachingandlearning/modules/active/documents/Dales\_Cone\_of\_Experience\_summary.pdf)





# CONE OF EXPERIENCE

EDGAR DALE

