

**DEVELOPING EVIDENCE-BASED AND
CONTEXTUALISED TEACHING
MATERIALS AND GUIDELINES TO
TRAIN EMPLOYEES OF COMMERCIAL
FIRST AID DEPARTMENTS IN
SUB-SAHARAN AFRICA**



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List of Abbreviations

Abbreviation	Definition
BATNA	Best Alternative to a Negotiated Agreement
BRC	Belgian Red Cross
BRC-FL	Belgian Red Cross – Flanders
BRC-W	Belgian Red Cross – Wallonia
CEO	Chief Executive Officer
CoFA	Commercial First Aid
Covid-19	Coronavirus disease 2019
CRM	Customer Relationship Management
DRR	Disaster Response and Readiness
e.g.	<i>exempli gratia</i>
EMRAS	Emergency Medical Rescue Ambulance Service
et al.	<i>et alii</i>
FA	First Aid
FAST	Finance And Accounting Simulation Tool
FTE	Full-Time Equivalent
GDP	Gross Domestic Product
GROW	Goal, Reality, Options and Will
HNS	Host National Society
HPR	Healthy People Rwanda
HR	Human Resources
IHL	International Humanitarian Law
HRM	Human Resources Management
ICP	In-Company Project
ICRC	International Committee of the Red Cross
i.e.	<i>id</i>

IFRC	International Federation of Red Cross and Red Crescent Societies
IMEx	Integrated Management Exercise
IOP	International Operations
IRCM	International Red Cross and Red Crescent Movement
KPI	Key Performance Indicator
LSM	Louvain School of Management
MARS	Medical Air Rescue Service
MBA	Master of Business Administration
MDA	Mechanics, Dynamics and Aesthetics
MECE	Mutually Exclusive, Collectively Exhaustive
min.	minute
MVP	Minimum Viable Product
n.d.	no date
NGO	Non-Governmental Organisation
NS	National Society
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PPP	Purchasing Power Parity
Prof.	Professor
RFL	Restoring Family Links
SETA	Sector Education and Training Authority
St.	Saint
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USD	US Dollar
VUB	Vrije Universiteit Brussel
WASH	Water, Sanitation and Hygiene

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Executive Summary

The Belgian Red Cross – Flanders (BRC-FL) supports the Commercial First Aid (CoFA) departments of its partners in Sub-Saharan Africa. It does so by providing its partners with the skills and knowledge they need to ensure the financial sustainability and overall viability of their CoFA departments.

To facilitate the transfer of knowledge, the BRC-FL has committed itself to only using evidence-based and contextualised teaching materials. This commitment includes continuously improving the educational methods employed by the BRC-FL. Specifically, more interactive teaching methods are needed as these stimulate active participation and lead to better learning outcomes. This led the BRC-FL to commission us with the development of a CoFA Business Game to maximise the effectiveness of their trainings. The following seven requirements for the CoFA Business Game were listed:

1. The content and teaching methods had to be relevant for the target audience.
2. The content and teaching methods had to be based on the latest scientific insights.
3. The content and teaching methods had to be contextualised and gender neutral.
4. The content and teaching methods had to be highly interactive.
5. The content and teaching methods had to be as inexpensive and low-tech as possible.
6. The content and teaching methods had to be modular, scalable and flexible.
7. The progress and working points of participants should be measurable.

Aside from these first principles, a considerable degree of freedom was given to us to determine the relevant topics, content and methods to include in the CoFA Business Game. After consulting the scientific literature and interviewing experienced practitioners, we created a CoFA Business Game with seven different modules:

1. Human Resources
2. Strategy
3. Marketing
4. Accounting
5. Sales: Hunting
6. Sales: Farming

7. Negotiations

All seven modules respect the first principles as set forth by the BRC-FL and are linked to an overarching storyline in which the participants build a new simulated CoFA department from scratch. Every module sets out to teach the basics of its covered discipline through a variety of game formats ranging from e.g. simulations to role-plays and case studies. We created three basic deliverables for each module:

1. Slide decks with examples, theory and exercises to explain the key take-aways of every game into more detail.
2. Instructor guidelines to explain the learning objectives and how to make optimal use of the training materials. These are written in such a way to enable people with little to no background in the subject matter to deliver an effective Business Game.
3. Participant booklets containing key-takeaways, exercises and action points for the participants.

These three basic deliverables were supplemented with facilitation aids (e.g. a grading tool) and additional materials specific to each module. These additional materials have been designed in such a way that they can afterwards be implemented by participants in their daily COFA operations (e.g. a simple CRM-tool). Where possible, we drew on tools and insights that were already (partly) in use by some National Societies to enhance the relevance of the modules to our participants and foster peer-to-peer learning.

On top of the teaching materials, a set of surveys was developed to measure learning outcomes, participant satisfaction, and the degree to which learnings and tools included in the CoFA Business Game were implemented afterwards. Consistent use of these measurement tools is recommended, as it will enable constant incremental improvement to the CoFA Business Game.

The content of the seven modules, the set of surveys and the facilitation aids together make up a consistent, engaging and impactful whole with potential for continuous improvement. This package is most effective when delivered together during a multinational training week by experienced practitioners, but it is designed in such a way that individual modules can be given separately and by people with little to no prior teaching experience.

1. Introduction

For five years now, Vlerick Business School has collaborated with the International Cooperation Department of Rode Kruis Vlaanderen (internationally known as the Belgian Red Cross - Flanders, abbreviated to BRC-FL in this report) to send out teams on international assignments in the field of humanitarian development.

These so called In-Company Projects (ICP) have always covered topics that held special importance to both the BRC-FL and the Sub-Saharan African National Societies that the BRC-FL supports through its international capacity building programmes.

Previous topics covered by Vlerick teams include the development of costing tools, market research on blended learning and the creation of an outsourcing strategy for Commercial First Aid (CoFA) departments. This year's assignment was supposed to be a collaboration with the Rwandese CoFA subsidiary, with whom we would develop a set of guidelines to efficiently scale up commercial first aid operations in other Sub-Saharan Africa countries. However, travel restrictions, resulting from the Covid-19 crisis, made it impossible to execute the initial project, which would have required us to work on site.

Fortunately for us, the BRC-FL and Vlerick Business School put in a lot of effort to find an interesting alternative. Eventually, they decided to let us work on the development of a business game and accompanying supporting documents to improve the training workshops given by staff members of the BRC-FL to the employees of the various Sub-Saharan African Commercial First Aid departments.

This report starts with an introduction to the BRC-FL's objective, the team's task, and some background information about the client, being the Belgian Red Cross – Flanders. Afterwards, the report continues with a section on the methodology behind the development of this Business Game. Chapter three of this report contains an extensive literature review that consists of two parts. The study starts with an overview of the current economic and educational situation in Sub-Saharan Africa. Afterwards, it summarises the main findings from our research on business games. In chapter four, the main findings from the interviews we conducted are summarised, both in the research phase and the testing phase of this project.

Chapter five gives a brief overview of the Business Game we developed. To end this report, there is a small section on the limitations faced during the roll-out of this project.

1.1. BRC-FL's Objective and Team's Task

As part of its commitment to capacity building programmes, the BRC-FL has established relationships with various Sub-Saharan African Red Cross Societies. The beneficiaries of these BRC-FL programmes are called Host National Societies (HNS) and will be referred to as such throughout this report. The BRC-FL helps these partners in a variety of ways. Amongst others, The BRC-FL strives to ensure the institutional stability, financial sustainability, and the continuous improvement of its partners' CoFA departments.

The main method the BRC-FL deploys to achieve this is providing the local staff with the knowledge and skills they need to make a difference out in the field. To reach this goal, the BRC-FL regularly organises training workshops. A typical workshop lasts around five days and the participants from the different HNS gather in the capital of one of the countries they belong to.

The workshop is dedicated to teaching subjects that are relevant to CoFA departments, such as sales & marketing, strategy, human resources (HR), and accounting. These meetings are also an opportunity for the participating HNS and the BRC-FL to strengthen their ties and to exchange thoughts on the challenges faced by the Red Cross in the Sub-Saharan African context. Finally, these workshops give the representatives of the host country the opportunity to show their guests their CoFA department's operations in a one-day visit that typically takes place in the middle of the week.

The project elaborated in this report concerns the creation of a comprehensive business game in English that will allow the participants to work on business-related modules for five days. The Business Game should be a hands-on and interactive tool. This will enable participants from different seniority and educational levels to learn by doing while working together in cross-functional and cross-regional teams.

During the development of the Business Game, it was important to carefully consider the cultural differences in teaching methods between the various Sub-Saharan African countries and Belgium. The end deliverables of the project could contain online and offline components, but they had to remain as inexpensive and low-tech as possible.

Due to budget restrictions and a commitment to responsible financial stewardship of the BRC-FL, costs had to be limited to a compensation for the instructors' time, their potential flights, a venue for the workshop, the printing costs and an optional reward for participants who completed the workshop. The instructors would be either BRC-FL's employees or volunteers. Moreover, the lectures and the various games had to be highly flexible. This means that the instructor(s) must be able to adapt them to the context of the workshop e.g. topics to be covered, location, nationality of the participants¹ and access to internet and electricity². The components of the Business Game also had to be easily scalable to a larger number of teams or individual participants.

Research shows that ideally, a team should consist of three to four members (Wolfe & Chacko, 1983). However, the BRC-FL has stipulated that it wants the various games to be easily scalable in number of participants. So, participating individually had to be just as viable an option, as working in bigger teams of five to six members.

Additionally, the Business Game had to satisfy the principles of modular or compartmental design. Meaning that modules can be removed without affecting the storyline or the learning process. This implies that the program of a training can be adapted according to the wishes and needs of the participants.

Finally, at the end of the workshop, the facilitators from the BRC-FL should have a clear idea about the advancement that the participants made during the week and the areas that remain future action points. This will help the BRC-FL to further tailor its workshops and to provide the best possible support to the HNS.

1.2. Background and Client's Profile

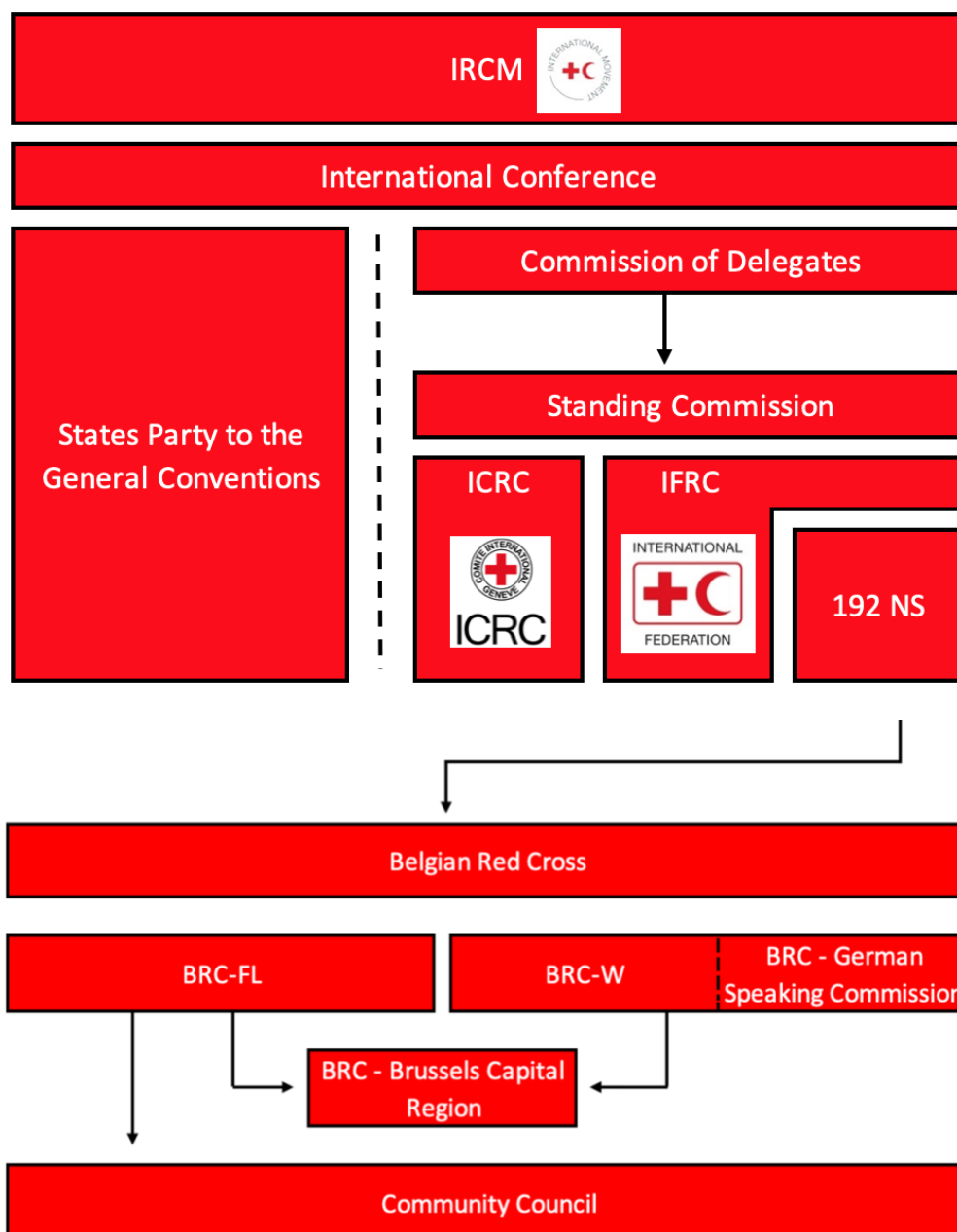
This report is constructed as an assignment for the Belgian Red Cross – Flanders, which is part of the global network of organisations commonly referred to as the International Red Cross and Red Crescent Movement (IRCM).

¹ In some trainings, all the participants are from the same country while they come from a variety of different countries in others.

² The latter is provided most of the time. It should therefore not be considered as a constraint.

1.2.1. The International Red Cross and Red Crescent Movement

The IRCM consists of three different parts that are legally independent from each other: The International Committee of the Red Cross (ICRC), The International Federation of Red Cross and Red Crescent Societies (IFRC) and The National Red Cross and Red Crescent Societies (NS) (see Figure 1). Altogether, they have around 17 Million volunteers, members, and staff worldwide (IFRC, 2020).



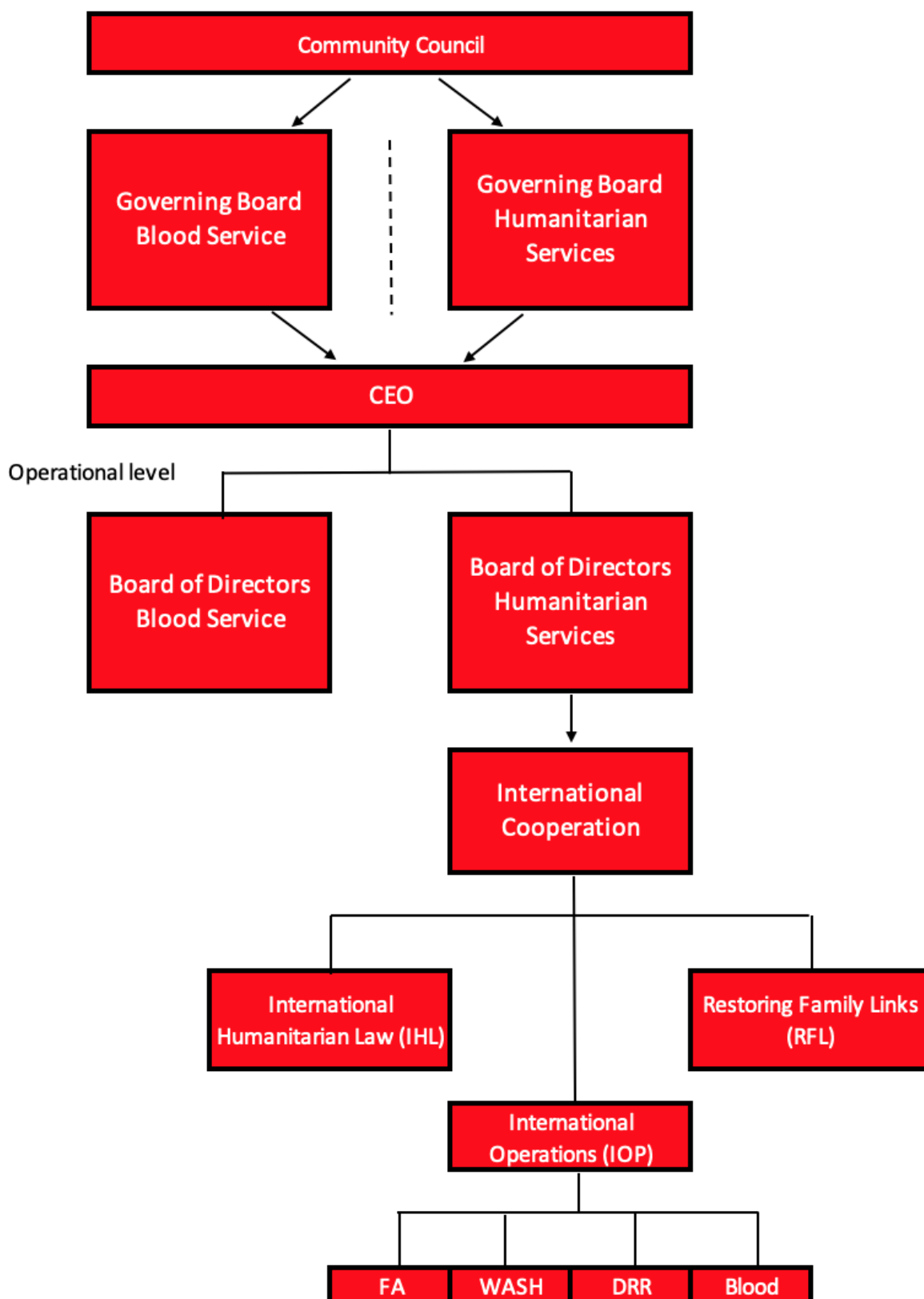


Figure 1: Red Cross Structure (Keijser, 2020)

The Red Cross was conceived on the battlefield of Solferino in 1859. After the battle, a Swiss businessman named Henry Dunant found 40,000 men, some dead, others in desperate need of medical attention. Based on this experience, he would later in Geneva suggest a relief society whose goal it was to care for the wounded in battles. As a result, the ICRC was founded in 1863 as policy makers agreed that worldwide efforts were needed to protect and assist soldiers wounded in battle. Subsequent conferences sought to further expand the scope of the Red Cross mission with additional treaties in 1907 and 1929. These were codified into one great body of International Humanitarian Law in 1949, when states came together to both update the older treaties and negotiate a further extension. The four Geneva Conventions of 1949 became the heart and vision of the ICRC. The ICRC focusses on helping people that are affected by armed conflict and disasters in conflict zones (ICRC, 2017).

The IFRC was set up in 1919, when the First World War ended, when world leaders saw the need to go further than to only assist people in armed conflict. They envisioned an organisation organised along the same principles as the already existing ICRC, but with a different scope. This new organisation would be tasked with help in case of natural disasters and health emergencies. Additionally, it would serve to strengthen existing National Societies and promote the creation of new ones. The IFRC currently employs around 16,000 people and has approximately 12 Million volunteers worldwide (IFRC, 2020).

Countries choosing to become a signatory to the four Geneva conventions and the additional Geneva protocols, commit their countries to founding a National Society (NS). This is their own division of the Red Cross within their designated geographical area, which is independent and can therefore decide autonomously on all Red Cross activities within the territory of the corresponding nation. Central are seven principles to which every NS has to remain loyal (see Figure 2). The IFRC is present around the world, as 192 out of a total of 195 countries are members.

Humanity	•To protect life and health and ensure respect for the human being
Impartiality	•To not discriminate in terms of nationality, race, religious beliefs, class or political opinions
Neutrality	•To take no sides in hostilities or engage at any time in controversies
Independence	•To maintain autonomous so that they are able to act at all times
Voluntary service	•Voluntary movement with no desire for gain
Unity	•Only one National Society in a country, that is open for all
Universality	•Worldwide movement where all Societies have equal status and responsibility

Figure 2: The Seven Fundamental Principles of National Societies

In Belgium, the Belgian Red Cross (BRC) has two major chapters: one in Flanders and one in Wallonia. The division in Flanders, also referred to as the Belgian Red Cross – Flanders (BRC-FL), has more than 13,000 volunteers and 1,400 full-time equivalents (FTE’s) (Delaware, 2020). Some of its main domestic activities are blood provision, asylum centres, and first aid at events.

On top of that, the BRC-FL is active outside Belgium in disaster response and international cooperation programmes. The focus here will be on the HNS in the eleven Sub-Saharan African countries with whom the BRC-FL runs partnerships, as they are in the scope of this assignment. Seven Sub-Saharan countries, namely Malawi, Mozambique, Rwanda, South Africa, Tanzania, Uganda and Burundi host a BRC-FL delegation. In Zimbabwe, Zambia, Lesotho and Eswatini, no delegates are active, but the BRC-FL is involved in regional projects (see Figure 3).

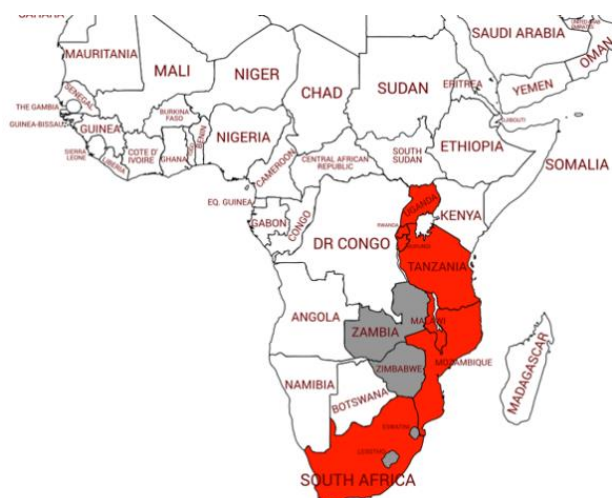


Figure 3: Sub-Saharan African Countries Where the BRC-FL Has Delegates (Red) and Regional Projects (Grey)

1.2.2. The BRC-FL International Cooperation Department

The International Cooperation department focusses on four expertise areas abroad, namely First Aid, Water, Sanitation & Hygiene (WASH), Blood and Disaster Preparedness and Response. In addition, the BRC-FL's International Cooperation department helps HNS in Sub-Saharan Africa with the creation of their own Commercial First Aid (CoFA) departments, which should help them become more financially sustainable in the long term.

The way in which the various HNS manage their CoFA activities is highly dependent on the political situation, socio-economic circumstances, and the funding they obtain. While the Zambian Red Cross has a very efficient CoFA department that can leverage its resources, countries like Lesotho, Malawi and Mozambique do not have an autonomous CoFA department (see Annex 1).

The CoFA departments are responsible for fostering income generating activities in the field of First Aid (FA). Revenues garnered from this source should increase the HNS financial sustainability and ensure that they are no longer fully dependent on government subsidies, donations, and outside funding.

2. Methodology

Step 1: Research through Literature Review

Once the firm's objectives were known and our team's tasks were defined, we clarified the project's background by conducting preliminary research on the organisation that is the BRC-FL and the various CoFA departments under review. The information gathered mostly came from the documentation provided by the firm and was supplemented with a presentation by Arjan Keijser, Project Manager Commercial First Aid for the BRC-FL.

On the recommendation of the BRC-FL and Prof. Dirk Buyens, we then dove into the academic literature. Our main fields of research were business games, gamification, social enterprises, and education in Africa. The first three topics were easily retrieved from recent publications and articles from scientific journals that are available on the Vlerick database whereas the last topic necessitated more in-depth research as there was unfortunately limited scientific coverage on this important topic. We finally found a great book called 'Schooling in Sub-

Saharan Africa', by Harber (2017), which helped us to tackle that final part and serves as the foundation for much of our contextualised educational information.

Step 2: Research through In-Depth Interviews

To supplement our academic research, we conducted various interviews on the aforementioned topics (see Table 4). To gain a better understanding of how to organise a business game, we reached out to people and companies who had previously organised academic business games or professional workshops, in Belgium or in Africa. While conducting those interviews, we realised that they considered gamification a powerful learning tool. To confirm this, we reached out to people who took part in one or various academic business games to gather their insights on the experience. On the topics of gamification and the educational aspects of games, both in Europe and in Sub-Saharan Africa, we supplemented these findings with the experience that Adriaan Theys, Freelance innovation consultant at Real Adventures, and Jente Rosseel, Co-founder of Elewa, had with this format of education (see Table 4).

We approached all the interviews that we conducted for this project as semi-structured interviews. The unique thing about semi-structured interviews is that they have a flexible and fluid structure. This clearly sets them apart from structured interviews (Mason, 2004), which contain a structured sequence of questions that are asked to every interviewee in exactly the same way. A semi-structured interview on the other hand, is organised based on an aide memoire. The interviewer knows which topics they want to cover during each interview, but in each interview, they might want to focus more on certain specific areas, change the order of the question or change the wording of the questions itself. This relatively open interviewing method thus allows for a very interactive approach from the interviewer. The main advantage of such a semi-structured interview is that it does not impose the researcher's own framework of meaning and understanding on what the interviewee has to say. Instead, the interviewee can express their own perspective, perceptions, understanding and interpretation. In addition, this interviewing method avoids overlooking events and experiences that are important from the interviewee's point of view, which are also of great interest to the interviewer, but which the interviewer did not anticipate (Mason, 2004).

Step 3: Identification of the Purpose and the Feasibility of the Business Game through a Task, Employee, and Organisation Analysis

From our literature study on the organisation of a business game, we found out that the first steps in designing a business game are identifying the purpose of the game, and analysing its feasibility through a task, employee and organisation analysis.

1. Identification of the Purpose

The next step we had to undertake in our methodology was determining the goal of the Business Game we were asked to design. To do so, we had to identify the main concepts that the BRC-FL expected us to teach through the game, and the main reason why the firm chose a business game as learning approach instead of classical lectures. To obtain the answers to those questions, we set up meetings with Arjan Keijser, Joost Sommen, Eric Decroix and Pello Múgica Gonzalez to be sure that all parties involved were aligned on the objectives of the game (see Table 4). We then concluded that the reason behind the choice of a business game was the inefficiency of typical classroom lectures in the Sub-Saharan African countries where the BRC-FL is present. This was further confirmed by the interviews we conducted with Thomas Eeman, Jente Rosseel and Adriaan Theys (see Table 4).

Finally, there was also the question of what content the game should cover. The overall goal of the game is to teach HNS how they can set up or improve their own CoFA department. It was therefore important to include all the main business domains in our game. We eventually agreed with Arjan Keijser to make the game as modular as possible and to create seven modules: Human Resources, Strategy, Accounting, Marketing, Sales (Hunting and Farming) and Negotiations. To come up with the specific content that each module should convey, we conducted a 'task analysis' by interviewing primary sources from Zambia, Malawi, Zimbabwe, Lesotho, Eswatini and Mozambique (Kamangu Chibesa, Linda Mpanang'ombe, Peter Chisambiro, Mabulara Motlomelo, Thulani Simelane and Fidelis de Sousa) and secondary sources (Joost Sommen and Arjan Keijser) about the typical workday of the people in such a Commercial First Aid department (see Table 4).

2. Identification of the Feasibility

Next, we wanted to have a look at what knowledge the future players of this game already have and how they typically approach learning. This was done by interviewing Arjan Keijser, Joost Sommen, Eric Decroix, Thomas Eeman, Alexander Hermans, Pello Múgica Gonzalez and Jente Rosseel who all have experience with teaching in Africa (see Table 4).

Step 4: Development of the Overall Storyline of the CoFA Business Game

The development of the storyline of the Business Game has been based on the interviews we conducted with BRC-FL's employees and volunteers, namely Eric Decroix and Pello Múgica (see Table 4). The main goal of these interviews was to come up with a realistic storyline that would keep the participants engaged and motivated. These interviews were further supplemented by an interview with Adriaan Theys (see Table 4) to make sure we involved the gamification aspects in a right way.

Step 5: Development of the Different Modules

To meet the aforementioned learning objectives, the different modules had to be well-designed in terms of learning content and teaching methods.

1. Development of the Learning Content

The learning content of the different modules has mainly been conceived through interviews with primary and secondary resources. Speaking to Kamangu Chibesa, Linda Mpanang'ombe, Peter Chisambiro, Mabulara Motlomelo, Thulani Simelane and Fidelis de Sousa (see Table 4) has allowed us to gather valuable insights on the needs of the CoFA departments from Zambia, Malawi, Zimbabwe, Lesotho, Eswatini and Mozambique. Next to this, it has enabled us to build on supporting tools they currently use in some of the aforementioned countries. Those interviews were further supplemented by discussions with Arjan Keijser, Joost Sommen, Thomas Eeman, Eric Decroix, Alexander Hermans, Elke Weyenbergh and Pello Múgica Gonzalez (see Table 4) to identify the needs of the other CoFA departments to which we could not reach out due to the Covid-19 crisis. Once the learning objectives were known, we planned interviews with professors Kerstin Fehre, Mathieu Luypaert, Barney Jordaan, Frank Goedertier and Dirk Buyens (see Table 4) to gather their insights on the main concepts that should be taught in respectively the strategy, accounting, negotiation, marketing and HR

modules. This was further supplemented by interviews with Arjan Keijser, Eric Decroix and Pello Múgica Gonzalez (see Table 4) for the sales and marketing modules.

2. Development of the Teaching Methods

Regarding the teaching methods included in the Business Game, we elected those based on the interviews we conducted with Adriaan Theys and Jente Rosseel (see Table 4) and the aforementioned scientific publications on African teaching style.

Step 6: User Testing

After the design of each module, we tried to test the modules as much as possible to check whether our hypotheses were also valid in an African setting. For each module, our pool of test users was composed of the Vlerick professor responsible for this topic, the Zambian, Swazi, Lesotho, Mozambican, Malawian and Zimbabwean CoFA representatives, the BRC-FL's employees (Arjan Keijser, Pello Múgica Gonzalez, Elke Weyenbergh, Tiene Lievens, Dries Goeminne and Sofie De Jaeger) and volunteers (Eric Decroix and Thomas Eeman), and a third-party (Alexander Hermans) (see Table 4).

Based on the interview we conducted with Adriaan Theys (see Table 4), we identified five mutually exclusive, collectively exhaustive (MECE) questions to ask a module tester:

- 1) What aspects did you especially like and would you certainly keep?
- 2) What would you expand on or spend more time on?
- 3) What would you add to the module?
- 4) What would you do differently?
- 5) What would you eliminate from the module?

If changes were necessary, we tested each module again until it satisfied each test user.

3. Literature Study

3.1. Geographical Landscape

As mentioned before, the scope of our assignment is geographically limited to the following countries: Malawi, Mozambique, Rwanda, South Africa, Tanzania, Uganda, Burundi, Zimbabwe, Zambia, Lesotho and Eswatini (see Map 1). Each of these countries has its own

history, characteristics, and culture, which strongly influence both the current socio-economic situation and the countries' educational capabilities.

3.1.1. Economic Situation

A recent study of the African Development Bank Group (2020) shows that African countries are doing well in terms of Gross Domestic Product (GDP) growth, with around 3.4% for 2019. The estimates for the coming two years were between 3.9% and 4.1% but the current Covid-19 situation will certainly have an impact on these predictions.

Unfortunately, in many countries this growth has not been inclusive: only one third of African countries succeeded in capitalising on this period of economic growth to reduce both poverty and inequality. Poverty rates³ are still extremely high, with 79.7% and 89.4% for respectively Rwanda and Burundi in 2016 (see Annex 2).

Investing in education is one of the most effective ways to ensure inclusivity of growth. Countries should therefore integrate human capital building and skill development in their economic development plans, as well as training programs to strengthen worker employability and productivity (African Development Bank Group, 2020).

3.1.2. Humanitarian Organisations in Africa and the Importance of Commercial Activities

The impact of humanitarian organisations in developing countries has been significant, as they fulfil a role in society that cannot be adequately taken up by the government or the private sector (Rhoden, 2014). Nowadays, humanitarian organisations see an increasing need to be financially sustainable and the BRC-FL is no exception.

In a human organisation context, financial sustainability means being able to ensure a constant flow of resources (Valentinov, 2008) to survive and continue its commitment to its clients and the community in which it operates (Weerawardena, McDonald & Sullivan Mort, 2010).

³ Poverty headcount ratio at 3.20 USD a day (2011 Purchasing Power Parity (PPP)) (% of population) (UNESCO Institute for Statistics, 2020).

A social enterprise is situated in the spectrum between non-profit charities and for-profit business; its goal is to address social problems, while making a viable business out of its activity (Cheriakova, 2013).

An additional aspect that distinguishes an organisation with commercial activities from a regular humanitarian organisation, is its organisational rationalisation. This involves the professionalisation of core and support processes: managerial professionals such as lawyers and scientists are preferred to volunteers with activism experience (Thomas, 2013). Also, processes (planning, organising, motivating and controlling) are standardised with methodologies such as performance indicators and best practices (Hwang & Powell, 2009). The Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGO's) in Disaster Relief (IFRC/ICRC, 1994) is an example of such a standardisation process (Joachim & Schneiker, 2018) leading to organisational rationalisation.

The main reason for a humanitarian organisation to change to a social enterprise is to enhance its economic stability (Mikolajczak, 2019). In addition, some authors argue that their independency is necessary with regards to politics, as African humanitarian organisations sometimes function as agents of Northern institutions in their own countries, due to the lack of financial autonomy of these humanitarian organisations (Hearn, 2007).

In Africa, social entrepreneurship emerges from needs that are not fulfilled by the government or the private sector (Santos, 2012). Nega and Schneider (2014) found that it plays an important role in Africa's economic development: social entrepreneurship encourages creative problem-solving of community groups and the development of community skills. This focus on community level development contributes to the eradication of poverty, which in turn has important positive externalities for the rest of the economy (World Bank, 2000).

3.1.3. Education in Sub-Saharan African Culture and Teaching

3.1.3.1. Level of Education

Sub-Saharan African countries spend on average 5% of their national GDP on education, making them among the highest spenders on education in the developing world. This can be explained by their willingness to raise their education level (Morsy, 2020). Government

expenditure on education as a percentage of total government expenditure ranges between 10.8% (Rwanda) and 30% (Zimbabwe) for the African countries that are of interest in this paper, namely Malawi, Mozambique, Rwanda, South Africa, Tanzania, Uganda, Burundi, Zimbabwe, Zambia, Lesotho and Eswatini (see Annex 2).

With an average age of 19.7 years in Sub-Saharan Africa in 2020 – compared to 32 years in Asia –, a high share of the countries' populations is school-age. This consequently lowers the amount Sub-Saharan African countries spend per student. On average African governments spend 533 USD on average per primary-school student a year⁴, therefore the African continent spends the lowest amount on education per student in the world (Morsy, 2020).

On the upside, research found out that most important in improving education is not increasing spending, but increasing the efficiency of education spending, which is now only at 58% on average for primary schooling. Measures that can be taken to improve this situation include conducting expenditure audits and reviews, improving teacher quality and using performance-based financing (African Development Bank Group, 2020).

With an average primary school enrolment rate of 80%, Africa is closing the gap with other regions (UNESCO Institute for Statistics, 2020). However, both secondary and tertiary enrolments lag behind, with respectively 30% to 50% and 7% to 23% of children enrolled in African countries. And it is not only the quantity of education that is important. It is widely accepted that also the quality of most of Africa's education and training programs are of a low level. This refers both to the quality of teaching and learning, as well as to the inability to provide education equally to all societal groups and both genders (Musau, 2018).

New and innovative online solutions for teaching make that also in Sub-Saharan Africa, efficiency increases, and knowledge becomes more widely distributed. However, it should be noted that implementation of such online tools is not so evident, as the means to do so are not always available. In secondary education in Zambia for example, only half of the schools (50.5%) have access to electricity. Next to that, the proportion of schools with access to internet and a computer is respectively 24% and 40.7% on average in secondary education in Sub-Saharan Africa (see Annex 2).

⁴ This is only one fourth and one fifth of spending in Latin American and Asian countries respectively (Morsy, 2020).

3.1.3.2. Main Challenges in African Tertiary Education

The African economic outlook (African Development Bank Group, 2020) found that even though progress has been made in education and skills development for Africa's workforce, a big gap remains with other developing regions.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute for Statistics (2020) shows that the percentage of youth and adults who have participated in formal or non-formal education and training programmes in the previous twelve months ranges between 0.8% (Malawi) and 3.3% (Zambia) for the Sub-Saharan African countries of interest in this report. Policy actions should focus on aligning education with labour market needs, and invest in both primary and secondary education, as well as tertiary education for employees (African Development Bank Group, 2020).

There are also some problems specific to tertiary education. Tertiary and management education in Africa are low, with only 1,701 universities on the continent – comparing this with 14,361 in Asia and 5,538 in the Europe – (Ranking Web of Universities, 2020) and roughly ninety business schools offering a Master of Business Administration (MBA) (Thomas, Lee, Thomas, & Wilson, 2016).

A first problem is that, without exception, African universities are under financial pressure. On top of that, bureaucracy in Africa is extensive, taking away much needed resources for the basic functions of universities. Then, there is a lack of basic resources and materials for teaching such as simple laboratory equipment and supplies (e.g. chemicals). Another problem is brain drain. In Africa, there is a clear movement of high-level experts from developing countries to industrialised nations.

3.1.3.3. Sub-Saharan African Culture, Teaching and Learning

Africa is a huge continent and the countries that are relevant for this paper are all very different. But even though generalising for a continent as large and diverse as Africa is normally unwise, there are some common elements and challenges that all countries face (Teferra & Altbachl, 2004). This is important for the assignment, because there is a consensus among researchers that business training and development will only be effective when they take African values, cultural practices and institutional realities into consideration (Nkomo, 2017 ; Williamson & Holmes, 2015).

It is interesting to dive deeper into the style and quality of teaching in Sub-Saharan Africa. Sub-Saharan Africa is dominated by academic institutions that are organised according to the European model, which is a result of the colonial history of the continent (Teferra & Altbachl, 2004). As Dell (2008) has shown, historical institutions developed during the colonial era, can sometimes have effects that last for centuries. This colonial education model has ever since known little adaptation in Sub-Saharan Africa, which makes it outdated and inefficient. There is little or no practical engagement in classrooms or lecture rooms, creating an unstable teaching and learning environment (Maddock & Maroun, 2018). The continent struggles to move away from the dominance of this teacher-centred model to more learner-centred education.

By teacher-centred pedagogy, the typical lecture-driven type of teaching is meant. This type of teaching puts the students in a passive role, limiting their activity to memorising facts and reciting them to the teacher. There clearly is a general trend in curriculum reform in Africa towards more learner-centred education, but unfortunately this trend often remains limited to the policy level (UNESCO, 2005).

There is no one definition for learner-centred education, but what can be said is that it is strongly influenced by 'constructivism'. Constructivism puts the focus on the social and cultural nature of the learner. It wants the students to be actively involved in the learning process and sees instructors as facilitators in this process. One of the main results is that this way of teaching relies a lot more on learning by doing (Schweisfurth, 2013).

Learner-centred education essentially means more variety in teaching and learning methods that actively engage the students on a regular basis. Discussion, group work, projects, visits, simulations, and independent study are all used way more often than in a tradition lecture-type of environment where teachers inform, and children just listen and absorb. These different forms of learning and interaction are necessary to make the students more flexible, self-sufficient, and skilled. Sometimes they need to be able to digest, organise and analyse information that is provided to them by their teacher, their colleagues, or a guest professor. Other times, they need to be able to look for information themselves and yet other times, they must know how to discuss with each other to clarify their thinking (Harber, 2017).

To make this a bit more vivid, here are some observations of what this teacher-centred approach looks like in Sub-Saharan Africa. Students spend most of their time listening to

teachers and if they get the chance to speak, they will probably just repeat the teacher's sentences or sentences from their textbook. Their second most important activity is waiting for the teacher to begin the class, write on the blackboard, or for their classmates to finish the exercises they finished already... and the third most important activity is copying (Palme, 1997). If the teacher does pose questions to the class, they are almost exclusively closed, not allowing for any discussion that could enable higher-order thinking (Ackers & Hardman, 2001). Teachers often cling to their manuals and teach in a frontal manner (Fichtner, 2010). These findings were similar across Sub-Saharan Africa (Harber, 2017 ; Wolhunter, 2014).

There are several reasons why African countries tend to remain mostly teacher centred. Tabulawa (2013) says this is due to socio-cultural factors such as traditional expectations of both teachers and students, the external origins of the policy of learner-centred education, the reproductive nature of teacher education itself, the lack of financial and physical resources, the class sizes, the low teacher morale, the language issues and the assessment demands.

Luckily, some changes are taking place. One example comes from a study by Latimer and Kelly (2013), who found that given sufficient time, dialogue, support and adaption of both students and teachers, a learner-centred approach was not only possible in Kenya, it was also very effective. The students developed a stronger sense of self-efficacy under such an approach, were more engaged, and showed more interest. The teachers were able to release control and act as facilitators of students' learning and took a lot of pride in the impact that the project had on their students.

The most probable way forward for Africa is not a 180-degree change, but the adoption of a more hybrid mode of teaching. Barret (2007) argues against a black and white version of teacher-centred versus learner-centred education in systems where teachers work in a context of significant resource scarcity. In addition, long hours, an overcrowded syllabus, and ranking schools according to the examination performance of its students only make matters worse. Simple steps toward more student centricity can have a positive impact and should therefore be valued for their worth.

3.2. Business Games: Preliminary Investigation

3.2.1. Gamification: the Holy Grail?

Gamification first came to widespread attention in 2010, with the popularity of the paper of Zichermann & Cunningham (2011). The Cambridge Dictionary (2020) defines gamification as *'the practice of making activities more like games to make them more interesting or enjoyable'*. It applies game-mechanics to non-game context (Buyens, Vandenbroucke & van Mechelen, n.d.).

The use of gamification has demonstrated the potential to improve the way businesses provide training to staff, take decisions, and reach out to consumers. Large commercial organisations such as Siemens are using games for training, recruitment, marketing, and sales (Buyens, et al., n.d.). The reason why games are so popular is that they have a positive impact on motivation, competitiveness, collaboration, creativity, enjoyment, engagement, satisfaction, and innovation (McGonical, 2011 ; Von Ahn & Dabbish, 2008).

In what follows we will focus on one specific type of real and immersive games, namely business games in which players have to run their own virtual business by making decisions about various management fields (e.g. strategy, HR and marketing).

3.2.2. Business Games: an Overview

'I hear and I forget. I see and I remember. I do and I understand.' – Confucius, 551-479 B.C. (Burton, 2007).

This ancient quote illustrates perfectly why business games are such a hot topic in business curricula and company training.

Business games are a well-established form of career and enterprise education aiming to create an experiential learning opportunity for participants. They enable participants to execute in a risk-free environment, they learn how to align the organisation to their strategy, and they learn the skills and capabilities required for success in their day-to-day work life (Wiebenga, 2005). As a result, surveys have shown that corporations are projected to increase their investments in simulation-based learning tools at the expense of classical lectures, which

are regarded as less effective (see further) (Pollit, 2014). According to Statista (2020), the gamification market could be worth almost twelve Billion USD by 2021.

3.2.2.1. What Makes Business Games so Valuable?

First of all, participants tend to like business games because they perceive them as fun and enable a high level of interaction. That the participants have a positive attitude towards this type of learning is an aspect that cannot be underestimated because it leads to more engagement and therefore increases learning (Wiebenga, 2005 ; Vos & Brennan, 2010 ; Reeves & Read, 2009). Another reason why business games are so engaging is that a well-designed business game (see further) will give the user something they care about, a goal they are striving towards, a solution to a problem they are currently struggling with in their day-to-day life. If the game is well developed it will make sure that these motivations are central to the entire game (Routledge, 2016).

Second, one of the most challenging things in corporate training is providing the right level of cognitive dissonance. Cognitive dissonance is the mental process of new, unfamiliar information that clashes with existing perceptions. This process is stressful, because it teaches students to get rid of their existing knowledge and perceptions. Too much cognitive dissonance will therefore lead to frustration and unmotivated students. Well-designed games will cause just the right amount of cognitive dissonance to foster learning without frustrating the participants of the game (Kapp, 2011).

Third, business games are simply effective training tools. Sitzman (2011) conducted a meta-analysis study on more than six thousand participants about the effectiveness of simulation games⁵ and found results that were consistent with theory. Post-training self-efficacy of the participants was 20% higher (this refers to the participants' belief that they have learnt the information they were taught during the training and that they can perform training-related tasks), declarative knowledge was 11% higher (this refers to participants' memory of what they learned in the training), procedural knowledge was 14% higher (this refers to the participants' knowledge about how to perform a specific task), and retention was 9% higher (this can be seen as delayed declarative knowledge, it tests how well the participants still remember what they learned a few months after the training was given), when compared to

⁵ These simulations happened to be computer-based.

the people in the control group. Another meta-analysis conducted by Wouters and his peers (2013) found out that serious games indeed had a positive impact on learning and retention when compared to a control group, but opposed to Sitzmann (2011) they did not find evidence for the motivational effect of serious games, even though common belief is that this is one of the main benefits of serious games. The main difference between the two studies is that Sitzman (2011) focused only on studies about business simulations, while Wouters and his peers (2013) took a broader perspective and also included other forms of serious games, which might explain the somewhat different results. In addition to all these hard skills, business games are also a great tool to improve the soft skills of employees. Through the game they will learn how to work better in a team, how to manage their time, how to take leadership roles, and how to effectively make decisions. The game will also make the participants more resilient and it will boost their self-esteem (Hanson, Hooley & Cox, 2017).

3.2.2.2. What Are the Main Barriers Business Games still Need to Overcome to Be Accepted by All?

As we just saw, there are tremendous benefits to using games in corporate training practices. Business games are immersive experiences that manage to fully engage participants, they provide continuous feedback on the participants' actions and they encourage repetition and practice of knowledge and techniques. Furthermore, they are not only great tools for teaching hard skills and content, but have also proven to improve the participants' soft skills, amongst others their critical thinking, teamwork and problem solving (Kapp, 2011). Yet, if we look around there are still a lot of executives opposed to adding them to their corporate training curricula. So, what is it that holds them back? Are their arguments grounded in academic research or do these perceptions come from a gut feeling?

One of the barriers to the adoption of business games is that they are perceived to have no educational value and can only be used as a form of entertainment. One of the main reasons behind this is the unfamiliarity of managers with this new form of education. When they grew up, games were almost exclusively used for fun, knowledge was something that they could only gather from reading books and following lectures. Since that seems to have worked out for them, they are reluctant to try out something new. They also tend to falsely perceive interesting graphics and game play elements such as achieving points or badges as a sign that

those games are rather easy, while these elements are instead included because they have proven to increase participants' motivation (Kapp, 2011).

Also, studying the effectiveness of serious games has proven to be extremely difficult. As a result of this, it is hard to come up with conclusive evidence on their effectiveness. While the common belief is that they are indeed very effective learning tools and there is quite some evidence supporting this, there are little to no studies that cannot be challenged on at least some part of their methodology (Girard, Ecalle & Magnan, 2013 ; Anderson & Lawton, 2009 ; Farashahi & Tajeddin, 2018). This provides critics of such games with a sound argument to not invest in this type of educational tool.

3.2.2.3. Are There any Real Drawbacks to Business Games?

One major drawback of games is that they take a lot of time, which means they are not an efficient tool for teaching factual knowledge, basic principles and concepts. If this is the goal, it is better to teach the material through traditional lectures. So, when it comes to teaching the basics of a course, classical lectures are still the preferred method of teaching (Anderson & Lawton, 2009). Games should therefore be integrated in a bigger framework including cases, discussions, and lectures (Aidar Sauaia, 2006).

Another drawback of games is that people are inventive and can come up with ways in which they play the game that you did not anticipate. For example, specialisation of labour within the team can undermine teamwork (McCorkle, Reardon, Alexander, Kling, & Harris, 1999) and create 'lone wolf' situations (Barr, Dixon & Gassenheimer, 2005), while you developed the game in such a way that successful teams experience fewer arguments and distress, allowing them to foster an environment of mutual assistance, commitment fulfilment and open communication (Chapman, Meuter, Toy & Wright, 2010).

3.2.3. How to Design or Choose the Right Game for You?

To meet the needs of an organisation, the simulation must take into account your pedagogical goals so that you can come up with an effective learning strategy.

3.2.3.1. Identification of the Purpose and the Feasibility of the Business Game through a Task, Employee, and Organisation Analysis

Playing a business game has no use in itself: it must serve a well-defined pedagogical purpose that meets the needs of the organisation (Cadotte, 2016). To identify those, a task analysis must be conducted. This consists of an analysis of the tasks that employees must perform in their day-to-day job and in the identification of the knowledge and skills needed to execute them successfully. Based on this, the organisation can come up with clear training objectives that must be realistic and measurable. The latter insures the quantitative evaluation of the training tool through a cost-benefit analysis (Wiebenga, 2005).

Once the task analysis is done and the training objectives are defined, the next step is to look through the eyes of both the participants and the organisation (Cadotte, 2016). A participants' analysis must be conducted to attest the current attitude, knowledge, and motivation of employees in respect to the business game. If these are not considered adequate, the organisation should first tackle this issue, otherwise the participants will not get anything out of the organised game. Next to this, the organisation's analysis will point out whether the organisation's culture allows for the use of business games as a training tool. The right questions to be asked are the following: Do people believe in the benefits of business games? Will there be enough post-training support to make sure that the participants can integrate their knowledge into their day-to-day jobs? Once those conditions are met, it is time to start with the design and/or selection of the right business game (Wiebenga, 2005).

3.2.3.2. Identification of the Participants' Profile and Game's Setting

Next to the pedagogical goals, the right business game has to take into account organisational factors like the simulation setting and the participants' profiles (Hanson, et al., 2017). The following criteria must be taken into consideration (Mesquida, Mas & Jovanovic, 2016) (see Figure 4).



Figure 4: Criteria to Be Taken into Account When Setting Up a Business Game

3.2.3.3. Translation of the Pedagogical Goals into a Learning Strategy, Taking into Account the Players' Behaviour

To develop an effective learning strategy, we have to analyse the business game from two different angles: the game and the interaction.

3.2.3.3.1. *The Simulation as a Game*

The right business game has to translate the aforementioned pedagogical goals in a learning strategy that makes the experiential learning experience believable⁶, intuitive, challenging, interesting, relevant (Cadotte, 2016), authentic and enjoyable (Hanson, et al., 2017) for the participants.

To cope with that, business game organisers have to go back to the roots of their training tool: the game.

Games are complex but they all share the following: with choice being at their core, they mix principles of rewards and habit building with little pieces of knowledge that are embedded in the players' long-term memory (Routledge, 2016). This is reflected in the Mechanics, Dynamics and Aesthetics (MDA) framework developed by Hunicke, LeBlanc and Zubek (2004) that split the narrative of games into three levels: embedded (Mechanics), emergent (Dynamics) and interpreted (Aesthetics) (see Figure 5).

Mechanics describes the particular components (e.g. virtual goods, avatars), controls (e.g. user turns, task timers) and courses (e.g. rounds and teams) of the game, or so called 'rules'.

⁶ By « believable », Hanson means that the game should ensure an accurate representation of the reality (Hanson, et al., 2017).

Those have a direct effect on the dynamics or ‘system’ as they determine them. The dynamics describe the run-time behaviour of the mechanics acting on the players’ inputs and each other’s’ outputs over time. Among those dynamics, the most frequent ones are the following: constraints, choices, competition, completion, cooperation, and chance. The third parameter, aesthetics, describes the desirable emotional responses or ‘fun’ of the players when interacting with the game system. Motivation, challenge, confidence, creativity, contribution, community, and compliance are the main ones. This ‘fun’ parameter should be seen as one of the most important goals of a game, as players will not continue to play or engage when they do not enjoy themselves (Hunicke, LeBlanc & Zubek, 2004). However, it should be taken into account that aesthetics also includes negative feelings that can take place before (anxiety and apprehension) and during (frustration, stress, disappointment and anger) the game (Sweetser & Wyeth, 2005 ; Kear & Bown, 2015).

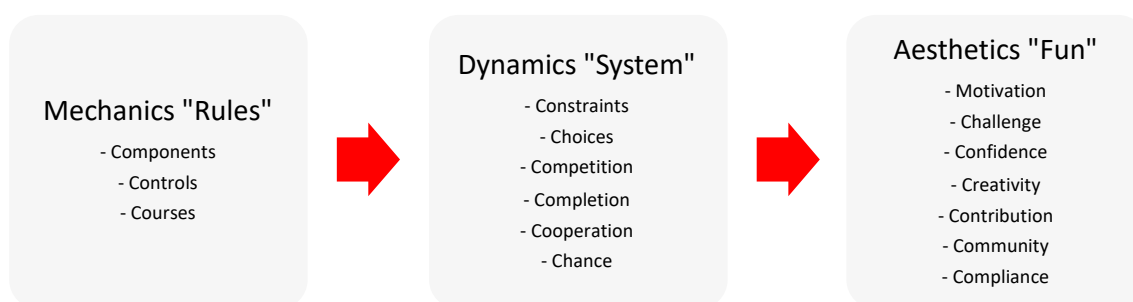


Figure 5: The MDA Framework

If applied to business games, it can be seen that the typical mechanics are the following: the number of decision criteria, the way participants are going to be rated (Aidar Sauaia, 2001), the game objectives and the timeframe. Those components, controls and courses have two main goals. The first one is to give autonomy to the students, so that they have the opportunity to experiment (Hanson, et al., 2017). The second one is to provide operational control for the organisers as they can use them to induce the required outcomes and behaviours of the participants (McCarthy & Gordon, 2011). Among those required outcomes and behaviours, the emphasis is particularly put on two dynamics in a business game: ‘choice’ and ‘competition’. The latter is enhanced by the physical presence of other observers (players, instructor(s) and jury member(s)) (mechanics) as people tend to be more competitive when they know they are being watched (Robson, Plangger, Kietzmann, McCarthy & Pitt, 2015). The aforementioned dynamics have a direct effect on the interpreted narrative of business game participants. The time pressure (mechanic) and the ability to

compete (dynamic) leads to a ‘challenge’ situation where players are emotionally invested in winning from the other teams (Hunicke, et al., 2004). Concerning the ‘choice’ (dynamic), it is a powerful learning motivator (aesthetic) as players are able to directly link their conscious choice to their progress.

When developing a learning strategy for a business game, it is key to keep in mind that the success felt by the participants while playing is linked to their previous choices and that their failure is not out of their control but stems immediately from their own mistakes (bad choices). It is therefore important to give them clear goals and visible progress (Routledge, 2016). According to Cadotte (2016), such a learning strategy implies key features that directly benefit the participants (see Table 1).

Key features	Benefits
Creation of a storyline to insure the flow of the simulation	Participants get an organised experience from beginning to end with a clear sense of direction
Use of a new venture situation as the storyline basis of each round	Participants start with exactly the same resources (no one has an advantage) and get different excitement moments resulting from different time periods or a changing competitive landscape
Addition of new content as the simulated environment progresses through its lifecycle	Participants can easily absorb the complexity of the simulated environment
Organisation of the work (information and decisions) in a logical method using a step-by-step approach	Participants get information and decisions in their logical sequence in the storyline, reinforcing the proper decision-making process and reducing anxiety and confusion (and thus demands on instructor(s))
Redaction of a narrative that follows the life of the simulated environment	Participants are actively followed through the simulation
Use of narratives and animations to show participants how their simulated environment is changing and to introduce new learning materials	Participants face a more engaging and compelling scenario that facilitated understanding of new issues, , and responsibilities, and gives comfort that the evolving situation is normal for a business
Repetition of important concepts, tools, principles, and ways of thinking	Participants are constantly confronted with key learnings, facilitating the absorption in their natural thinking (Cadotte, 2016)

Table 1: Key Features and Benefits of the Learning Strategy

This link between choice and success can be further enhanced by using feedback loops after each decision-making moment (choice). By doing so, participants can quickly adjust their actions to remain on the right track. Next to this, inserting enough emotional events will allow the organisers to keep the participants engaged (Routledge, 2016). In academic business games such as the Louvain School of Management (LSM) Cup, participants often receive goodie bags to get that emotional connection.

Finally, the game should remain simple enough so that the participants can master it in a short period of time, especially when it is used as a training tool (Wiebenga, 2005). There must be a trade-off between realism and ease, all the administrative tasks not adding value to the learning process should be removed (Cadotte, 2016). Developing the above-mentioned key features can request consulting with content and technical specialists to ensure the relevance of the decision-making environment (Cadotte, 2016).

3.2.3.3.2. *The Simulation as a Learning Interaction*

When choosing or designing a game, the way participants will interact with the game, with their team, with the other participants and with the instructor(s) should be clear.

The interaction with the game itself will be dependent on the way the game is designed: online or offline. Fitó-Bertran and his peers were the first researchers to state a difference between the two learning methods in terms of specific managerial and generic competences learning (Fitó-Bertran, Hernández-Lara & Serradell-López, E., 2014) (see Table 2).

Specific managerial competences	Generic competences
<ul style="list-style-type: none"> - Helping to meet the goals of a company - Managing a company - Improving the competitive position of a company - Developing strategies - Providing advice - Managing risk - Adopting different business roles - Implementing planning projects - Understanding management concepts - Understanding management theories 	<ul style="list-style-type: none"> - Processing and analysing a set of global information - Decision making - Drawing conclusions from information obtained or provided - Relating information or data - Applying theoretical concepts of decision making - Managing time - Solving problems with the timelines - Using new technologies

<ul style="list-style-type: none"> - Processing and analysing financial information - Understanding the role and function of various economic agents - Identifying and working with sources of economic information - Integrating ethics in organisational decisions 	<ul style="list-style-type: none"> - Using communication platforms - Solving technical problems related to software - Resolving problems between groups - Resolving conflicts within the group - Reaching agreements - Creativity - Entrepreneurship - Innovative capacity - Working with uncertainty - Influencing other individuals - Accepting the influence of other individuals - Trusting - Contributing to a good working environment (Fitó-Bertran, et al., 2014)
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Table 2: Specific Managerial and Generic Competences

The assessment of specific and generic competences acquired with a business game is higher with online tools than in a face-to-face solution because it allows the participants to be closer to the decision-making process and the problems that managers face. This is particularly true for the specific competences (competences directly related to academic disciplines). However, the ‘Resolving problems between groups’ and ‘Contributing to a good working environment’ generic competences are generally more valued in a face-to-face setting (Fitó-Bertran, et al., 2014).

In a previous study conducted by Sitzmann, he stated that the competency learning was better in the two learning approaches when the participants could play the game multiple times and when the game was used as a complement of another learning approach (lecture or case) (Sitzmann, 2011). Those conclusions were further endorsed by Wouters and his peers who also stated that such games were most effective when the participants operated in teams (Wouters, van Nimwegen, van Oostendorp & van der Spek, 2013). By letting participants play in teams instead of individual, the learning is indeed significantly boosted. Not only will they learn from this how to better cooperate in teams and how to negotiate; it will also enable them to learn from each other (Brown, Robson & Charity, 2018).

This brings up the question how you can best organise these teams to create a better learning environment (Maamoun, 2017). Research has shown that team performance can be significantly enhanced by increasing team diversity (Brown, et al., 2018). Therefore, it is best that the instructor(s) is/are in charge of selecting the teams since we know that if participants can choose their teams, they will probably join others of their nationality, age, gender and background (Vos & Brennan, 2013). The next decision you have to make as an instructor is who to appoint as the leader of each team, because teams without a leader are less efficient (Kennedy & Dull, 2008). Finally, you need to make a decision on the optimal team size. A study by Wolfe and Chacko had a look at the optimal team size in business games with regard to their learning levels. They found out that the highest number of bad outcomes such as bankruptcies took place when players were left on their own and that the highest learning levels were recorded in teams of three people (Wolfe & Chacko, 1983).

While working in teams should lead to an overall increase in learning, participants might also experience consequences of working in teams at odds with the intended benefits such as desire for greater autonomy, feelings of injustice as learning is a constraint or decrease of efforts following a grade boost. There can also be disparities of learning among the teammates: anger at underperformers, downgrading of overperformers (Neu, 2012). This is even more likely in cross-cultural teams (Smith, Ferns & Russell, 2014). Organisers should therefore manage those negative effects when they see them take place (Dommeyer, 2007).

Globally, the interaction with the other players will highly depend on the game's rules and objectives. In some games, the different teams will all try to reach the same goal with the same resources. The competition will then be fierce. In other games, the different teams will have individual goals: one could be looking at the share price of the simulated company, while another focuses on the talent retention. This splitting of the tasks can be organised beforehand by the game organisers or decided among the different teams. In this setting, the teams could decide to communicate openly or to meet in secret with some teams. The rules and objectives of the game should clearly define what is allowed and what is not (Hanson, et al., 2017).

In a business game, the participants should only rely on the instructor(s) for the explanation of the rules and objectives at the beginning of the games and for the feedback loops at the

end of each round. The participants should be as autonomous as possible to have an authentic, relevant, and believable simulation experience (Hanson, et al., 2017).

3.2.3.4. Implementation of the Learning Strategy in the Business Game Framework

A business game typically follows a framework consisting of three equally important aspects: the historical analysis, the simulation, and the discussion on the final outcome. The latter two aspects are supplemented by feedback given to the participants (Aidar Sauaia, 2006).

3.2.3.4.1. *Historical Analysis*

Following the explanation of the rules and objectives of the game (Hanson, et al., 2017) that have to be clear to transfer a great deal of autonomy to the participants (Aidar Sauaia, 2006), the business game starts with a historical analysis of the simulated environment. The organisation has to provide participants with information on the company and the industry so that participants have an adequate understanding of the environment being simulated (Wolfe & Castroviovanni, 2006). Business administration not being a science with clear rules and deterministic results, the instructor(s) can manage it the way they prefer in terms of timing, content and support. This historical data can be provided when the game starts or beforehand, can include quantitative and/or quantitative data (Aidar Sauaia, 2006) and can be displayed as a slides-presentation (Vlerick Finance And Accounting Simulation Tool (FAST)) or in a case-based approach (Solvay Business Game). Once the context provided, participants should acknowledge them and develop what they believe to be appropriate objectives, strategies and policies for their simulated company.

3.2.3.4.2. *Simulation*

During each round/decision time, participants get an array of possible courses of action they can choose from to apply the aforementioned objectives, strategies and policies (Aider Sauaia, 2006). Depending on the difficulty of the game, this array of choices will be limited (easy approach) or broadened (difficult approach) (Cadotte, 2016). In any case, this scope should not be too big to remain manageable. In some business games, participants can foresee the consequences of their choices to some extent, but not completely (Wiebenga, 2005). In many cases, there may not be one 'right' choice but there can be wrong ones (Hanson, et al., 2017). The decisions made are then used as input for a simulation model. After this, rapid feedback is provided on the effectiveness of the strategies and the decisions

emanating from these strategies. This taking place on a recurring sequential basis, the feedback generated from the decision input stimulates learning and results in modified – and hopefully improved – decision input (Aidar Sauaia, 2006). The feedback offered by business simulations to students is a key factor of successful learning (Aidar Sauaia, 2001).

The decision-making process should remain at the tactical level of the participants while taking into account the broader game-related issues resulting from the learning strategy setting such as the global strategy and resource allocation. An efficient way to keep this focus is to integrate different time periods within the story line. This will lead to various decision times with varying scopes, complexity, and context. According to Michelle Kathis, Chief Executive Officer (CEO) and founder of Bankerslab⁷, *'The ability to travel through time very quickly provides professionals with a formal and intuitive understanding of the potential impact of their decisions, not only their customers, but also on the long-term portfolio financial outcome'* (Routledge, 2016).

In any time, the decisions made should be based on the information received, the integrative perspective of the simulated environment, and a balanced set of goals (Cadotte, 2016).

3.2.3.4.3. *Discussion on the Final Outcome*

Once all the simulation rounds are completed and based on the feedback received, the participants should discuss with the instructor(s) the ideal decisions to be taken throughout the game to reach a successful outcome (Hanson, et al., 2017). The latter has to be known beforehand by the instructor(s). The successful outcome will then be explained using concepts and techniques previously taught (Cadotte, 2016) and participants will be evaluated accordingly (Aidar Sauaia, 2006).

In this evaluation phase, it is important that both financial and operational results are taken into account as using only traditional financial measures (financial ratios, discounted cash flow and option pricing) does not embrace the future dimension implied by the operations. Operational criteria such as the ability of the company to carry out the established strategy, the administrative credibility, the quality of the strategy, the innovation ability, the market position, the managerial experience, the executive remuneration, the quality of important procedures, the leadership in research, and the capability of attracting and retaining talented

⁷ BankersLab is a leader in learning innovation that specialises in building award- winning simulators for bankers.

people could be used in that perspective (Aidar Sauaia, 2001). To efficiently combine both measure types, Cadotte (2016). recommends the use of a balanced scorecard.

3.2.4. How to Conduct a Feedback Session with the Participants?

As a business game must be centred on the feedback received by the participants, this should be done in a way that enables them to discover the real problems they faced and to learn how to best overcome them in the future. It is indeed crucial to first know what the problem is before you can know how to solve it.

To reach this goal, John Whitmore developed in 1990 the Goal, Reality, Options and Will (GROW) model. Today, it is still considered as the best way to organise a nondirective coaching session. The term GROW stems from the four basic concepts that underlay the model, being Goal, Reality, Options and Will (see Figure 6).

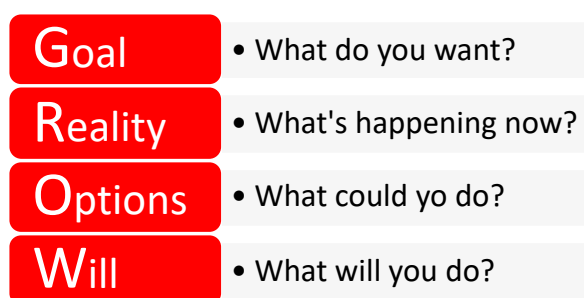


Figure 6: The GROW Model

Let's take the following situation as an example: 'I have a headache and I cannot therefore focus on studying for my exam'. Being able to focus is the Goal to be reached while the annoying headache is the Reality that holds us back from doing so. Possible Options to this problem are taking a pill or getting some rest. Out these options, the Will, is the option that is most suited.

To identify the Goal, Reality, Options and Will of each problem-solving situation, the instructor(s) should come up with specific questions (see Annex 3). In addition to the identification of those concepts, a feedback session should be conducted in an inclusive environment that encourages participation from everyone (Brown University, n.d.).

Creating an inclusive environment with constructive discussions can be achieved by stating the goal of the session upfront and telling the participants they should not be afraid to share their thoughts as it is important that they can learn from each other. Therefore, the more

diverse the findings are, the better. It has to be clear that the goal is not to see who tackled the assignment best and that there is no single right way. To guarantee the active participation of everyone, dominant participants should be asked to leave the floor to others sometimes and time should be provided to the participants to gather their thoughts before the start of the session. In addition to this, the participants starting an interesting discussion between them should not be stopped. This is key to allow the participants to learn from each other.

To encourage participation from everyone, the instructor(s) should write down participants' comments and paraphrase the comments to show that they understood. They can also ask follow-up questions and ask for further clarification. In addition to this, they should encourage the participants to build on each other's comments by relating previous comments to the new ones (Ibarra & Scoular, 2019).

However, some problems can occur in such group discussions. The most common ones are the following:

- Participants who talk too much
- Participants who do not dare to speak up
- Discussions which turn into an argument
- Hesitant comments (Brown University, n.d.)

To counter those, a range of tips are included in the annex (see Annex 4).

3.2.5. How to Evaluate the Business Game?

Evaluating the business game cannot be assimilated to the participants' evaluation. The main concern here is to see if the game effectively met the needs of the company that organised it. As of today, quantitative methods are mostly used to evaluate effectiveness, but according to Petridis and his peers, more qualitative evaluations could also be useful (Petridis, Hadjicosta, Shi Guang, Dunwell, Baines, Bigdeli, Bustinza & Uren, 2015). He therefore suggests as evaluation criteria the following: the users' satisfaction (Fu, Su & Yu, 2009), the quality of the simulation (Feinstein & Cannon, 2002) and the attitudes of the users (Azriel, Erthal & Starr, 2005).

3.2.6. Combination of the Business Game with other Learning Methods

The literature identifies three main learning methods for managerial purpose: lectures, case studies and simulations.

A lecture is an oral presentation used for presenting information to teach the audience a particular subject. For this method, there is no constraint on the deliverables and the approach. Yet, it is recommended to give lectures for a smaller audience to be more effective (Maamoun, 2017).

A case study imitates and/or stimulates a real situation that puts the readers in the role of a participant having to make decision (Ellet, 2018). Taking place within a course (Maamoun, 2017), it allows the audience to apply and test what they are learning in new situations (Kuh, 2008). The purpose of it is to help students attain analytical and critical thinking skills and use terms and concepts they learned (Maamoun, 2017). As the case method calls for discussion of real-life situations that executives have faced, the participants get the chance to put themselves in the shoes of the protagonists by supporting and presenting viable decisions and therefore challenging business situations. With this learning method, there is no emphasis on ‘the’ answer but on a set of different concepts that can be used in a particular course (Aidar Sauaia, 2006).

The main characteristics of the three aforementioned learning methods are summarised by Farashahi and Tajeddin (2018) in Table 3.

Lectures	Simulations
<ul style="list-style-type: none"> - Offering extensive knowledge and concepts - Transferring efficiently large number of ideas - Transferring efficiently to a large audience - Using common and standardised text - Learning though listening, reading and memorising - Learning through acquisition of concepts and knowledge 	<ul style="list-style-type: none"> - Learning though application of concepts and knowledge - Giving an opportunity to learn through knowledge integration and execution - Providing structured environment for teamwork - Proving risky environment to make decisions and execute them - Giving an opportunity to experience conflicting management problems that are yet to be solved - Analysing in broad range of natural settings
Case studies	
<ul style="list-style-type: none"> - Learning though application of concepts and knowledge 	

<ul style="list-style-type: none"> - Giving an opportunity to learn through knowledge integration - Providing structured environment for teamwork - Providing safe environment to take risk - Giving an opportunity to see management problems and their solutions - Analysing in broad range of controlled settings - Identifying and solving problems in controlled settings - Learning sequential analysis of the controlled situation to make appropriate decisions - Exposing to diversity of decision contexts for defined problems - Learning through active critical thinking, analysis and debates - Giving an opportunity to learn interpersonal relations, teamwork and communication in controlled settings - Skill developing in controlled and low risk settings 	<ul style="list-style-type: none"> - Identifying and solving problems in natural settings - Learning through analysis of undefined, unpredictable and difficult to perceive situations - Exposing to diversity of decision contexts for conflicting and complex problems - Problem solving and decision making in natural settings - Learning how to make interdependent decisions and taking responsibility of all decisions - Giving an opportunity to observe interconnectedness of decisions and results of their executions - Learning through active critical thinking, feeling, behaving and perceiving - Giving an opportunity to learn interpersonal relations and communicate ideas through actual involvement in implementation of decisions in natural settings - Skill developing in live business environment (Farashiahi & Tajeddin, 2018)
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Table 3: Main Characteristics of the Lecture, Case Study and Simulation Learning Methods

Simulations and case studies are both reported in the literature as participant-centred learning methods. While cases foster learning through analysis and discussion of past ‘real life’ examples where participants can distil their experience and theory to support a viable answer, business games promote experiential and anticipatory learning where the players are decision-making protagonists. Sequencing both methods in tandem may bring about a journey over time: the experiential learning in business games starts in the case analytical approach and is followed by the strategic decision-making process in the present and the future. Combining cases and business games is therefore a way of promoting framework conceptual models and analytical exercises to advance to a strategic decision-making process (Aidar Sauaia, 2006).

This brings up the question how you can write cases to be efficient pedagogical tools. The keyword here is storytelling. This writing style engages the listeners and causes them to retain concepts in their memory by creating a social experience in which they are the protagonists.

The beginning of the story should raise the readers' interests (Peters & Cellucci, 2018). Lamb (2008) presents eight methods to do so in the following figure (see Figure 7).

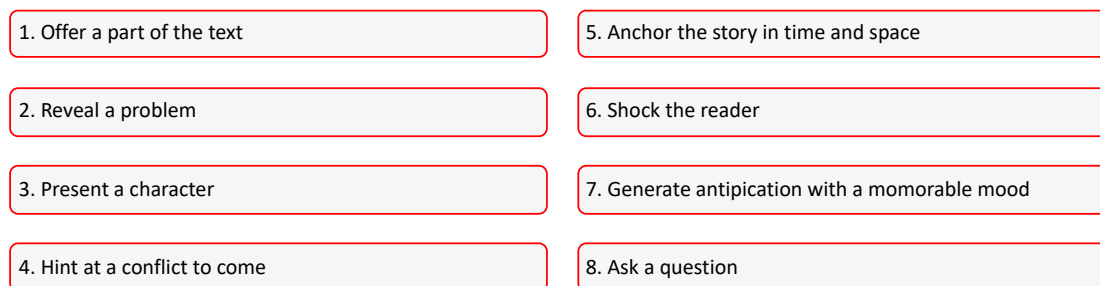


Figure 7: Lamb's Methods to Raise Reader's Interests

The structure of the story should then be built around the plot with different interesting characters coming in to keep the readers engaged. In addition, it should be written in the past tense and remain authentic, factual, and objective (Borchers, Cellucci, Hodge & Peters, 2016). Ideally, the audience should relate to the characters by being able to identify with them. Karia also states that such stories should include (inner) dialogues to change the pace of the story (Karia, 2015). Finally, the writer has to consider the ending as a closing 'hook'. Readers should know what they have to think about and what decision might be recommended (Borchers, et al., 2016).

When discussing the case, both the instructors and the learners have to be prepared for the discussion by reading the case thoroughly several times, taking notes, thinking critically and answering the case questions. However, it also has to remain spontaneous and the learners have to be in the driver seat while the instructors have to maintain order and make sure the audience reaches a decision or conclusion (Maamoun, 2017).

4. Take-Aways from the Interviews

We conducted several interviews for two main purposes. A part of our interviews was conducted to support our findings from the academic literature, and the other part and majority of our interviews was conducted during the user testing phase of our project. An overview of the aide memoire that was used for these interviews can be found in Annex 5 of this report. Below you can find an overview of all the interviewees and topics discussed (see Table 4).

Interview date	Name	Interviewee's function	Interviewer	Topics discussed
April 21, 2020	Grégory Callebaut	Organiser of the London Banking Circuit ⁸	Victoire Terlinden	Organisation of the London Banking Circuit, feedback from the participants
April 22, 2020	Marthe Aldelhof	Student	Olivier d'Hondt	Experience of the Vrije Universiteit Brussel (VUB) Business Game ⁹ she played
April 22, 2020	Jean-Louis Gryspeerdt	Student	Olivier d'Hondt	Experience of the Solvay Business Game ¹⁰ he played
April 22, 2020	Mark Beelen	Student	Leen van Hees	Participation to the Integrated Management Exercise (IMEx) ¹¹ , learning content
April 23, 2020	Mathilde Zurtrassen	Student	Victoire Terlinden	Participation to the LSM Cup, learning content
April 24, 2020	Constance Powis de Tenbossche	President of the Solvay Business Game	Victoire Terlinden	Organisation of the Solvay Business Game 2020, feedback from the participants
April 26, 2020	Madeleine David	Former President of the LSM Cup ¹²	Victoire Terlinden	Organisation of the LSM Cup 2018, feedback from the participants
April 29, 2020	Jente Rosseel	Co-founder of Elewa ¹³	Olivier d'Hondt, Leen van Hees	Education in Africa, teaching methods
May 4, 2020	Joost Sommen	Regional First Aid Project manager Southern Africa for the BRC-FL	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Organisation of the BRC-FL Zambia workshop 2019, teaching content, education in Africa, objectives of the CoFA Business Game, current knowledge level of the partner CoFA departments

⁸ The London Banking Circuit is a student Banking and Finance crash course organised in London.

⁹ The VUB Business Game is a student case competition organised by the Vrije Universiteit Brussel in Brussels.

¹⁰ The Solvay Business Game is the biggest student case competition in Europe. It is organised by the Solvay Business School in Brussels.

¹¹ The IMEx game is a student computer-simulation game designed to develop an effective business strategy

¹² The LSM Cup is a student case competition oriented on Corporate Social Responsibility. It is organised by the Université Catholique de Louvain in Brussels.

¹³ Elewa is a company providing training to companies and universities in Kenya.

May 6, 2020	Adriaan Theys	Freelance innovation consultant at Real Adventures ¹⁴	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	User testing, storytelling, teaching methods, learning objectives
May 7, 2020	Thomas Eeman	Former International Business Development Consultant for the BRC-FL	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Organisation of the BRC-FL Zambia workshop 2019, teaching content, education in Africa, current quantitative knowledge level of the partner CoFA departments, user testing accounting module
May 8, 2020	Eric Decroix	Volunteer for Humanitarian Missions for BRC-FL	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Teaching content, education in Africa, objectives of the CoFA Business Game, current knowledge level of the partner CoFA departments, organisational design of the CoFA departments
May 13, 2020	Mathieu Luypaert	Vlerick Finance Professor	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Learning content for accounting
May 13, 2020	Kerstin Fehre	Vlerick Strategy Professor	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Learning content for strategy
May 13, 2020	Dirk Buyens, Astrid Vandebroucke	Vlerick Human Resources Management (HRM) Professor, Vlerick Research Associate	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Learning content for HR, feedback on methodology
May 13, 2020	Pello Múgica Gonzalez	Project Manager (Rwanda) for the BRC-FL	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Teaching content, education in Africa, current quantitative knowledge level of the CoFA department in Rwanda, teaching methods, user testing HR, strategy, accounting, marketing, sales and negotiation modules
May 18, 2020	Tiene Lievens, Dries Goeminne, Sofie De Jaeger	BRC-FL: Manager International Cooperation, Head Expertise and Support International Operations, Head International Programs	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Workshop approach and content, user testing sales modules

¹⁴ Real Adventures is a Belgian consulting firm specialised in start-up execution that helps companies to achieve results through workshops.

May 19, 2020	Barney Jordaan	Vlerick Negotiation Professor	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Learning content for negotiation
May 22, 2020	Kamangu Chibesa	Business Manager for the Zambia Red Cross Society	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Needs and organisation of the CoFA department in Zambia, user testing for the accounting and marketing module
May 25, 2020	Eric Decroix	Volunteer for Humanitarian Missions for BRC-FL	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	User testing marketing module
May 25, 2020	Frank Goedertier	Vlerick Marketing professor	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Learning content for marketing
May 26, 2020	Fidelis de Sousa	First aid Director for the Cruz Vermelha de Moçambique	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Needs and organisation of the CoFA department in Mozambique, user testing sales and HR modules
May 28, 2020	Peter Chisambiro	First Aid Marketing Officer for the Zimbabwe Red Cross Society	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Needs and organisation of the CoFA department in Zimbabwe, user testing negotiation and marketing modules
May 28, 2020	Thulani Simelane	First Aid Coordinator of the Eswatini Red Cross Society	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Needs and organisation of the CoFA department in Eswatini, user testing strategy module
May 28, 2020	Alexander Hermans	Former International Business Development Consultant for the BRC-FL	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Needs and organisation of the CoFA departments on a strategic level, user testing strategy module
June 3, 2020	Linda Mpanang'ombe	First Aid and Blood Donor Recruitment Specialist for the Malawi Red Cross Society	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Needs and organisation of the CoFA department in Malawi, user testing HR and marketing modules
June 4, 2020	Elke Weyenbergh	Focal Point First Aid for the BRC-FL	Olivier d'Hondt, Victoire Terlinden	Teaching content, user testing accounting module and surveys
June 4, 2020	Tiene Lievens, Dries Goeminne, Sofie De Jaeger	BRC-FL: Manager International Cooperation, Head	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	User testing marketing module and surveys

		Expertise and Support International Operations, Head International Programs		
June 10, 2020	Mabulara Motlomelo	First Aid Coordinator of the Lesotho Red Cross Society	Olivier d'Hondt, Victoire Terlinden, Leen van Hees	Needs and organisation of the CoFA department in Lesotho, user testing introductory session and marketing and sales modules

Table 4: Data on the Interviews Conducted

4.1. Findings from the Experience of Business Games' Participants & Organisers

We reached out to organisers of business games as well as to participants. On the organisational side, we were advised to put emphasis on the engagement of the participants. The latter should be motivated throughout the game by providing them with an experience, and not just new learning concepts. This can easily be done by gathering around a cup of coffee, taking pictures together, putting some music and changing teams frequently.

On the participants' side, we got the following insights. First of all, they all appreciate learning by doing alongside others. In their opinion, this was further reinforced by working with different teams and listening to the presentation and decisions of their peers. Even though teamwork was a challenge for most of the participants before taking part in the game, it ended up being a valuable experience as they learned to delegate decisions and trust each other. In addition to this, they highly value the feedback they have received throughout the games. Most of the time, they gained a lot of self-confidence from it. Last but not least, the participants were very happy to be challenged by a black swan situation¹⁵ in some of the business games as it required them to be more flexible and made them feel emerged in a more realistic simulation.

As no business game is perfect, the participants also came up with some recommendations. In some cases, the simulated situation was not realistic. It was therefore difficult for the participants to come up with consistent strategies. In addition to this, the objectives of the game were not always clear, and the participants therefore did not know on what they should focus and what the goal of the game was. Finally, some participants were disappointed to not be able to listen to the other teams' presentations and decisions. Doing so would have enabled them to learn new insights from their peers.

4.2. Findings from Experts on Educational Trainings in Africa

The teaching methods that work particularly well in Africa are learning-by-doing, storytelling and discussion. In a way you can group all of these methods together under the term learner-

¹⁵ A black swan is a metaphor developed by Nassim Nicholas Taleb that describes an event that comes as a surprise, has a major effect, and is often inappropriately rationalised after it happens (Taleb, 2007).

centred pedagogy. A typical classroom lecture, the prime example of a teacher-centred learning method, like we use quite often in Western countries is very inefficient in Africa. Such a passive classroom setting should be avoided at all cost. It is however the typical way of teaching in African schools, but that is only because they lack the resources for more learner-centred education, not because they experience this method as particularly effective.

We therefore got the advice to make our workshops as active as possible. Adding ‘energisers’ (singing a song or doing a dance) to our workshop would look weird in a Western context, but in Africa it is a great way to recapture the attention of the audience when it is slipping away from you. That the workshops had to be as active as possible also translated in the advice that we had to let them play around with the different tools we planned to offer (e.g. the Customer Relationship Management (CRM) and the costing tool). Just giving a demo of this tool would lead with almost complete certainty to the design of a tool that is never used again once the workshop is over.

The level of knowledge is a difficult one. In brief, the answer we always received on that questions was that it depends. It depends a lot on the country in which you are teaching, but also on who the participants are. Education in Africa is not very inclusive, which means that some people enjoy a really good education, while others sometimes lack very basic skills and knowledge. The main solution to this problem is that we should strive to make the game as modular as possible. So that not only some modules could be left out of the game without affecting the overall storyline, but that also some part of the content within the modules could be skipped.

Another great point of advice we received is that we had to make the content very practical, down-to-earth and relatable. The more our exercises were related to the challenges the participants faced in their day-to-day lives, the better they would understand them and, the more they would be able to transfer the key lessons to their daily tasks.

4.3. Findings from Professors and Experts on Education and Gamification

One of the things we got from these interviews is that we had to be careful with assuming that what works well in our own surroundings, also works in an African context. Therefore, user testing would be of vital importance for the success of our project. On the content

question we can summarise the typical answer as: *'Try to strike a balance between making something that is too simple and something that is overly complex'*. From every interview we received valuable input on what should be the key learnings and we were advised to limit ourselves to those that would really make a difference in the participants' day-to-day lives. After all, there is no point in including theoretical concepts that the participants would never encounter. For every module we finally had a little discussion on the type of gamification that would work best, and we received some tips on how to best tackle the creation of each type of gamification.

4.4 Findings from Red Cross Employees and Volunteers Working in the Different National Societies

What we got out of the interviews with the representatives of the BRC-FL and the Sub-Saharan NS is that the level of expertise in each area differs a lot between the national societies. Some countries such as Zambia and Mozambique are for example really advanced in marketing and sales, while others like Lesotho lack an autonomous CoFA department. The fact that every National Society has its own area of expertise resulted from the fact that they all operated in very different local environments. This also means that every NS had its own topics of interest, but the main issue they all seem to share is that they lack structure in their NS and want very practical tips and tricks on how they could improve their daily operations in the different areas.

Concerning the learning style, we received the feedback that the participants of our game are used to a very active and interactive style of teaching and that they are easily bored when the course is too repetitive. A business game is therefore the perfect learning tool as long as it is a hands-on activity containing a lot of variation (e.g. roleplays, assignments, cases, discussions and simulations).

4.5 Findings from the User Testing

Every time one of our modules was finished, we again reached out to NS employees, either working in Africa for the BRC-FL or for the different local National Societies, and Vlerick professors. They gave us valuable feedback on the relevancy of the content covered in each module, on the teaching method we used, and on the instructions booklet that came along

with each module. In other words, these interviews allowed us to test our modules, check if our hypotheses were also valid in the local context and pivot if necessary. The main concern of the NS representatives during these user testing sessions was the relevancy of the examples and concepts used in the different modules.

5. Approach to the CoFA Business Game

5.1. Storyline

To make the CoFA Business Game as realistic as possible, we based it on a storyline that the participants can find themselves in. The storyline we went for is the creation of a new CoFA department. In every module, the participants take part in the creation of their own CoFA department through a so-called 'CoFA simulation'. But before the participants can take part in this 'CoFA simulation', every module starts with teaching some theoretical concepts that they will need for the simulation. They discover these concepts through a range of smaller preparation exercises (e.g. roleplays, discussions, cases, and assignments) related to CoFA activities. For the 'CoFA simulation' the participants then need to take strategic decisions for their newly developed CoFA department on seven topics over a four-day period (see Table 5):

- 1) HR
- 2) Strategy
- 3) Accounting
- 4) Marketing
- 5) Sales part 1: hunting
- 6) Sales part 2: farming
- 7) Negotiation

Day 1	Day 2	Day 3	Day 4	Day 5
Introductory session (75 min)	Module 2: Strategy (120 min)	Field visit	Module 4: Marketing (150 min)	Module 7: Negotiation (120 min)
Tea break	Tea break		Tea break	Tea break
Welcoming session and CoFA presentations (75 min)	Module 2: Strategy (120 min)		Module 5: Sales hunting (50 min)	Module 7: Negotiation (90 min)
Lunch	Lunch	Lunch	Lunch	Lunch
Welcoming session and CoFA presentations (75 min)	Module 3: Accounting (120 min)	Field visit	Module 5: Sales hunting (120 min)	Closing session (120 min)
Tea break	Tea break		Tea break	Tea break
Module 1: HR (120 min)	Module 3: Accounting (120 min)		Module 6: Sales farming (120 min)	Closing session (120 min)
Closing of the day (15 min)	Closing of the day (15 min)	Closing of the day (40 min)	Closing of the day (15 min)	

Table 5: Timetable for the CoFA Business Game with Duration Specified

As mentioned before, in this ‘CoFA simulation’, the participants will build their new CoFA department from scratch. Therefore, their first assignment will be to select a team, assign everyone a specific role, and look for two new hires by writing out two vacancies to recruit new team members. Once the different CoFA departments are set up, the participants need to decide on a strategy for their CoFA department. In its most basic form, they have to determine the direction they want to take with their CoFA departments and come up with a plan to get there.

For the next exercise, we jump into the future. By then, the newly created CoFA departments have been up and running for a while and it is time for the participants to analyze their financials to check how they are doing. More specifically, the participants need to calculate the production cost of their products and services with the help of the Excel costing tool designed by the BRC-FL. Next to this, as in every other company, they need to keep track of the bigger picture through the creation of both an income statement and a cash-flow statement.

Now that the participants have a CoFA department that is up and running, it is time to boost its growth through the creation of a marketing plan. Such a marketing plan requires the participants to make decisions on the five P’s (product, place, price, people and promotion)

of marketing. The participants will insert these decisions in a preconfigured Excel, and in return they will receive a results sheet that shows the impact of their decisions on their bottom-line.

In the next module, the participants will have to put themselves in the shoes of their sales representatives. They will experience what it is like to call prospective clients for the first time and how they can establish a relation with them.

In the final module on negotiations, we jump ahead to a few days after the purchase. At this point, the client calls the CoFA department to explain that they want to renegotiate their sales contract. Apparently, the client's partner had accused the client of being too soft all the time, and they wanted to prove the partner wrong by showing that they could play hard ball if they wanted too. It is up to the participants to negotiate the best possible deal for their CoFA department in this tricky situation.

This particular setup ensures that there is a strong link between the workshop and the activities of the CoFA departments in the countries where the BRC-FL has delegates or regional projects. To make sure that the game fits in the participants' culture, we added little cultural elements, such as the organisation of warm-up moments before each module. We also made sure to base our exercises on tools that are already (partly) used by some NS to ensure their future use. For instance, we based the development of our CRM-tool on what they currently do in Word files.

5.2. Learning Content

The learning objectives of the different modules are specified in the table hereunder (see Table 6).

Module	Learning objectives
HR	<p>This workshop will:</p> <ul style="list-style-type: none"> - Give a basic understanding of the different tasks of HR - Introduce the concept of an organigram - Give an idea of some basic, achievable and realistic Key Performance Indicators (KPI's) - Introduce the participants to the different HR levels - Teach how to handle a conversation in which they are required to give negative feedback - Teach the participants how to look at candidates' profiles
Strategy	<p>This workshop will give the participants a basic understanding of the main concepts in the field of strategy:</p> <ul style="list-style-type: none"> - Mission, vision and values - Value creation and value capture - Drivers of willingness to pay and costs - Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis - Customer analysis - Competitor analysis - Competitive advantage and resources & capabilities - Outsourcing - Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis - Market position
Accounting	<p>This workshop will:</p> <ul style="list-style-type: none"> - Give an introduction to the following basic accounting concepts: <ul style="list-style-type: none"> o Costs o Revenues o Profit o Accounts payable o Accounts receivable o Investment - Allow the participants to create their own income statement and cash flow statement - Teach the participants how to deal with donations - Enable the participants to link the financial statements to the given costing tool

	<ul style="list-style-type: none"> - Allow the participants to come up with a break-even analysis - Enable the participants to understand the notions of profitability and liquidity - Give an introduction to the basic use of Excel
Marketing	<p>This workshop will:</p> <ul style="list-style-type: none"> - Teach the participants about the choice of the target audience - Enable the participants to identify the customer needs - Give the opportunity to set up a marketing campaign - Teach how to professionally develop an email or a text message - Show how different decisions in marketing affect and interact with each other - Teach when and how to outsource marketing?
Sales hunting	<p>This workshop will:</p> <ul style="list-style-type: none"> - Cover the ten commandments of a great salesperson - Give a nine-step approach to cold calling - Teach how to keep track of the sales effort with a simple CRM-tool - Cover the concept of the sales funnel
Sales farming	<p>This workshop will:</p> <ul style="list-style-type: none"> - Teach how to tackle the first sales meeting - Give tips & tricks for maintaining the customer relationship - Teach how to assess customer satisfaction
Negotiation	<p>This workshop will:</p> <ul style="list-style-type: none"> - Give an introduction to the basic concepts of negotiation - Teach the three concepts central to negotiation: problem, process, people - Discuss three different kinds of issues when negotiating: distributive, compatible, integrative - Introduce the concepts of a best case, bottom line and BATNA (Best Alternative to a Negotiated Agreement)

Table 6: Learning Objectives of the CoFA Business Game's Modules

5.3. Learning Techniques

Supplementing the theoretical slides of the modules with a variety of activities (roleplays, discussions, cases, assignments and simulation) makes our Business Game very learner-centred, a teaching method that works particularly well in these countries. This way of teaching enables the participants to learn a lot from each other, and not only from the instructor(s). Furthermore, this learning technique allows the instructor(s) to bring the key learning concepts to the participants in a more active way and enables them to learn by doing. The main goal of the different games is indeed to make the participants discover and learn theoretical concepts by directly applying them in simulated environments such as roleplays or discussing them through a case for example.

Learning is further reinforced by discussion and feedback sessions between the participants and the instructor(s). Each module starts with a brief discussion dedicated to the expectations of the participants so that the facilitator can tailor each module to the specific needs of every participant. Finally, after each game the facilitator(s) can organise a discussion guided by the GROW model (see before).

The gamification of the CoFA Business Game is finally enhanced by a grading system that makes the participants feel rewarded for their performance during the CoFA simulation. The pinnacle of this grading system is the certificates ceremony at the end of the Business Game, an event frequently found back in the business games we talked about in our interviews.

5.4. Feedback

To enable constant incremental improvements to our Business Game, we developed a system of surveys through which the participants can first of all, give the BRC-FL tips to make the Business Game more relevant and engaging. Second, this survey will enable the BRC-FL to see if the participants learned the basic concepts it taught them, and what changes they made in their day-to-day work life following the workshop. The survey is split into four parts:

- An ex-ante survey that ideally must be completed one month before the Business Game to evaluate the pre-existing knowledge, needs and expectations of the participants.

- A module survey to be completed after each module to assess the content, the difficulty and the relevance of the session.
- An ex-post survey to be filled in during the closing session that enables the participants to evaluate the content of the workshops, the teaching techniques and the instructor(s).
- An ex-post survey conducted one month after the end of the Business Game to evaluate the application of the concepts and tools learnt.

The participants who complete all four surveys can be rewarded, as a team or individually, depending on the game configuration, with a prize. The latter can be a cup or a plaque stating the achievement of the CoFA Business Game.

In addition to this, at the closing of each day (see Table 5), the participants that volunteered to be the ‘eyes and ears’ of the modules will briefly give feedback to the instructor(s) on the day workshops.

5.5. Modularity

One of the key aspects of our game is modularity. This to ensure that the Business Game can be used in different environments, for different participants, within different timeframes. In that way, it can stay relevant and be used for a long time. Having separate modules that each focus on a different business subject, allows to pick the most relevant ones and customise the Business Game with only minor changes.

On top of that, the modularity also exists within each of the module. We designed different games within each module, each with its own learning objectives. This allows the instructor(s) to play only the most relevant games that are available to them, depending on time, knowledge, and place constraints. Furthermore, these games can also be played by a non-predefined number of participants, allowing the Business Game to take place between CoFA departments from various Sub-Saharan countries or within one CoFA department.

Finally, the deliverables are modular in the sense that they do not require much support, not even an internet connection, since all videos requiring internet connection have already been downloaded (see further). Access to electricity would be useful, but to be able to continue in case of an electricity cut, all the handouts could also be printed beforehand to avoid the necessity of projecting the slides for each module.

5.6. Deliverables

To enable anyone to facilitate this workshop, independent of their background and their experience with this type of teaching format, we designed an instructor's manual (see Exhibit 1) gathering for each module the learning objectives, an overview of the presentation, the instructions for the different activities, and a more detailed overview of the theoretical concepts taught in each module. For the participants, we also designed a booklet (see Exhibit 2) with the main take-aways from the modules and supporting materials for the assignments and the games they would play. In addition to this, all the modules, including the introductory and closing sessions, are supported by PowerPoint presentations (see Exhibit 3). Some of the modules finally include Excel files and documents that cannot be handed directly to all participants for confidential or practical reasons. The participants will receive these tools at the appropriate time. Below a list of those tools has been included:

- The four surveys
 - The ex-ante survey (see Exhibit 4)
 - The mid-term evaluation per module (see Exhibit 5)
 - The ex-post survey 1 to be filled in during the closing session (see Exhibit 6)
 - The ex-post survey 2 to be filled one month after the Business Game (see Exhibit 7)
- The Certificate of Achievement (see Exhibit 8)
- The two cases of negotiation
 - First Aid Kits (see Exhibit 9)
 - CoFA Contract (see Exhibit 10)
- The two examples for the CRM-tool demonstration
 - Prospect List Example (see Exhibit 11)
 - Company Information Example (see Exhibit 12)
- The videos displayed in the modules (see Exhibit 13)
 - HR Basics (HR module)
 - Excel Basics (Accounting module)
 - Edit in Excel (Accounting module)
 - Coca Cola TV Advertisement (Marketing module)

- Bad Salesperson (Sales Hunting module)
- CRM (Sales Hunting module)
- Beyond Win-win (Negotiation module)
- SCARF (Negotiation module)
- The videos describing the energisers (see Exhibit 14)
 - Shark Attack
 - Funga Alafia
 - Mosquito
 - People to People
 - Popcorns in the Popper
- The Marketing Simulation (Excel file) (see Exhibit 15)
- The CoFA Business Game Costing Tool (Excel file) (see Exhibit 16)
- The three spreadsheets for the CRM-tool
 - Template (Excel file) (see Exhibit 17)
 - Example (Excel file) (see Exhibit 18)
 - Solutions (Excel file) (see Exhibit 19)
- The Grading Tool (Excel file) (see Exhibit 20)

6. Limitations

The main limitation we faced when developing the CoFA Business Game came from the outbreak of Covid-19. Because of the pandemic situation, we could not get in touch with the staff from all the different National Societies in the partner countries to get insights on their activities, needs and knowledge level. Except for Zambia, Malawi, Lesotho, Mozambique, Eswatini and Zimbabwe for which we managed to reach out to CoFA representatives, we needed to get our information through secondary sources such as Arjan Keijser, Joost Sommen, Alexander Hermans, Thomas Eeman, Eric Decroix and Pello Múgica Gonzalez (see Table 4). The crisis situation also affected our user testing sessions as the latter had to be done remotely. In addition to this, only the representatives from the aforementioned countries could take part in it and those that we did manage to speak, only had limited time for us.

The second limitation was directly related to the way the different CoFA departments work. The tools they use in their daily business – if they use any at all – are very different depending on the country. As an example, Zambia has its own accounting tool while this is not the case for the other countries. As it was not possible to tailor the different modules to the different tools they use, we came with accounting and CRM-tools that are ready to use in all of the aforementioned countries and that can supplement the ones currently used.

Another limitation was the time constraint of the Business Game. Spread over five days, we had to take into account the length of each module to integrate them within the game while sticking to the storyline. This explains why we decided for example to put the strategy module after the HR module, even though the HR part should traditionally follow the strategy to be consistent.

7. Conclusion

The outcome of the BRC-FL project is a Business Game for Commercial First Aid that consists of a simulation supplemented by a variety of games including roleplays, assignments, and cases. This CoFA Business Game has the following specifics:

- The Business Game is a hands-on and interactive tool that enables participants from different seniority and backgrounds to learn by doing, while working together in cross-functional and cross-regional teams.
- The Business Game provides the participants with the basic concepts of HR, strategy, accounting, marketing, sales, and negotiation.
- The Business Game is appropriately contextualised to the Sub-Saharan African environment.
- The Business Game is as gender neutral as possible.
- The Business Game is as inexpensive and low-tech as possible, meaning that it can be played without internet and/or access to electricity.
- The Business Game is highly modular as it is possible for the instructor(s) to adapt the game to the specific needs of the participants, the environment in which it is played, and the timeframe that is allocated for it.
- At the end of the workshop, the facilitators from the BRC-FL have a clear idea on the advancement that the participants made during the Business Game and the areas that remain future action points thanks to feedback sessions and surveys.

Our research on gamification, business games, social enterprises, and education in Africa enabled us to understand the needs and required methodologies for this project. One of the main conclusions we could draw from our research was that we had to focus on enabling interactive learning and learning-by-doing if we wanted to keep the participants engaged throughout our workshop. Experts on educational training in Africa strongly advised us against using passive classroom lectures as their experience taught them this teaching

method is very inefficient in a Sub-Saharan African context. Their opinion was shared by the Red Cross' employees and volunteers who advised us to make the Business Game as interactive and varied as possible. Digging into the academic literature on gamification and business games enabled us to gather insights on how to develop such interactive trainings.

This led us to structure the Business Game around a simulation based on the creation of a CoFA department. This not only ensured that all the modules are nicely linked to each other, it also ensured the fit between our game and the Sub-Saharan context. The people we talked to always stressed the importance of making the content of the game very practical, down-to-earth, and relatable.

For the development of the different modules and games, we started off with writing down clear learning objectives. The interviews we conducted with Vlerick professors greatly helped us in defining the key learnings for every subject. They emphasised the importance of limiting the content of every module to that which would really make a difference in the participants' day-to-day lives. To doublecheck whether we covered everything that is important for the HNS, we also conducted interviews with Red Cross employees from Belgium and the HNS.

To enable the BRC-FL to organise this Business Game in different environments, within different time frames and for participants from different knowledge levels, we made the workshop as modular as possible. We developed separate low-tech modules that the instructor can pick from without losing the storyline. Furthermore, the modularity continues within each module, as the instructor(s) can choose among different games. By developing the game in this way, we were able to cope with the fact that education in Africa is not very inclusive, resulting in HNS with different expertise levels.

Another thing we paid close attention to is enabling enough feedback and discussion during the Business Game as the importance of this came back in all interviews, we had with people who had previously participated in a business game. We therefore made use of the GROW model to foster discussion after every game. To further increase the engagement of the participants, we added gamification elements to our simulation such as a grading system that results in a winning team at the end of the week.

In addition to the development of these modules, we also developed ex-ante and ex-post surveys for the participants to enable constant incremental improvements to the Business

Game. The ex-post survey is furthermore built in such a way that it will also enable the BRC-FL to see whether the participants learned the basic concepts they were taught during the workshop, and if they made any substantial changes in their daily activities as a result of the workshop.

The user testing phase at the end of our project allowed us to check whether our working hypotheses were also valid in the local context (e.g. is the content we cover relevant, are the games easy enough to understand). If changes to a module were needed based on a first review session, the module was adapted and tested by other future participants of the game until we received only positive feedback on it. One major limitation we faced in this phase of the project is that due to the Covid-19 crisis, we had only limited interaction with the staff from the different HNS.

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9. Annexes

Annex 1: Comparison of the Business and Marketing Strategies of the BRC-FL Partner Countries

	CoFA strengths	CoFA weaknesses	CoFA value proposition	CoFA products/ services	CoFA key competitors	CoFA main ongoing communication efforts	CoFA new planned marketing initiatives	CoFA objectives for 2020 (unless specified)
Burundi⁽¹⁾	<ul style="list-style-type: none"> - Goodwill associated with the Red Cross brand - Effective governance, sustainable operations and strategic partners 	<ul style="list-style-type: none"> - Lack of resources - Lack of proper data management system - Lack of coordination 	<ul style="list-style-type: none"> - Effective prevention and response to FA (First Aid) risks and occurrences - Community health - Peaceful cohabitation and culture of peace - Social assistance and economic health of households 	<ul style="list-style-type: none"> - FA trainings - FA kits - FA simulations 	<ul style="list-style-type: none"> - Diaconia - Catholic Relief Services 	/	/	/
Eswatini⁽²⁾	<ul style="list-style-type: none"> - Quality evidence-based material - Flexible and tailor-made 	<ul style="list-style-type: none"> - Not enough FA personnel - No centrally controlled FA account 	<ul style="list-style-type: none"> - Effective prevention and response to FA risks and occurrences 	<ul style="list-style-type: none"> - FA trainings - FA kits - FA simulations 	<ul style="list-style-type: none"> - St. Johns Ambulances - Nosa 	<ul style="list-style-type: none"> - Website and social media - RC events - Direct marketing 	<ul style="list-style-type: none"> - Upscale direct marketing - Engage volunteers door to door 	<ul style="list-style-type: none"> - Increase the number of first aid trainees by 50%

	<ul style="list-style-type: none"> course to suit customers - Good contribution to prevention - Goodwill associated with the Red Cross brand 	<ul style="list-style-type: none"> - High churn rate for instructors 	<ul style="list-style-type: none"> - Friendly and efficient service - Tailor-made content by industry - Compliance to all legislative and regulatory requirements 			<ul style="list-style-type: none"> through emails and pitching - Radio program - IEC material 	<ul style="list-style-type: none"> - Free FA training for politicians - Develop campaigns proposals for potential companies 	
Lesotho⁽³⁾	<ul style="list-style-type: none"> - Government recognition - Qualified and skilled trainers - Quality evidence-based trainings - Auxiliary role by Act of parliament - Goodwill associated with the Red Cross brand 	<ul style="list-style-type: none"> - Lack of an autonomous CoFA unit - Internal politics - Lack of resources - Lack of law enforcement 	<ul style="list-style-type: none"> - Contribution to prevention in addition to reaction - Reputation, credibility and reliability - Tailor-made content by industry - Compliance to all legislative and regulatory requirements 	<ul style="list-style-type: none"> - Basic FA trainings - Basic FA refresher courses - Advanced FA trainings - Advanced basic FA trainings - FA coverages - Factory kits - Office and shop kits - FA refills - Ambulances - Manuals 	<ul style="list-style-type: none"> - Oshem C - Re Mmoho - Nosa 	<ul style="list-style-type: none"> - Direct marketing through emails - National events - Partnerships with nursing institutions and universities/sc hools 	<ul style="list-style-type: none"> - Radio program - Breakfast meetings - Governments lobby - Website - Corporate branding through FA notebooks, calendars, safety pins, caps, banners and t-shirts - Newspapers - Newsletters 	<ul style="list-style-type: none"> - Increase CoFA volume - Obtain the numbers for Accounts department
Malawi⁽⁴⁾	<ul style="list-style-type: none"> - Government recognition - Quality evidence- 	<ul style="list-style-type: none"> - Lack of a well-established CoFA structure 	<ul style="list-style-type: none"> - Quality courses providing effective 	<ul style="list-style-type: none"> - FA trainings (basic, advanced, tailor-made) 	<ul style="list-style-type: none"> - St. Johns Ambulances 	<ul style="list-style-type: none"> - Direct marketing through emails, phone 	<ul style="list-style-type: none"> - Partnership with the Road Safety Council, the Ministry of 	<ul style="list-style-type: none"> - Increase revenues by 35%

	<ul style="list-style-type: none"> - based trainings - Tailor-made trainings by industrial needs - Auxiliary role - Goodwill associated with the Red Cross brand 	<ul style="list-style-type: none"> - No centrally controlled FA account - No full-time CoFA promotor - Absence of regulatory body for FA - Lack of proper procedure and system to reinvest the CoFA funds - Lack of proper data management system - Poor visibility 	<ul style="list-style-type: none"> - prevention and reaction to health risks and occurrences - Tailor-made content by industry and sector - Friendly and efficient service 	<ul style="list-style-type: none"> - FA simulations - Manuals - Ambulances - FA kits - FA coverage for private functions and sporting events 		<ul style="list-style-type: none"> - calls and door to door - Radio and TV programs - Public events and trade fairs - Social medias - Newspapers - Website - Satisfaction surveys 	<ul style="list-style-type: none"> - Labour and the Tea Association 	<ul style="list-style-type: none"> - Increase penetration of CoFA services into the road safety and tourism sectors - Increase awareness, understanding and support of the FA services among the regional and national authorities
<p>Mozambique 5)</p>	<ul style="list-style-type: none"> - Quality evidence-based trainings - Tailor-made trainings by industrial needs - Goodwill associated with the Red Cross brand 	<ul style="list-style-type: none"> - Lack of a well-established CoFA unit - Lack of proper procedure and system to reinvest the CoFA funds - Lack of proper data management system 	<ul style="list-style-type: none"> - Effective prevention and response to FA risks and occurrences - Tailor-made content by industry and sector 	<ul style="list-style-type: none"> - FA trainings (basic, advanced, tailor-made) - FA simulations for road safety - Manuals - FA kits - FA coverage for private functions and sporting events 	<ul style="list-style-type: none"> - Fire Company - South African companies 	<ul style="list-style-type: none"> - Direct marketing through emails, phone calls and door to door - Radio and TV programs - Public events and trade fairs - Social medias - Newspapers - Website 	<ul style="list-style-type: none"> - Partnership with the Road Safety Council, the Ministry of Labour, associations and medicine universities 	<ul style="list-style-type: none"> - Provide development needs to 6% of the population - Increase penetration of CoFA services into the road safety, aquatic, chemical, private schools,

		<ul style="list-style-type: none"> - Lack of CoFA structures with the transport sector - Lack of ambulances service for immediate response - Lack of active FA trainers - Lack of standards in delivering CoFA - Lack of business and strategy plan - No established list of customers 				<ul style="list-style-type: none"> - Government network 		<ul style="list-style-type: none"> kindergarten and airports sectors - Increase awareness, understanding and support of the FA services among the public and the national authorities
<p>Rwanda⁽⁶⁾</p>	<ul style="list-style-type: none"> - Goodwill associated with the Red Cross brand - Available funding - National recognition thanks to the 	<ul style="list-style-type: none"> - Narrow customer base - Lack of business and marketing strategy - Lack of coordination 	<ul style="list-style-type: none"> - Effective prevention and response to FA risks and occurrences - Quality education for trainers by means of voluntary and 	<ul style="list-style-type: none"> - FA kits - Trainings - Coverage 	<ul style="list-style-type: none"> - Healthy People Rwanda (HPR) - Kingfisher Journeys 	<ul style="list-style-type: none"> - Direct marketing through emails and phone calls - Public events and trade fairs - Newspapers - Website - Social medias 	<ul style="list-style-type: none"> - Recruit a brand ambassador 	<ul style="list-style-type: none"> - Grow the customer base - Better alignment between product mix, pricing and customer base

	<ul style="list-style-type: none"> geographical reach - Quality evidence-based material 		<ul style="list-style-type: none"> mandatory trainings - Blended learning development - Compliance to all legislative and regulatory requirements 					
South Africa⁽⁷⁾	<ul style="list-style-type: none"> - Nationwide accessibility - Auxiliary role by the Protection of Emblems Act - Goodwill associated with the Red Cross brand 	<ul style="list-style-type: none"> - No accredited courses - Lack of staff - Lack of coordination 	<ul style="list-style-type: none"> - Provision of quality - Customer customisation - Compliance with safety law 	<ul style="list-style-type: none"> - Accredited FA level 1 - FA level 1 to 3 - Basic FA - Instructors trainings - Basic Fire Fighting - FA coverage - FA kits (car, household, factory and key ring) 	<ul style="list-style-type: none"> - St. Johns Ambulances - Chamber of Mines - Net Care - Sector Education and Training Authority (SETA) accredited service providers 	<ul style="list-style-type: none"> - Direct marketing through emails and phone calls - Community events - Simulations - School competitions - Newspapers - Website - Social medias 	<ul style="list-style-type: none"> - Expand on social medias - Maximise direct marketing with door to door strategies - Expand blended learning - Promote in shopping malls - Expand FA to Northern Cape with the funds of the Danish Red Cross 	- /
Tanzania⁽⁸⁾	<ul style="list-style-type: none"> - Government recognition - Young, innovative and 	<ul style="list-style-type: none"> - High price - Lack of CoFA strategy - Lack of dedicated staff 	<ul style="list-style-type: none"> - Competent FA trainers and quality products 	<ul style="list-style-type: none"> - Basic FA trainings - FA kits - Customised FA kits 	<ul style="list-style-type: none"> - Osha - Tindwa Medical Services 	<ul style="list-style-type: none"> - Direct marketing - Public events (sports) and trade fairs 	<ul style="list-style-type: none"> - CoFA marketing strategy - Customer database 	<ul style="list-style-type: none"> - Establish a CoFA business and marketing strategy

	<ul style="list-style-type: none"> - motivated FA trainers - Auxiliary role - Goodwill associated with the Red Cross brand - Auxiliary role by Act of parliament 	<ul style="list-style-type: none"> - Lack of structure for CoFA within the Tanzania Red Cross Society 	<ul style="list-style-type: none"> - Compliance to all legislative and regulatory requirement - Best corporate partner in value for money 	<ul style="list-style-type: none"> - Manuals - FA coverage for public services and sporting/entertainment events 		<ul style="list-style-type: none"> - Social medias - Newspapers 	<ul style="list-style-type: none"> - Upscale direct marketing through the engagement of FA trainers and regional coordinators - Tailor-made content by industry and sector (especially transport and recreation industries, as well as factories) 	<ul style="list-style-type: none"> - Increase revenues by 50% - Establish a CoFA customers database
<p>Uganda⁽⁹⁾</p>	<ul style="list-style-type: none"> - Goodwill associated with the Red Cross brand - Highly developed technical competencies and reputation in FA services - Support for refugees 	<ul style="list-style-type: none"> - Inadequate resources - Lack of structure for refugees 	<ul style="list-style-type: none"> - Organisational reputation of experience and quality - Improvement of health and social status of vulnerable communities to health emergencies - Customisation of content - Compliance to the local FA 	<ul style="list-style-type: none"> - FA trainings (basic, intermediate, advanced, for workplace, for nannies and child careers, automated external defibrillator, firefighting, road safety) - Instructors trainings - FA kits 	<ul style="list-style-type: none"> - St. Johns Ambulances 	<ul style="list-style-type: none"> - Direct marketing - Social medias - Newspapers - Newsletters - TV programs 	<ul style="list-style-type: none"> - / 	<ul style="list-style-type: none"> - Integrate climate change adaptation

			regulatory requirements	- Ambulances - FA coverage				
Zambia ⁽¹⁰⁾	<ul style="list-style-type: none"> - Goodwill associated with the Red Cross brand - Competitive pricing set - Legal recognition by the government authorities as a provider of FA services 	<ul style="list-style-type: none"> - A lot of competition - Inability to adequately respond to certain FA services because of the lack of equipment (e.g. ambulances) - Lack of a specialised training centre - Inadequate resources - Lack of internal investment in CoFA activities - Failure to penetrate the mining industry - Lack of a robust and integrated communication system 	<ul style="list-style-type: none"> - Organisational reputation of experience and quality - Customisation of content - Compliance to the local FA regulatory requirement - Updated and relevant material and equipment - Competitive pricing and value for money 	<ul style="list-style-type: none"> - FA trainings (cardiopulmonary resuscitation, basic, advanced and mining) - FA equipment (kits, stretchers, refills and boxes) - FA coverage in companies and general public - FA jackets - FA certification 	<ul style="list-style-type: none"> - St. Johns Zambia - Mars Ambulance - Specialised Emergency Services (SES) - Chamber of Mines 	<ul style="list-style-type: none"> - Radio program and shows - National commercial events (simulations and product exhibitions) - Bulk texting services - Redesigned website - Light Box, brochures and fliers - Website - Direct marketing - Personal selling 	<ul style="list-style-type: none"> - Recruitment of a brand ambassador - FA vehicle branding - Installation of FA talking walls at headquarters offices - New uniforms for CoFA staff - New machine for certificate printing 	<ul style="list-style-type: none"> - Increase revenues growth by 15% - Diversity the training offer to include fire training and other FA training fields - Partner with major stakeholders such as the Ministry of Education and the Chamber of Mines on FA certification

		<ul style="list-style-type: none"> - High employee turnover (e.g. Sales and Marketing team) - Understaffed CoFA department - High churn rate for trainers - Lack of strong partnership between the NS and the Ministry of Education in FA trainings 						
<p>Zimbabwe⁽¹¹⁾</p>	<ul style="list-style-type: none"> - Strong legal mandate - Experienced and competent trainers - Goodwill associated with the Red Cross brand - Good relations with stakeholders 	<ul style="list-style-type: none"> - Weak provincial coordination level - Promotion and advertising to be improved - Transport challenges - Lack of financial control 	<ul style="list-style-type: none"> - Effective prevention and response to FA risks and occurrences - Tailor-made content by industry and sector - Compliance to all legislative and regulatory requirements 	<ul style="list-style-type: none"> - Basic Industrial/mini ng FA - Advanced FA - Six Hour FA - FA in School - Nurse Aide - FA kits and replenishment s - FA coverage - FA materials (e.g. 	<ul style="list-style-type: none"> - St. Johns Ambulances - Emergency Medical Rescue Ambulance Service (EMRAS) - Medical Air Rescue Service (MARS) - Ace Air & Ambulance 	<ul style="list-style-type: none"> - Direct marketing - Public and private events (e.g. graduation ceremonies) - Trade fairs (e.g. agricultural shows) - Road shows - Social media 	<ul style="list-style-type: none"> - Video record - Quiz shows for schools - Newspapers 	<ul style="list-style-type: none"> - Increase revenues by an average of 10% a year by 2023 by widening market base and by introducing new services and products - Run targeted promotional activities

	<ul style="list-style-type: none"> - Good network throughout the country - Centralised control and coordination - Auxiliary role 			stretchers, blankets)		<ul style="list-style-type: none"> - Radio and Tv programs - Fliers/brochures/posters 		<ul style="list-style-type: none"> throughout the country - Establish CoFA database
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(1) Red Cross Burundi, 2020.

(2) CoFA Eswatini, 2019.

(3) CoFA Lesotho, 2019 ; Lesotho Red Cross Society, 2019.

(4) CoFA Malawi, 2019 ; Malawi Red Cross Society, 2019.

(5) CoFA Mozambique, 2019 ; Cruz Vermelha de Moçambique, 2019.

(6) Eeman, Hermans & Keijser, 2019.

(7) CoFA South Africa, 2019 ; The South African Red Cross Society, 2019.

(8) CoFA Tanzania, 2019 ; Tanzania Red Cross Society, 2019.

(9) Uganda Red Cross Society, n.d.

(10) CoFA Zambia, 2019 ; Zambia Red Cross Society, 2019 ; Chibesa, 2020.

(11) CoFA Zimbabwe, 2019.

Annex 2: Country Specific Data for the Countries BRC-FL Is Active in (UNESCO Institute for Statistics, 2020)

	Burundi	Eswatini	Lesotho	Malawi	Mozambique	Rwanda	South Africa	Tanzania	Uganda	Zambia	Zimbabwe
Poverty ⁽¹⁾	89.3% (2013)	64.4% (2009)	78.1% (2010)	89.4% (2016)	81.5% (2014)	79.7% (2016)	37.6% (2014)	79% (2012)	69.9% (2016)	74.3% (2015)	47.2% (2011)
Education expenditure ⁽²⁾	20.4% (2017)	24.8% (2014)	13.5% (2018)	14.3% (2017)	/	10.8% (2018)	18.9% (2018)	17.3% (2014)	12.0% (2017)	/	30% (2014)
Technical and Vocational Education and Training (TVET) ^{(3)**}	1.5%	2.3%	/	0.8%	/	2.5%	2.5%	/	/	3.3%	/
Electricity ^{(4)**}	100%	100%	57.2%*	67.8%	57.2%*	87.9%	57.2%*	100%	57.2%*	50.5%	57.2%*
Internet ^{(5)**}	6.8%	69.3%	24%*	24%*	24%*	57.1%	24%*	24%*	24%*	28.5%	24%*
Computers ^{(6)**}	17.1%	100%	40.7%*	44.1%	40.7%*	83.6%	40.7%*	40.7%*	40.7%*	71.4%	40.7%*

*Regional data

**Data on TVET, electricity, internet and computers is data from 2018, for upper secondary education

⁽¹⁾Poverty: Poverty headcount ratio at 3.20 USD a day (2011 PPP) (% of population).

⁽²⁾Education expenditure: Government expenditure on education as % of total government expenditure.

⁽³⁾Technical and Vocational Education and Training and tertiary training: The percentage of youth and adults (target population 25-64 years (European Commission, 2016) and 16-65 years (Organisation for Economic Co-operation and Development, 2015)) who have participated in a formal or non-formal education and training programme in the previous twelve months.

⁽⁴⁾Electricity: Proportion of schools with access to electricity. Data is administrative data from schools and other providers of education or training.

⁽⁵⁾Internet: Proportion of schools with access to the internet for pedagogical purposes.

⁽⁶⁾Computers: Proportion of schools with access to computers for pedagogical purposes.

*Annex 3: Questions to Help Uncover the Goal and Reality and Come Up with Options and Will
(Brown University, n.d.)*

Questions to help uncover the goal:

- What did you want to achieve?
- What would have been the most ideal result?
- What did you try to do?

Questions to help uncover the reality:

- What made it impossible to reach that goal?
- What held you back from reaching that goal?
- How close did you get to that goal?
- What did you do to get so close to that goal?
- What did you do that worked out better than expected?
- What did you do that did not have the intended result?
- Can you tell us what you did and where you think it went wrong?
- What would have helped you to get closer to your goal?

Questions to help come up with a list of options:

- What would you do differently next time?
- If you had to do this exercise again, what would you change?
- What could you try to get an even better result?
- What other approach would you like to try out?

Questions to come up with a list of actions points for the participants:

- What will you do differently next time?
- What key lessons have you learnt out of this?
- What mistake will you never make again?
- What will you definitely do again, if you had to repeat this exercise?

Annex 4: Tips to Manage Common Problems in Group Discussions (Brown University, n.d.)

If the participants talk too much

- Try to subtly redirect the discussion to another person or another topic
- As a facilitator you could also ask a few people to act as observers to the group discussion, reporting back their group discussions
- You could also break up the group into smaller groups, the added advantage of this is that it will encourage the quieter participants to speak up their mind

If the participants do not dare to speak up

- You could let participants write out their feedback on a post it instead
- You could break up the group into smaller groups
- You could ask opinion questions every now and then (e.g. how do you feel about it?) which might reduce their fear for answering incorrectly

If the discussions turn into an argument:

- Take up the role of a strong moderator: ask participants to focus on the ideas instead of the people and force them to refrain from judging
- List both sides of the argument on the blackboard (this will calm the discussions and make them more objective)
- If the discussion depends on certain facts, ask them to show these facts
- If the discussion is one of values, help them to become aware of the different values that are involved

If there are hesitant comments:

- Be patient and encourage the participant to continue (mainly non-verbal)
- Paraphrase their point for rejection or verification by another participant

Annex 5: List of Topics Covered in our Interviews

As mentioned before, we conducted semi-structured interviews, meaning that we did not follow a rigid structure of standardised questions but that we instead let the interviews progress rather organically. All we prepared beforehand was a list of topics we wanted to cover in each interview. What exact questions we asked, in what order and how much time we spent on each, varied on the person we were talking to.

Interviews with business game participants & organisers

Topics covered during interviews with participants:

- Can you tell me a bit about the game you played?
- What did you like most about the game you played?
- What did you not like about the game you played?
- Is there anything you would advise the organiser to do differently next time?
- What were the key learnings that you got out of the game you played?

Topics covered during interviews with organisers:

- Can you tell me a bit about the game you organised?
- What did the participants like most about your game?
- What did they like less?
- Is there anything they advised you to do differently next time?
- From which learning objectives did you create your game?
- Do you have any advice for us on how we can best tackle the creation of such a game?

Interviews with experts on educational trainings in Africa

Topics covered during the interviews:

- How is teaching in Africa different from teaching in Belgium?
- What are the main struggles you encounter when teaching in Africa?
- Are there any learning methods that work particularly well in Africa?
- Are there any learning methods that do not work at all in Africa?
- What is their level of knowledge? How difficult can we make our game?

Interviews with professors and experts on education and gamification

Topics covered during the interviews:

- What content should we definitely cover in this module?
- Around what key learnings should we build our game?
- What type of gamification do you think works best to teach this module?
- How should we approach building a game for this module?
- Is there anything that we should pay special attention to since we teach in an African context?

Interviews with Red Cross employees working in the different NS

- What are the main struggles you face at your CoFA department?
- What is the level of knowledge about this topic in your CoFA department?
- What do you think of teaching the theoretical concepts through this medium?
- What do you think of the content we want to cover in this module?

Interviews for user testing

- What aspects did you especially like and would you certainly keep?
- What would you expand on or spend more time on?
- What would you add to the module?
- What would you do differently?
- What would you eliminate from the module?

10. Exhibits



Exhibit 1: Instructor's Manual



Date of completion: June 2020

Last updated on: ...

Belgian
Red Cross
Flanders

CoFA Business Game: Instructor's Manual

Developed by Olivier D'hondt, Leen van Hees and Victoire Terlinden
on the request of the Belgian Red Cross – Flanders

Note on Structure

This manual is developed to support instructor(s) in facilitating the Commercial First Aid (CoFA) Business Game developed by the Belgian Red Cross – Flanders (BRC-FL). The goal of this Business Game is to make its participants familiar with the most important business areas in a fun and interactive way, enabling them to truly learn by doing. The teaching methods that are proposed hereafter are all evidence-based, gender-neutral and properly contextualised to the Sub-Saharan African context. In addition, the games are all scalable, meaning that the workshop can be given to individual participants as well as teams of (cross-national) participants. Finally, the Business Game is completely modular so that the instructor(s) can tailor the Business Game to the specific needs of the participants. The instructor(s) can not only choose to present one or multiple modules, they can also choose to skip certain parts of the modules without affecting the overall story line of the Business Game.

In addition to this instructor’s manual, the Business Game is also supported by a participants’ booklet, a slide deck, a couple of module specific deliverables and four surveys. Those surveys, taking place before, during and after the CoFA Business Game, ensures the progress measurement of the participants and the relevance of the topics covered (see Figure 1).

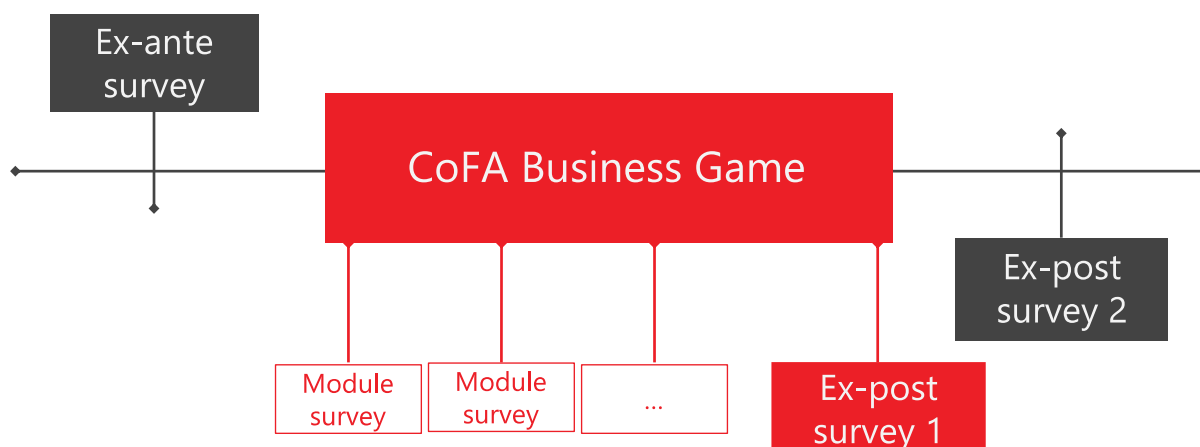


Figure 1: Progress measurement timeline

List of Abbreviations

Abbreviation	Definition
AfCFTA	African Continental Free Trade Area
B2B	Business to Business
BATNA	Best Alternative to a Negotiated Agreement
BRC-FL	Belgian Red Cross Flanders
COGS	Cost of Goods Sold
CRM	Customer Relationship Management
CoFA	Commercial First Aid
DVD	Digital Versatile Disc
Dr.	Doctor
e.g.	<i>exempli gratia</i>
GROW	Goal, Reality, Options and Will
HNS	Host National Society
HR	Human Resources
i.e.	<i>id</i>
KPI	Key Performance Indicator
min.	minute
NS	National Society
P&L	Profit & Loss
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PIN	Positions, Interests and Needs
PPE	Property, Plant and Equipment

R&D	Research & Development
RCD	Red Cross Dollar
SCARF	Status, Certainty, Autonomy, Relatedness and Fairness
SMS	Short Message Service
SWOT	Strengths, Weaknesses, Opportunities and Threads
VHS	Video Home System
WTP	Willingness to Pay

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1. General

1.1. Overview of the CoFA Business Game

The Commercial First Aid (CoFA) Business Game is a workshop designed by the Belgian Red Cross-Flanders (BRC-FL). It is meant to be used in the ongoing capacity building efforts of the BRC-FL in the field of Commercial First Aid. The CoFA Business Game has been conceived as a four-day workshop and is supplemented with a one-day field visit.

The workshop is dedicated to transferring managerial knowledge to local Red Cross staff on common business topics that are relevant to CoFA departments in Sub-Saharan Africa. These business topics are the following:

- Human Resources (HR)
- Strategy
- Accounting
- Marketing
- Sales (hunting and farming)
- Negotiation

Although it can be used more broadly, most examples are intrinsically linked to Commercial First Aid and it is therefore most effective in that setting.

Day 1	Day 2	Day 3	Day 4	Day 5
Introductory session (75 min)	Module 2: Strategy (120 min)	Field visit	Module 4: Marketing (150 min)	Module 7: Negotiation (120 min)
Tea break	Tea break		Tea break	Tea break
Welcoming session and CoFA presentations (75 min)	Module 2: Strategy (120 min)		Module 5: Sales hunting (50 min)	Module 7: Negotiation (90 min)
Lunch	Lunch	Lunch	Lunch	Lunch
Welcoming session and CoFA presentations (75 min)	Module 3: Accounting (120 min)	Field visit	Module 5: Sales hunting (120 min)	Closing session (120 min)
Tea break	Tea break		Tea break	Tea break
Module 1: HR (120 min)	Module 3: Accounting (120 min)		Module 6: Sales farming (120 min)	Closing session (120 min)
Closing of the day (15 min)	Closing of the day (15 min)	Closing of the day (40 min)	Closing of the day (15 min)	

Table 1: Timetable for the CoFA Business Game with duration specified

The Business Game has been developed to guarantee the modularity and scalability of the workshop: it can be played anywhere and at any time by participants from one or several

National Societies (NS). When played with representatives of different CoFA departments, this Business Game is also an opportunity for the participating Host National Societies (HNS) the BRC-FL to strengthen ties and to exchange thoughts on the challenges faced by the Red Cross in Sub-Saharan Africa. Next to this, the workshop is also an opportunity for the representatives of the host country to showcase the operations of their CoFA department during a one-day visit that generally takes place in the middle of the week.

1.2. Storyline of the CoFA Business Game

The participants will run their own virtual CoFA department during the business game. The creation of their own CoFA department requires the participants to take strategic decisions on the different business topics covered throughout the Business Game: human resources, strategy, accounting, marketing, sales, and negotiation.

In this simulation, the participants will build their new CoFA department from scratch. Therefore, their first assignment will be to select a team, assign everyone a specific role, and look for two new hires by writing two vacancies to recruit new team members. Once the different CoFA departments are set up, the participants need to decide on a strategy for their CoFA department. In its most basic form, they have to determine the direction they want to take with their CoFA departments and come up with a plan on how to get there.

For the next exercise, we jump into the future. By then, the newly created CoFA departments have been up and running for a while and it is time for the participants to analyse their financials to check how they are doing. More specifically, the participants need to calculate the production cost of their products and services with the help of the Excel costing tool designed by the BRC-FL. Next to this, as in every other company, they need to keep track of the bigger picture through the creation of both an income statement and a cash-flow statement.

Now that the participants have a CoFA department that is up and running, it is time to boost its growth through the creation of a marketing plan. Such a marketing plan requires the participants to decide on the five P's (product, place, price, people and promotion) of marketing. The participants will insert these decisions in a preconfigured Excel, and in return they will receive a results sheet that shows the impact of their decisions on their bottom-line.

In the next module, the participants will have to put themselves in the shoes of their sales representatives. They will experience what it is like to call prospective clients for the first time and how they can establish a relation with them.

In the final module on negotiations, we jump ahead to a few days after the purchase. At this point, the client calls the CoFA department to explain that they want to renegotiate their sales contract. Apparently, the client's partner had accused the client of being too soft all the time, and they wanted to prove the partner wrong by showing that they could play hard ball if they

wanted too. It is up to the participants to negotiate the best possible deal for their CoFA department.

To ensure a proper understanding of each topic before engaging in the simulation, the learning content will first be taught through various exercises and theory sessions. Among those exercises, there are:

- Discussions
- Roleplays
- Assignments
- Cases

The learning experience is further supplemented by videos¹ and open-ended questions that are inserted in the PowerPoint presentation of each module.

1.3. Overview of the Manual

This booklet includes the instructions for the modules developed within the framework of the CoFA Business Game². This booklet contains instructions for the following nine modules:

- Introductory Session
- Human Resources
- Strategy
- Accounting
- Marketing
- Sales Module 1: Hunting
- Sales Module 2: Farming
- Negotiation
- Closing Session

For each module described in this booklet, the instructor(s) will always find the following four items ordered as below:

1. The learning objectives
2. The overview of the modules
3. The instructions for the assignments, roleplays, cases and the CoFA simulations discussed in the overview of the modules
4. The theory supporting the slides discussed in the overview of the modules

¹ All the videos have previously been downloaded in a separate folder (see section 1.4.). An internet connection is therefore not needed to display them.

² Instructions are also provided for the field visit and the observer's role (see sections 11. and 12.).

The instructions (3.) are subdivided in the following four to seven sections:

- Objectives
- Operational needs
- Advance preparation
- Operating procedures
- What to expect in terms of results (when necessary)
- General discussion induced by the exercise (when necessary)
- Explanation of the Excel file (when necessary)

The time needed for each module is also specified but the instructor(s) should be aware that the timing is highly dependent on the number of participants and teams.

1.4. Deliverables

The CoFA Business Game is built around PowerPoint presentations for each module. Next to this, the participants have a participants' booklet to help them follow the different topics covered throughout the Business Game and to fill in the exercises. Some of the modules finally include Excel files and documents that cannot be handed directly to all participants for confidential or practical reasons. The participants will receive these tools and files from the instructor(s) at the appropriate time. Below you can find a list of those tools and files:

- The four surveys
- The certificate of achievement
- The two cases of negotiation: 'CoFA Contract' and 'First Aid Kits'
- The two examples for the CRM tool demonstration: 'Company Information' and 'Prospect List'
- The marketing simulation (Excel file)
- The CoFA Business Game costing tool (Excel file)
- The costing tools of Eswatini, Lesotho, Malawi, Mozambique, Rwanda, South Africa, Tanzania, Zambia and Zimbabwe (Excel files)
- The three spreadsheets for the CRM tool: the template, the example and the solutions (Excel files)
- The grading tool (Excel file)
- The recording of the accounting module
- The downloaded videos of the modules
- The downloaded videos of the energizers

All those tools and files can be found in the CoFA Business Game folder.

1.5. General Remark

The currency used for the assignments, cases, roleplays and simulations are Red Cross Dollars (RCD). By using a virtual currency, the Business Game does not need to grapple with exchange rates and related issues. If played in an individual country, the instructor(s) might state that the value of RCD is equal to the local currency to aid comprehension.

In the numerical assignments, the grey boxes in the tables must be filled in. For the other assignments, white boxes are given in the participants' manual to be filled in.

1.6. Grading

At the end of every module the participants will receive a grade between 1-10. This score counts towards the overall grade for their final assignment, the CoFA simulation. This way they can see after every module where they rank compared to the rest, and who is most likely to win the business game.

This also means that the instructor(s) should not show the grade for the final module (negotiation module) as that grade will determine the final ranking. This should be kept secret until the award ceremony during the closing module. An Excel grading tool provided among the CoFA Business Game's deliverables (see section 1.4.) should help the instructor(s) compute the winners.

1.7. Energizing the Participants with Energizers

Throughout the Business Game, it is recommended to use energizers to engage and motivate the audience. Below the instructor(s) can find a list of suggestions.

1.7.1. The Clapping Game

Make groups of at least four people and form a circle around a table. Everyone puts their hands on the table. Everyone puts their right arm over the arm of the person on their right, and left arm under the arm of the person on their left. Now the game can begin.

One person starts by tapping once on the table with their right hand. The hand that lays next to their right hand has to tap now. This continues clockwise. A person can also tap twice. In that case, the direction in which hands are tapping changes. If someone taps too early, or too late, they have to remove their hand from the table by putting it behind their back. If someone loses both of their hand, they are out of the game. The person that is left at the end, wins.

1.7.2. Lemon Lemon

Form a circle of chairs. Everyone sits in a chair and one person stands in the middle. This person provides the audience with a personal statement that is true. A few examples:

- My favourite colour is yellow
- I like football
- I am married
- I have one brother
- I was born in Rwanda

All people for which this statement is also true, have to stand up from their chair and find a new one to sit in. It is prohibited to change to the chair next to you. The person in the middle has to find a chair to sit on. If they manage to do so, one person that sat on a chair before, will now be left standing. They will now stand in the middle of the circle and give a statement about themselves. And the game repeats itself.

If the person in the middle shouts 'lemon lemon', everyone in the circle has to stand up and find a new chair.

1.7.3. Guess the Leader

Appoint one person who will play the role of detective. The detective leaves the room for one minute. All the others stand in a circle and appoint a leader. Once the leader is appointed, all the participants should start moving. The detective cannot know who the leader is! The detective enters the room again and stands in the middle of the circle. The leader makes a repetitive movement, and all the others copy it. After a few seconds, the leader makes another movement and the rest copies this again. A few examples:

- Stomping on the floor with your right foot
- Rubbing your belly with your left hand
- Tapping your nose with the pink of your right hand.

The detective has to find out who the leader is.

1.7.4. The Age Row

Without talking, form a row with the youngest person on the far left and the oldest person on the far right.

1.7.5. The No Smiling Game

Form groups of two or more. Look each other in the eyes and try not to laugh. The person that can stand there without laughing the longest, wins the game.

1.7.6. Shark Attack

As this energizer requires the display of a video, the instructor(s) will find it in the folder dedicated to this purpose (see section 1.4.).

1.7.7. Funga Alafia

As this energizer requires the display of a video, the instructor(s) will find it in the folder dedicated to this purpose (see section 1.4.).

1.7.8. Mosquito

As this energizer requires the display of a video, the instructor(s) will find it in the folder dedicated to this purpose (see section 1.4.).

1.7.9. People to People

As this energizer requires the display of a video, the instructor(s) will find it in the folder dedicated to this purpose (see section 1.4.).

1.7.10. Popcorns in the Popper

As this energizer requires the display of a video, the instructor(s) will find it in the folder dedicated to this purpose (see section 1.4.).

1.8. Closing of the Day: Eyes and Ears

For every module, the instructor(s) should ask the participants who want to be the eyes and the ears of the presentation on a voluntary basis.

- Eyes: look at what is going on in the workshop:
 - 'What is the mood of participants?'
 - 'Does everyone participate?'
 - 'Any other observations?'

- Ears: listen to what is going on in the workshop:
 - 'Do all participants understand what is being discussed?'
 - 'Does anything need to be improved /changed?'

They should present their insights at the end of each day during the so-called 'Closing of the day'. It will also be an opportunity for the participants to reflect on the lessons learnt and to share what they want to do with their new-found knowledge.

1.9. Forming Teams

This business game can be played with participants:

- From different National Societies
- Belonging to one National Society

In the case of various National Societies, the participants will be divided into different teams for the assignments, discussions, cases and roleplays by the instructor(s). For the CoFA simulation, the playing teams will be the National Societies teams. If there are less than two participants in a team, different National Societies should be mixed together.

If the Business Game is played by only one NS, teams should be formed by the instructor(s) for the assignments, discussions, cases, roleplays and the CoFA simulation. This will promote diversity of ideas. An efficient way to divide participants into teams is to give them a number from e.g. one to three. The people with number one, form team one, the people with number two form team two, and so on.

1.10. Giving Feedback through the GROW Model

Business Games must be centred on the feedback received by the participants, this should be done in a way that enables the participants to discover the real problems they faced and to learn how to best overcome them in the future. It is crucial to first understand the problem before one can learn how to solve it.

To reach this goal, the instructor(s) should make use of the Goal, Reality, Options and Will (GROW) model when they need to give feedback after an assignment, a roleplay, a case or a simulation. The term GROW stems from the four basic concepts that underlay the model, being Goal, Reality, Options and Will (see Figure 2).

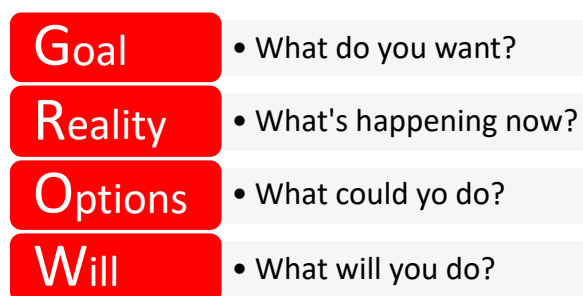


Figure 2: The GROW model

To identify the Goal, Reality, Options and Will of each problem-solving situation, the instructor(s) should come with specific questions.

Questions to help uncover the goal:

- What did you want to achieve?

- What would have been the most ideal result?
- What did you try to do?

Questions to help uncover the reality:

- What made it impossible to reach that goal?
- What held you back from reaching that goal?
- How close did you get to that goal?
- What did you do to get so close to that goal?
- What did you do that worked out better than expected?
- What did you do that did not have the intended result?
- Can you tell us what you did and where you think it went wrong?
- What would have helped you to get closer to your goal?

Questions to help come up with a list of options:

- What would you do differently next time?
- If you had to do this exercise again, what would you change?
- What could you try to get an even better result?
- What other approach would you like to try out?

Questions to come up with a list of actions points for the participants:

- What will you do differently next time?
- What key lessons have you learnt out of this?
- What mistake will you never make again?
- What will you definitely do again, if you had to repeat this exercise?

In addition to the identification of those concepts, a feedback session should be conducted in an inclusive environment that encourages participation from everyone. Creating an inclusive environment with constructive discussions can be achieved by stating the goal of the session upfront and tell the participants they should not be afraid to share their thoughts as it is important that they can learn from each other. Therefore, the more diverse the findings are, the better. It has to be clear that the goal is not to see who tackled the assignment best and that there is no single right way. To guarantee the active participation of everyone, dominant participants should be asked to leave the floor to others sometimes and time should be provided to the participants to gather their thoughts before the start of the session. In addition

to this, the participants starting an interesting discussion between them should not be stopped. This is key to allow the participants to learn from each other.

To encourage participation from everyone, the instructor(s) should write down participant's comments and paraphrase the comments to show that they understood. They can also ask follow-up questions and ask for further clarification. In addition to this, they should encourage the participants to build on each other's comments by relating previous comments to the new ones. However, some problems can occur in such group discussions. The most common problems are the following:

- Participants who talk too much
- Participants who do not dare to speak up
- Discussions which turn into an argument
- Hesitant comments

To counter these common problems, here are a range of tips:

If the participants talk too much

- Try to subtly redirect the discussion to another person or another topic
- As a facilitator you could also ask a few people to act as observers to the group discussion, reporting back their group discussions
- You could also break up the group into smaller groups, the added advantage of this is that it will encourage the quieter participants to speak up their mind

If the participants do not dare to speak up

- You could let participants write out their feedback on a post it instead
- You could break up the group into smaller groups
- You could ask opinion questions every now and then (e.g. how do you feel about it?) which might reduce their fear for answering incorrectly

If the discussions turn into an argument:

- Take up the role of a strong moderator: ask participants to focus on the ideas instead of the people and force them to refrain from judging
- List both sides of the argument on the blackboard (this will calm discussions and make them more objective)
- If the discussion depends on certain facts, ask them to show these facts
- If the discussion is one of values, help them to become aware of the different values that are involved

If there are hesitant comments:

- Be patient and encourage the participant to continue (mainly non-verbal)
- Paraphrase their point for rejection or verification by another participant

1.11. Survey

In addition to the GROW model which is used throughout the workshop to give feedback and evaluate the participants, a survey ensures the proper development of the various workshops. This survey is split into four parts (see section 1.4.):

- An ex-ante survey that ideally must be completed one month before the Business Game to evaluate the pre-existing knowledge, needs and expectations of the participants.
- A module survey to be completed after each module to assess the content, the difficulty and the relevance of the session.
- An ex-post survey to be filled in during the closing session that enables the participants to evaluate the content of the workshops, the teaching techniques and the instructor(s).
- An ex-post survey conducted one month after the end of the Business Game to evaluate the application of the concepts and tools learnt.

The participants who complete all four surveys can be rewarded, as a team or individually, depending on the game configuration, with a prize. The latter can be a cup or a plaque stating the achievement of the CoFA Business Game.

2. Introductory Session

2.1. Learning Objectives

This workshop will:

- Give the participants a chance to introduce themselves
- Allow the participants to share their expectations
- Enable the participants to share best practices with each other
- Give the instructor(s) the opportunity to present an overview of the topics covered

2.2. Overview of the Module (+/- 215 minutes)

Overview of the module		
Module part	Duration	Slides
Introduction	+/- 5 min	1-3
DISCUSSION: Get to know each other	+/- 90 min	4-6
ASSIGNMENT: Get to know each other	+/- 30 min	7
DISCUSSION: Let's share	+/- 60 min	8-11
Overview of the week	+/- 10 min	12-15
Overview of the modules and the materials	+/- 5 min	16-17
Wrap-up	+/- 10 min	18
Conclusion	+/- 5 min	19

Table 2: Overview of the introductory session

Slides 1-3: Introduction (+/- 5 minutes)

Start with energizing the participants with an energizer. The instructor(s) can find a list of energizers in section 1.7. of this booklet. Also ask two people to serve as the eyes and ears for this presentation:

- Eyes: look at what is going on in the workshop:
 - o 'What is the mood of participants?'
 - o 'Does everyone participate?'
 - o 'Any other observations?'
- Ears: listen to what is going on in the workshop:
 - o 'Do all participants understand what is being discussed?'
 - o 'Does anything need to be improved /changed?'

After this, set the ground rules for the rest of the week:

- Confidentiality
- No cell phones
- Respect each other

- Respect the timeslots

Slides 4-6: DISCUSSION: Get to know each other (+/- 90 minutes)

Give everyone the chance to present themselves. To help the participants do this in a structured manner, they can look at the icebreaker questions on slide 5:

- Work
 - o Where do you come from?
 - o What is your function?
 - o Why are you here today?
- Personal
 - o What are your hobbies?
 - o What is your passion?
 - o What is your spirit animal?
- Surprise
 - o Tell us something fun about yourself that no one could have guessed

Once that is done the participants get together with their respective CoFA teams. Post-its are distributed to answer the questions on slide 6:

- Who:
 - o Where is your CoFA team from?
 - o How many people work for it?
 - o When was it founded?
 - o What makes it special?
- Where:
 - o What are your CoFA department's short-term goals?
 - o How do you see the future of your CoFA department?
- What:
 - o How will this workshop help you to achieve the goals of your CoFA department?
 - o What do you hope to get out of this week?

All those post-its are then put on a big piece of paper under the right questions (either who, where or what) and the instructor(s) share(s) the main findings. The participants can then fill out section 2.1. in the participants' booklet.

Slide 7: ASSIGNMENT: Get to know each other (+/- 30 minutes)

To finish the 'Get to know each other' part, the instructor(s) introduce(s) the questions game. Follow the instructions in the table below (detailed instructions can be found in section 1.3.1. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: none - Time required: +/- 30 minutes - Special materials: none - Special physical requirements: enough space for people to walk around
Operating procedure	<p>The instructor(s) ask(s) the participants to write down two atypical questions on a piece of paper. These questions can be something like:</p> <ul style="list-style-type: none"> - If you had to choose between an active holiday or a holiday in a resort, what would you pick? - What makes your country special? <p>The participants then start walking around in the room until the instructor(s) say(s) 'stop'. When they hear 'stop', they have to go to the person closest to them and ask them one of the two questions. After +/- four minutes the instructor(s) say(s) 'go'. On this signal, the participants switch sheets and start walking again. This exercise is repeated until the time has passed or all participants have been able to speak to each other.</p>

Table 3: Overview of the ASSIGNMENT: Get to know each other

Slides 8-11: DISCUSSION: Let's share (+/- 60 minutes)

The different CoFA departments get +/- 10 minutes to think about the biggest opportunities and challenges their CoFA department faces and some winning tips they have for the other participants³. Each CoFA department then presents these to the other participants. To make this exercise more fun, the instructor(s) could add a twist here: forbid the presenters to speak. Instead, they must try to portray the opportunities, challenges and tips they came up with and it is up to the others to guess what they mean.

When this exercise is done, the participants once again get together with their own CoFA department and think for +/- 20 minutes about the five biggest successes they've had, the five biggest mistakes they have made and five things that surprised them in either a positive or a negative way (if available they can use an A3 sheet of paper to assist them). Throughout the discussion, they can fill in section 2.2. of their participants' booklet.

Slides 12-15: Overview of the week (+/- 10 minutes)

Present the storyline of the coming week and the different modules that will be covered and the agenda.

Slides 16-17: Overview of the modules and the materials (+/- 5 minutes)

Tell the participants how the modules are built up and what they can find in their booklets. The information in their booklet consists of the following three elements:

- Templates for the assignments
- Key take-aways of every session

³ If there is only one National Society, go directly to second part of the discussion and provide the participants with a list of challenges a CoFA department typically faces.

- Space for taking notes

The participants can find this information back in section 2.3. of their booklet.

Slide 18: Wrap-up (+/- 10 minutes)

Ask the participants to form teams for the CoFA simulation and to come up with a funny name for their team.

In the case of various National Societies, the playing teams for the CoFA simulation will be the National Societies teams. If there are less than two participants by teams, different National Societies should be mixed together. In the case of participants belonging to one National Society, teams should be formed by the instructor(s) for the CoFA simulation. This will promote diversity of ideas. An efficient way to divided participants into teams is to give them a number from e.g. one to three. The people with number one, form team one, the people with number two form team two, and so on.

Slide 19: Conclusion (+/- 5 minutes)

Finish the session on slide 19. Let the participants reflect on their own next steps in their NS during +/- five minutes. They can write them on post-its provided by the instructor(s).

1.3. Instructions for the Assignment

1.3.1. ASSIGNMENT: Get to Know Each Other

Objectives

The purpose of the assignment is to:

- Get the participants to know each other on a deeper level by asking some atypical questions

Operational needs

- **Group size:** none
- **Time required:** +/- 30 minutes
- **Special materials:** none
- **Special physical requirements:** enough space for people to walk around

Operating procedures

The instructor(s) ask(s) the participants to write down two atypical questions on a piece of paper. These questions can be something like:

- If you had to choose between an active holiday or a holiday in a resort, what would you pick?
- What makes your country special?

The participants then start walking around in the room until the instructor(s) say(s) 'stop'. When they hear 'stop', they have to go to the person closest to them and ask them one of the two questions. After +/- four minutes the instructor(s) say(s) 'go'. On this signal, the participants switch sheets and start walking again. This exercise is repeated until the time has passed or all participants have been able to speak to each other.

3. Human Resources

3.1. Learning Objectives

This workshop will:

- Give a basic understanding of the different tasks of Human Resources (HR)
- Introduce the concept of an organigram
- Give an idea of some basic, achievable and realistic Key Performance Indicators (KPI's)
- Introduce the participants to the different HR levels
- Teach how to handle a conversation in which they are required to give negative feedback
- Teach the participants how to look at candidates' profiles

3.2. Overview of the Module (+/- 120 minutes)

Overview of the module		
Module part	Duration	Slides
Introduction	+/- 5 min	1-5
ASSIGNMENT: The paper company	+/- 30 min	6-11
THEORY: HR levels	+/- 10 min	12-14
THEORY: Operational level	+/- 10 min	15-20
ROLEPLAY: Performance management	+/- 20 min	21-22
CoFA SIMULATION: Set up your own team	+/- 40 min	23-24
Conclusion	+/- 5 min	25

Table 4: Overview of the HR module

Slides 1-5: Introduction (+/- 5 minutes)

Go over the agenda of the day and listen to what the participants want to get out of this module. Shortly explain what HR entails, making use of the image on slide 5. Also ask two people to serve as the eyes and ears for this presentation:

- Eyes: look at what is going on in the workshop:
 - o 'What is the mood of participants?'
 - o 'Does everyone participate?'
 - o 'Any other observations?'
- Ears: listen to what is going on in the workshop:
 - o 'Do all participants understand what is being discussed?'
 - o 'Does anything need to be improved /changed?'

Slides 6-11: ASSIGNMENT: The paper company (+/- 30 minutes)

Introduce the assignment on slide 7. Divide the participants in teams and start the assignment. Follow the instructions in the table below (detailed instructions can be found in section 3.3.1. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: teams of two to five participants assigned by the instructor(s) - Time required: +/- 30 minutes - Special materials: section 3.1.1. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	<p>Once the participants are divided in teams, they should have time to read the assignment on slide 7. They then have +/- 10 minutes to place and discuss the function titles in the appropriate boxes in the organigram in Part I of the assignment in their participants' booklet in section 3.1.1. After this, they have another +/- 10 minutes to look at the profiles of six different applicants on slide 10 and make a choice to fill in the position provided on slide 9 and in Part II of the assignment in section 3.1.1. of their booklet.</p> <p>Once the two questions completed, the participants should show their solution for the first assignment and motivate their answer (+/- five minutes). The same amount of time (+/-5 minutes) should then be dedicated to a discussion about the outcomes of the second question. The instructor(s) should emphasise the fact that there is no wrong or right answer.</p>

Table 5: Overview of the ASSIGNMENT: The paper company

When the participants are finished, show the solution on slide 11 and have a discussion about the different outcomes.

Slides 12-14: THEORY: HR levels (+/- 10 minutes)

Explain the three different levels of HR management using the triangle framework on slide 13, as well as the added value associated with each level on slide 14.

Slides 15-20: THEORY: Operational level (+/- 10 minutes)

Zoom in on the operational level with the four different services delivered on this level on slide 15. Discuss them one by one on slides 17-19. Refer back on the first assignment when discussing organisation and job design on slide 17.

Slides 21-22: ROLEPLAY: Performance management (+/- 20 minutes)

Introduce the assignment on slide 21 and give some tips on slide 22. Follow the instructions in the table below (detailed instructions can be found in section 3.3.2. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: none - Time required: +/- 20 minutes - Special materials: none - Special physical requirements: none
Operating procedure	<p>One volunteer can come up to the front of the room and play the role of the manager provided on slide 21. The instructor(s) can play Zayn. During the first +/- 10 minutes, the manager gives feedback to Zayn. After this, the participants and the instructor(s) can comment on what the manager did right or wrong during +/- 10 minutes.</p>

Table 6: Overview of the ROLEPLAY: Performance management

Slides 23-24: CoFA SIMULATION: Set up your own team (+/- 40 minutes)

Introduce the simulation on slide 23. Follow the instructions in the table below (detailed instructions can be found in section 3.3.3. of this manual):

Operational needs	<ul style="list-style-type: none">- Group size: NS teams- Time required: +/- 40 minutes- Special materials: section 3.1.3. of the participants' manual- Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	Once the participants are divided in teams, they should have time to read the assignment on slide 23. They should then think about what the most important functions for their new CoFA department are and sketch an organigram during +/- 15 minutes in their booklet in section 3.1.3. During another +/- 15 minutes, they should develop two profiles of people they would hire and specify their profile in their manual. Afterwards, the participants should discuss their outcomes during +/- 10 minutes.

Table 7: Overview of the CoFA SIMULATION: Set up your own team

Slide 25: Conclusion (+/- 5 minutes)

Finish the module on slide 25. Let the participants reflect on their own next steps in their NS during +/- five minutes. They can write them on post-its provided by the instructor(s).

3.3. Instructions for the Assignment, the Roleplay and the CoFA Simulation

3.3.1. ASSIGNMENT: The Paper Company

Objectives

The purpose of the assignment is to:

- Introduce the concept of an organigram
- Make participants think of profiles to fill in a job

Operational needs

- **Group size:** teams of two to five participants assigned by the instructor(s)
- **Time required:** +/- 30 minutes
- **Special materials:** section 3.1.1. of the participants' manual
- **Special physical requirements:** enough space for people to be in separate groups separated from each other

Operating procedures

Once the participants are divided in teams, they should have time to read the assignment on slide 7. They then have +/- 10 minutes to place and discuss the function titles in the appropriate boxes in the organigram in their participants' booklet in section 3.1.1. Part I. After this, they have another +/- 10 minutes to look at the profiles of six different applicants on slide 10 and make a choice to fill in the position provided on slide 9 and in Part II of section 3.1.1. of their booklet.

Once the two questions completed, the participants should show their solution for the first assignment and motivate their answer (+/- five minutes). The same amount of time (+/-5 minutes) should then be dedicated to a discussion about the outcomes of the second question. The instructor(s) should emphasise the fact that there is no wrong or right answer.

What to expect

For the first question of the assignment, there is one right solution. The instructor(s) can find it here:

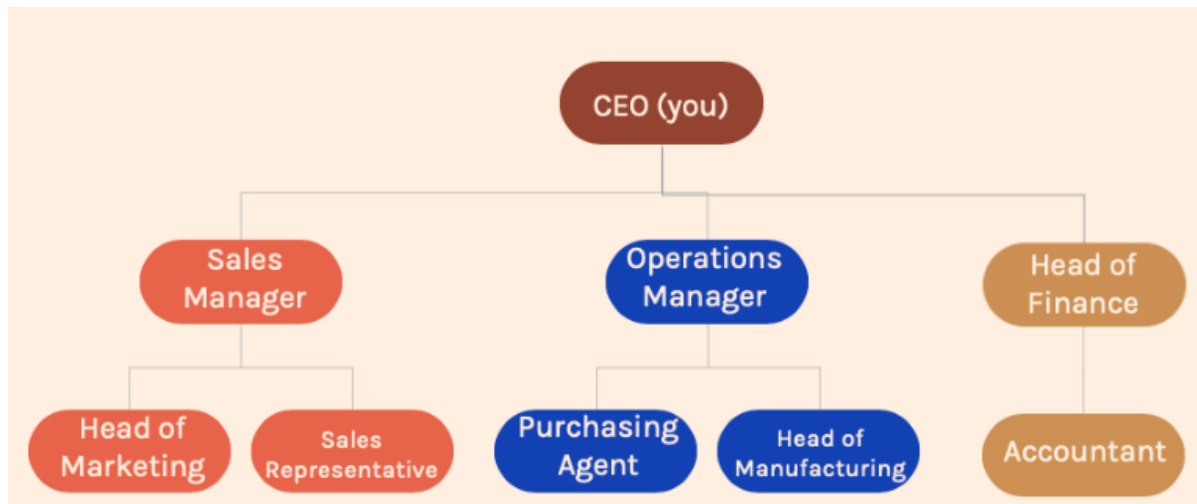


Figure 3: Solution for the organigram

For the second question, there is no right or wrong answer. Some groups will prioritise experience while others will prioritise education, or even soft skills over education and experience. It is also possible to choose a profile in which there is a nice balance for all of them. Make clear that HR is dealing with people, and that with people, not everything is as wrong/right as in mathematics.

3.3.2. ROLEPLAY: Performance Management

Objectives

The purpose of the simulation is to:

- Let the participants think about how to give negative feedback
- Teach the participants what constructive feedback is

Operational needs

- **Group size:** none
- **Time required:** +/- 20 minutes
- **Special materials:** none
- **Special physical requirements:** none

Operating procedures

One volunteer can come up to the front of the room and play the role of the manager provided on slide 21. The instructor(s) can play Zayn. During the first +/- 10 minutes, the manager gives feedback to Zayn. After this, the participants and the instructor(s) can comment on what the manager did right or wrong during +/- 10 minutes.

3.3.3. CoFA SIMULATION: Set Up your Own Team

Objectives

The purpose of the simulation is to:

- Let the participants construct an organigram for their own simulated CoFA department
- Think about the most important profiles they would need for the aforementioned department

Operational needs

- **Group size:** NS teams
- **Time required:** +/- 40 minutes
- **Special materials:** section 3.1.3. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Once the participants are divided in teams, they should have time to read the assignment on slide 23. They should then think about what the most important functions for their new CoFA department are and sketch an organigram during +/- 15 minutes in their booklet in section 3.1.3. During another +/- 15 minutes, they should develop two profiles of people they would hire and specify their profile in their manual. Afterwards, the participants should discuss their outcomes during +/- 10 minutes.

Grading

If played individually:

Everybody gets 10 points to start the game because they all did a great job.

If played in teams:

Everybody gets 10 points to start the game because they all did a great job.

The grading system of this simulation is based on the fact that different grades cannot be given as there is no one right or wrong answer.

3.4. Theory Supporting the Slides

HR, a definition

HR is the function in an organisation that deals with people and issues related to people such as recruiting and hiring employees, compensation and benefits, onboarding employees, performance management, training, organisational development and design and culture.

HR is managed on three levels

- **Strategic:** linking human resources strategy with organisational mission and the work of people in the organisation.
- **Operational:** managing functional human resources activities and balance issues of employee and employer.
- **Administrative:** recordkeeping, process administration and compliance efforts.

Strategic planning accounts for 10% of the costs, operations for about 30% and administration for 60%. However, strategic planning adds 60% of the value, operations about 30% and administration only 10%.

Operational level

We will go further into the **middle or operational level**, now, as this is the place where most of the different activities find place that an HR employee is concerned with. It is subdivided in different tasks. The main tasks are discussed below:

1) **Organisation and job design**

By structuring an organisation, everyone knows exactly what their job is, who they are supposed to report to and what profiles are needed to get the job done.

2) **Development and training**


Developing and training the employees is important to improve people and performance.

3) **Compensation and rewards**

This refers to the financial and non-financial tools used to attract, motivate and retain employees.

4) **Talent management**

A first important aspect of talent management is **recruitment and selection of employees**. To recruit and select employees, it is key for a company to provide enough information to the



candidates about the job and make a fair assessment and transparent selection of prospective candidates. When looking at candidates, important parameters are education, work experience, personality, interests and fit with the company. To goals of a business in recruiting are the following:

- Attract top talent and minimize costs in doing so
- Make accurate selection decisions
- Maximise the fit between person-job and person-organisation
- Gain insight in the strengths and weaknesses of candidates

A second aspect of talent management is **retaining good employees**. It is therefore important to keep them engaged and motivated. Here are some ways to achieve that goal:


- Induce supportive leadership
- Sustain empowerment of individuals
- Encourage teamwork
- Create a nice working environment
- Recognise and reward the right people
- Organise internal rotation and promotion policy
- Craft jobs (make people do what they are really good at)

5) Performance management

Performance management refers to the processes used to ensure that the organisation connects its mission with the work of the employees. There are **company KPI's** and **individual KPI's**. For a CoFA department, some relevant KPI's are revenues generated, trainings sold and new customers acquired. Individual KPI's can be new customers acquired per person and trainings sold to existing customers.

How to evaluate employees?

- **Set performance standards** that outline what an employee in a specific role is expected to accomplish and how the work should be done. They must apply to every employee who holds the same position. The standards should be achievable and they should relate directly to the person's job description.
- **Set specific goals** that are specific to each employee (unlike performance standards, which apply to multiple workers). These are particular to the strengths and weaknesses of the individual employee and can help them improve their skills or learn new ones.
- **Take notes** throughout the year by creating a performance file for each worker. Keep notable accomplishments or incidents, regardless of whether they are e positive or negative. You can give immediate feedback to employees when something stands out



as well, you do not have to wait until the year-end review process to give positive or constructive criticism.

- **Be prepared** for the evaluation meeting ahead of time. Review your documentation before the meeting and make notes of what you want to discuss. It should be mostly about the positive elements of the employee's performance, and some advice on how to improve in the future. Because if the worker's performance was mostly negative, they probably would not still be working for you.
- **Be honest and specific** with criticism: when you need to give criticism in an evaluation, be honest and straightforward. Do not try to sugar-coat the situation, which can confuse the employee. Give clear examples and then provide helpful, specific advice on how the employee can improve in the future.
- **Do not compare** employees as the purpose is to review the performance of each staff member against a set of standard performance metrics. It is not helpful to compare the performance of one employee to another. This can lead to unhealthy competition and resentment. Always circle back to your evaluation framework, not the performance of other workers.
- **Evaluate the performance, not the personality:** the evaluation should focus on how well the employee performs their job, rather than their personality traits. When you make judgements about the employee's personality, they can feel attacked and the conversation can turn hostile. So, rather than i.e. giving feedback about an employee being immature or emotional, instead give specific examples of the employee's actions in the workplace that demonstrate those characteristics.
- **Have a conversation:** it should not be a one-way street where the manager gives feedback and the employee listens to that feedback. Instead, it should be a conversation between the two of you. Listen to your employee's concerns and how they'd like their career to grow. Find out how you and the team can help the employee meet their career goals. You may also ask for an employee to provide a self-evaluation of how they think they performed at their job for the year. A performance review should allow the employee to review the workplace, their managers and themselves, as well as reflect on their own career growth.
- **Ask specific questions to foster productive conversations** with employees. It can help to enter the room with specific questions you'd like to discuss with the worker. Some questions:
 - What do you hope to achieve this year within the company?
 - What resources or support do you need from the department to reach these goals?
 - What will your biggest challenges be in working to meet these goals?
 - How often would you like to receive feedback?
 - What are your career goals and how can the organisation help you achieve them?

- What new skills would you like to develop this year?
- **Give ongoing feedback** as an employee evaluation should be an ongoing process throughout the year, not a one-time task. Giving feedback throughout the year and touching base with an employee to see how they are working toward their yearly goals can help improve worker morale and keep employees on track at work.

Giving negative feedback

And what if someone does not do so well? Feedback should be constructive! Some tips:

- **Make negative feedback unusual:** when a work environment becomes filled with criticism and complaint, people stop caring, because they know that they will get negative comments anyway.
- **Do not stockpile** negative feedback: when you stockpile problems, and wait for the 'right moment', employees can easily become overwhelmed.
- **Never use feedback to vent:** your job can be frustrating but although it might make you feel better to get your own worries and insecurities off your chest, venting criticisms seldom produces improved behaviour.
- **Do not email** negative feedback: people who avoid confrontation are often tempted to use email as a vehicle for negative feedback. Personally, tell people face to face.
- **Start with an honest compliment:** compliments start a feedback session on the right footing.
- **Uncover the root of the problem:** you can give better feedback if you understand how the other person perceives the situation. Asking questions such as, 'Why do you approach this situation in this way?' or 'What was your thought process?' provides your perspective, and can lead other people to discover their own solutions.
- **Listen before you speak:** most people cannot learn unless they first feel that they've been heard.
- **Ask questions** that drive self-evaluation: often, people know where they are having problems and may even have good ideas about how to improve. Asking questions such as 'How could we have done better?' and 'What do you think could use improvement?' involves the other person in building a shared plan.
- **Coach the behaviours** you would like to see: negative feedback is useless without a model for how to do better. Simply telling the other person what to do or how to do it is usually a waste of time.
- **Be willing to accept feedback too:** if you believe that negative feedback can improve performance, then you should be willing to accept it as well. In fact, few things are more valuable to managers than honest feedback from employees.

4. Strategy

4.1. Learning Objectives

This workshop will give the participants a basic understanding of the main concepts in the field of strategy:

- Mission, vision and values
- Value creation and value capture
- Drivers of willingness to pay and costs
- Political, Economic, Societal, Technological, Environmental and Legal (PESTEL) analysis
- Customer analysis
- Competitor analysis
- Competitive advantage and resources & capabilities
- Outsourcing
- Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis
- Market position

4.2. Overview of the Module (+/- 240 minutes)

Overview of the module		
Module part	Duration	Slides
Introduction	+/- 5 min	1-3
THEORY: Strategy, a definition	+/- 5 min	4-5
CASE: Mission, vision and values	+/- 25 min	6-7
CASE: Value creation and value capture	+/- 25 min	8-10
CASE: Levers of value creation and positioning	+/- 25 min	11-16
CASE: External analysis	+/- 40 min	17-21
CASE: Internal analysis	+/- 40 min	22-27
CASE: SWOT analysis and strategy review	+/- 40 min	28-30
CoFA SIMULATION: Position your CoFA department	+/- 30 min	31
Conclusion	+/- 5 min	32

Table 8: Overview of the strategy module

Slides 1-3: Introduction (+/- 5 minutes)

Go over the agenda of the day and listen to what the participants want to get out of this module. Also ask two people to serve as the eyes and ears for this presentation:

- Eyes: look at what is going on in the workshop:
 - o 'What is the mood of participants?'
 - o 'Does everyone participate?'
 - o 'Any other observations?'
- Ears: listen to what is going on in the workshop:

- 'Do all participants understand what is being discussed?'
- 'Does anything need to be improved /changed?'

Slides 4-5: THEORY: Strategy, a definition (+/- 5 minutes)

Explain the participants what strategy is and why they need it on slide 5.

Slides 6-7: CASE: Mission, vision and values (+/- 25 minutes)

Let the participants start on the case they have in front of them. Divide them in groups and let them read the 'Introduction' part and the 'Friday evening' part. If they are done with that, go back to the slides 6-7 and explain the concept of mission, vision & values with the Coca Cola example (slide 7). Follow the instructions in the table below (detailed instructions can be found in section 4.3.1. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: teams of three to five participants assigned by the instructor(s) - Time required: +/- 195 minutes - Special materials: section 4.1.1. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	<p>Let the participants read a small part of the case (section 4.1.1. of the participants' manuals), then you explain the main theoretical concepts to them that they need to solve the questions concerning specific topics:</p> <ul style="list-style-type: none"> - Questions 1-2: value creation and value capture - Question 3: levers of value creation and positioning - Questions 4-6: external analysis - Questions 7-8: internal analysis - Questions 9-10: SWOT analysis and strategy review <p>They solve those questions in the groups they are assigned to and then you organise a little discussion on every single question. Since there is not one right answer to the questions, these discussions will give the participants the opportunity to learn a lot from each other. You could use the GROW framework to guide the discussion that follows on each part of the game.</p> <p>The case ends when the final question is solved: should the CoFA reposition itself? This question can be answered by having a look at the answers to all the previous questions. The answer to this one is yes, they should move into a premium position.</p>

Table 9: Overview of the CASE

Slides 8-10: CASE: Value creation and value capture (+/- 25 minutes)

Explain the participants the concept of value creation and value capture on slides 8-10. To make it more vivid, show them the Coca Cola example on slide 9. Once the instructor(s) is/are done with that, they can ask the participants to solve questions 1 and 2 from the case they have in their manual. They can find the answer in the four pages they just read. Organise a little discussion on the answers the teams came up with. Know that there is not one right answer here, so it is up for debate. Follow the instructions in Table 9 (detailed instructions can be found in section 4.3.1. of this manual).

Slides 11-16: CASE: Levers of value creation and positioning (+/- 25 minutes)

Let the participants read the 'Saturday morning' part of the case. If they are done with that the instructor(s) introduce(s) them to the concept 'Levers of Willingness To Pays (WTP)' and 'Costs' on slides 11-12 in regard to positioning on slides 13-16. Afterwards the instructor(s) ask(s) the groups to solve question 3 of the case and once again the instructor(s) organise(s) a little discussion since there is not one right answer. Follow the instructions in Table 9 (detailed instructions can be found in section 4.3.1. of this manual).

Slides 17-21: CASE: External analysis (+/- 40 minutes)

Let the participants read the 'Saturday afternoon' part of the case. If they are done with that the instructor(s) introduce(s) them to the three main types of external analysis: PESTEL (slide 19), customer (slide 20), and competitor (slide 21) analysis. Questions 4-6 of the case require the participants to conduct a simple external analysis. A discussion around the answers they came up with, will help their understanding a lot. Learning from other peers is really the key goal of this case study. Follow the instructions in Table 9 (detailed instructions can be found in section 4.3.1. of this manual).

Slides 22-27: CASE: Internal analysis (+/- 40 minutes)

Let the participants read the 'Sunday morning' part of the case. If they are done with that the instructor(s) introduce(s) them to the concept of competitive advantage (slides 22-23), internal analysis (slide 24), resources & capabilities (slides 25-26), and outsourcing (slide 27). Questions 7-8 of the case relate to internal analysis and outsourcing. A discussion will be very useful, especially on the outsourcing questions since there are a lot of arguments pro, but maybe they can also think of some counterarguments such as giving up control. Follow the instructions in Table 9 (detailed instructions can be found in section 4.3.1. of this manual).

Slides 28-30: CASE: SWOT analysis and strategy review (+/- 40 minutes)

Let the participants read the final section of the case. If they are done with that, the instructor(s) introduce(s) them to the concept of a SWOT analysis (slide 29), which combines both the internal and the external analysis into one. The final concept the instructor(s) teach(es) the participants is that they should test their strategy to see if it still makes sense after everything they discovered during their analysis (slide 30). Questions 9 and 10 tackle SWOT and strategy review. Follow the instructions in Table 9 (detailed instructions can be found in section 4.3.1. of this manual).

Slide 31: CoFA SIMULATION: Position your CoFA department (+/- 30 minutes)

Introduce the simulation on slide 31. Attention should be paid to the internal consistency of the strategy. Follow the instructions in the table below (detailed instructions can be found in section 4.3.2. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: NS teams - Time required: +/- 30 minutes - Special materials: section 4.1.2. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	Once the participants are divided into teams, they get +/- 20 minutes to write out their own strategy and then they present it to their peers for +/- 10 minutes. The participants can be creative here: they can decide everything: what key resources and capabilities they will have, who they want to sell to, ... The template they are supposed to complete for that purpose is in section 4.1.2. of the participants' manual. The main point of attention is that they are internally consistent when writing out their strategy.

Table 10: Overview of the CoFA SIMULATION: Position your CoFA department

Slide 32: Conclusion (+/- 5 minutes)

Finish the module on slide 32. Suggest the participants to have a look at their home exercise in the participants' booklet in section 11.1.: it is a checklist to help them formulating a strategy for their own CoFA department. Let the participants reflect on their own next steps in their NS during +/- five minutes. They can write them on post-its provided by the instructor(s).

4.3. Instructions for the Case and the CoFA Simulation

4.3.1. CASE: Should the Red Cross CoFA Department in Manuto Reposition Itself

Objectives

The purpose of the case is to:

- Familiarise the participants with the following concepts:
 - o Mission, vision and values
 - o Value creation and value capture
 - o Drivers of willingness to pay and costs
 - o PESTEL analysis
 - o Customer analysis
 - o Competitor analysis
 - o Competitive advantage and resources & capabilities
 - o Outsourcing
 - o SWOT analysis
 - o Market position

Operational needs

- **Group size:** teams of three to five participants assigned by the instructor(s)
- **Time required:** +/- 195 minutes
- **Special materials:** section 4.1.1. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other


Advance preparation

Ideally, the participants would have read the case beforehand.

Operating procedures

Let the participants read a small part of the case (section 4.1.1. of the participants' manuals), then the instructor(s) explain(s) the main theoretical concepts to them that they need to solve the questions concerning specific topics:

- Questions 1-2: value creation and value capture
- Question 3: levers of value creation and positioning
- Questions 4-6: external analysis
- Questions 7-8: internal analysis
- Questions 9-10: SWOT analysis and strategy review



They solve those questions in the groups they are assigned to and then the instructor(s) organises a little discussion on every single question. Since there is not one right answer to the questions, these discussions will give the participants the opportunity to learn a lot from each other. The instructor(s) could use the GROW framework to guide the discussion that follows on each part of the game.

The case ends when the final question is solved: should the CoFA department reposition itself? This question can be answered by having a look at the answers to all the previous questions. The answer to this one is yes, they should move into a premium position.

What to expect

The participants will probably struggle with the fact that there is sometimes not one right answer to the case questions they need to solve. However, the instructor(s) should be clear that there is only one final response regarding the repositioning.

4.3.2. CoFA SIMULATION: Position your CoFA Department

Objectives

The purpose of the simulation is to:

- Write out a strategy for the simulated CoFA department
- Apply the strategy concepts previously seen

Operational needs

- **Group size:** NS teams
- **Time required:** +/- 30 minutes
- **Special materials:** section 4.1.2. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Once the participants are divided into teams, they get +/- 20 minutes to write out their own strategy and then they present it to their peers for +/- 10 minutes. The participants can be creative here: they can decide everything: what key resources and capabilities they will have, who they want to sell to, ... The template they are supposed to complete for that purpose is in section 4.1.2. of the participants' manual. The main point of attention is that they are internally consistent when writing out their strategy.

What to expect

The participants will probably have more or less the same premium strategy. Again, there is no right answer.


Grading

If played individually:

The instructor gives the participants a grade from 1-10 based on the internal and external consistency of the strategy they presented. The instructor(s) cannot give the same score to different participants.

If played in teams:

The instructor gives the teams a grade from 1-10 based on the internal and external consistency of the strategy they presented. The instructor(s) cannot give the same score to different participants.



Things to look at to determine the internal and external consistency of their strategy:

- Is their mission the reason why they exist and their vision what they want to become?
- Are their unique resources clearly linked to the unique capabilities that they came up with?
- Are their unique capabilities clearly linked to their competitive advantage?
- Is their competitive advantage clearly linked to their positioning? E.g. when they chose a low-cost positioning, their competitive advantage should be e.g. very efficient marketing and sales... but when they chose a premium positioning their competitive advantage should be e.g. very qualitative trainings.
- Are the trends that they came up with really impactful for a CoFA department?
- Do they have a good reason why they want to attract these customer segments?
- Do they choose a clear position? They should either go for a low-cost strategy or a premium strategy and not get stuck in the middle by promising the best of both worlds.

4.4. Theory Supporting the Slides

Strategy, a definition

Strategy is the choice of a future for the organisation (**where** do we want to go) and a way to reach that future (**how** to get there).

Mission, vision and values

A company's **mission** is the main reason why it is around. The answer to this should always justify why the company makes the world a better place. The reason should never be one of financial interest.

A company's **vision** is what it wants to turn into. Here the instructor(s) can really think big. Think about the far future and what the company ideally, but realistically can turn into. If you reach for the stars, at least you'll reach the moon.

A company's **values** is the code of ethics its employees live by every day. It defines the culture and identity of the company.

Value creation and value capture

A company creates value with its product or service when people are willing to pay more for it than it cost to produce/offer. That you **create value** does not necessarily mean that you make a profit as well. It could be that all the value you create goes to the customer because you charged too little for your product/service. Who **captures most of the created value** will depend on which party has the most bargaining power: the company or the customer?

This is a rather theoretical concept, since it is hard to measure in real life what someone is willing to pay for your product/service. But it helps the participants understand the concept of value creation, consumer and producer surplus.

Levers of value creation

To increase the value a company creates it can work on two things: either it finds a way to make its product more valuable to the consumers (increasing WTP) or it looks for ways to cut production costs.

Typical **levers of WTP** are:

- Quality of your product
- Customer service
- Design of your product

- Brand name
- Innovativeness of your product

Typical **levers of costs** are:

- Raw materials
- Employee costs
- Marketing costs
- Production efficiency
- Economies of scale (buying large quantities at a lower price per unit)
- Learning economies (you learn how to do things cheaper and more efficiently over time)

Positioning

Michael Porter, a God among strategists, stated that there are two main positions a company can choose. Either it goes for a **low-cost positioning** and does everything in the cheapest way possible, or it goes for a **differentiation strategy (premium)** and it creates a product that is so unique, qualitative and innovative that customers are willing to pay extra for it.

Which position is the most profitable? They can both be very profitable. The most important thing is that you are consistent. Choose a clear position and then act accordingly. Companies that get '**stuck in the middle**' and do a little bit of premium (e.g. highest quality materials, fancy marketing) and a little bit of low-cost (e.g. not investing in research and development (R&D), cheap assembling) are doomed for failure. They just created a product that is neither cheap, nor very good.

External analysis

1) PESTEL analysis

A PESTEL analysis helps you to analyse what trends might create opportunities or threats for your business in the near future. A **PESTEL** analysis looks at the following trends:

- **Political**
- **Economic**
- **Societal**
- **Technological**
- **Environmental**
- **Legal**

Typical trends are:

- Political: tax policies, stability of government, entry mode regulations, social policies (e.g. social welfare), trade regulations (e.g. the AfCFTA)
- Economic: disposable income of buyers, credit accessibility, unemployment rates, interest rates, inflation
- Societal: population demographics: (e.g. aging population), distribution of wealth, changes in lifestyles and trends, educational levels
- Technological: new discoveries and innovations, rate of technological advances and innovations, rate of technological obsolescence, new technological platforms (e.g. Video Home System (VHS) and Digital Versatile Disc (DVD))
- Environmental: waste disposal laws, environmental protection laws, energy consumption regulation, popular attitude towards the environment
- Legal: employment regulations, competitive regulations, health and safety regulations, product regulations, antitrust laws, patent infringements

What is most important is that you think about the trends that are relevant for your specific business.

2) Customer analysis

Analysing **who** your customers are and **what they care about** can be of great value. Every customer segment has its own specific needs. If you want to keep or attract a specific segment you have to make sure that you offer something that is tailored to their specific needs and desires.

Another great customer analysis is checking which customer segment is most important in terms of revenues and which customer segment is most important in terms of profits. This gives you an idea of where your most profitable customer segments are, it is that segment that you want to further develop.

3) Competitor analysis

Analysing the position of your competitors can give you an idea of where there are **gaps in the market** and where there are already many competitors present. If everybody is a low-cost player and there is no clear premium player, it might be a good idea to go into the premium segment if you have something that is valued a lot by customers. It is important that you make sure that you are **different** from your competitors on an aspect that customers care a lot about. Mapping out your competitors on **the axes price and quality** is a useful tool to make your findings more visual. Walmart is for instance considered a low price, low quality actor. Apple is a high price, high quality actor.

4) Internal analysis

The internal analysis consists of **analysing the resources and capabilities** that make your company so unique. If these allow you to be better than your competitors at something that the customer cares about, you have created a **competitive advantage**.

A competitive advantage stems from the resources and capabilities that make it possible for you to offer a product/service at a **lower cost or a more valuable product**. In other words, a competitive advantage enables you to create more value than your competitors.

When we talk about resources, we mean something physical. Broadly, there are three types of resources:

- **Tangible resources:** plant, equipment, ...
- **Intangible resources:** brand name, technology, relationships, culture, ...
- **Human resources:** skills, know-how, ...

Capabilities are less tangible. They stem from the unique resources that you have just identified. A unique capability is your ability to do something better than someone else. For example, if you have an amazing brand and a very creative mind in your staff, marketing is probably the capability that sets you apart from the competition.

Outsourcing

Just like there will be things that your company will be way better at than the competition, there will also be certain activities that someone else could probably help you with. E.g. if you do not know much about creating a marketing campaign and writing out a marketing strategy, it might be a good idea to let someone else do this for you.

In essence, there are two reasons why you would **outsource** something: someone else can do something just as good as you, but a lot **cheaper** (e.g. why a lot of European companies shipped manufacturing to China) or someone can do something a lot **better** than you (e.g. why there are so many advertisement firms in New York).

The main idea behind outsourcing is that you should focus on what you do best and invest all your time in that. Do not be afraid to ask for help from others.

SWOT analysis

In the SWOT-analysis external and internal analysis come together. The internal analysis you just conducted gives you an idea of the **strengths and weaknesses** of your company. The



external analysis gives you an idea of the **opportunities and threats** that your company faces because of the environment it is in.

Strategy testing

Once you have conducted all these different analyses, you should think to yourself whether your company is rightly positioned in the market.

Ask yourself the following questions:

- Does your company take advantage of the opportunities in the market and cope with the threats?
- Does your company play out its strengths and deals with its weaknesses?

Other interesting questions you can ask are:

- Is your strategy **internally consistent**? If you go for a low-cost position then you should make sure that you save costs on every single one of your activities. The same goes for a premium position. Make sure you do not get stuck in the middle.
- Is your competitive advantage **sustainable**? Right now, you might be a lot better than the competition, but are you doing enough to stay ahead of them?

5. Accounting

5.1. Learning Objectives

This workshop will:

- Introduce the following basic accounting concepts:
 - o Costs
 - o Revenues
 - o Profit
 - o Investment
 - o Accounts payable
 - o Accounts receivable
- Allow the participants to create their own income statement and cash flow statement
- Teach the participants how to deal with donations
- Enable the participants to link the financial statements to the given costing tool
- Allow the participants to come up with a break-even analysis
- Enable the participants to understand the notions of profitability and liquidity
- Introduce the basic use of Excel

5.2. Overview of the Module (+/- 240 minutes)

Overview of the module		
Module part	Duration	Slides
Introduction	+/- 5 min	1-3
THEORY: Production costs	+/- 25 min	4-9
CoFA SIMULATION 1: Identify the production costs of your CoFA department	+/- 25 min	10-14
THEORY: Income statement and cashflow statement	+/- 15 min	15-19
CoFA SIMULATION 2: Fill in the income statement and cashflow statement of your CoFA department	+/- 70 min	20-29
WORKSHOP: Costing tool	+/- 95 min	30-44
Conclusion	+/- 5 min	45

Table 11: Overview of the accounting module

Slides 1-3: Introduction (+/- 5 minutes)

Go over the agenda of the day and listen to what the participants want to get out of this module. Also ask two people to serve as the eyes and ears for this presentation:

- Eyes: look at what is going on in the workshop:
 - o 'What is the mood of participants?'
 - o 'Does everyone participate?'

- 'Any other observations?'
- Ears: listen to what is going on in the workshop:
 - 'Do all participants understand what is being discussed?'
 - 'Does anything need to be improved /changed?'

Slides 4-9: THEORY: Production costs (+/- 25 minutes)

Start this module with a short introduction about what accounting entails on slide 5. Explain the main costs that a CoFA department faces on slide 6 before coming up with the theory on the COGS and breakeven/profit analysis on slides 7, 8 and 9.

Slides 10-14: CoFA SIMULATION 1: Identify the production costs of your CoFA department (+/- 25 minutes)

Introduce the simulation on slide 10. Follow the instructions in the table below (detailed instructions can be found in section 5.3.1. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: NS teams - Time required: +/- 25 minutes - Special materials: section 5.1.1. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	<p>In their manual in section 5.1.1. (slide 11), the participants have a table with a list of products and services sold by their CoFA departments. For each product/service, it is specified what are the components needed to produce/deliver it⁴. In another table (slide 12), they can read the price of each component. They have +/- 20 minutes to compute the Cost of Goods Sold (COGS) of each product/service in their manual in section 5.1.1.. Once the COGS of each product/service known, they will have +/- five minutes to determine the selling price to make it break-even or profitable in their manual. To conclude the exercise, the instructor(s) invite(s) the participants on slide 14 to discuss the following question: 'What can be done with the profit generated to further sustain the CoFA department's activities?'. They can answer it in their booklet.</p>

Table 12: Overview of the CoFA SIMULATION 1: Identify the production costs of your CoFA department

When the participants are finished, show the solution on slide 13 and discuss the profit generated on slide 14.

Slides 15-19: THEORY: Income statement and cashflow statement (+/- 15 minutes)

Explain the components and the goal of the income statement on slides 16-17 and of the cashflow statement on slides 18-19.

⁴ The products/services and components are based on examples provided by the Rwandan Red Cross Society.

Slides 20-29: CoFA SIMULATION 2: Fill in the income statement and cashflow statement of your CoFA department (+/- 70 minutes)

Introduce the simulation on slide 20. The participants should regroup in their NS teams and start the simulation. When the participants are finished, show the solution on slides 25-28 and discuss the profitability and liquidity. Throughout the simulation, the participants will learn the concepts of accounts receivables, accounts payables (slide 23) and donations (slide 24). Follow the instructions in the table below (detailed instructions can be found in section 5.3.2. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: NS teams - Time required: +/- 70 minutes - Special materials: section 5.1.2. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	<p>The game is a simulation based on a board game (slide 21 and section 5.1.2. of the participants' manual). The latter represents one financial year split into four quarters. During each quarter, the participants will have to cover the COGS, sell products/services, invest in new material and marketing, manage donations, and pay the bills, the salary and the rent. The game starts in quarter 1 and the teams should play the game with the instructor(s). For each box they go on, they first have to fill in the cashflow statement provided in their manuals (section 5.1.2. Part I). Computing the total number of products/services sold in the table provided for that purpose in section 5.1.2. Part II will help them in that mission. The participants will find the information needed to compute the costs in the tables related to 1) Staff Input, 2) Property, Plant and Equipment, and 3) External Input in their manuals in the beginning of the exercise and on the slide 22.</p> <p>Throughout the different boxes, the instructor(s) will teach them the notions of cash inflow, cash outflow, and accounts receivables and payables. To facilitate the understanding, each box of the gameboard has a colour directly related to the aforementioned concepts:</p> <ul style="list-style-type: none"> - Red for cash outflow - Green for cash inflow - Blue for accounts payables/receivables - Yellow for a free activity/action <p>Once the cashflow statement filled out, the participants will have to fill in the income statement in section 5.1.2. Part III of their booklet. Once again, this activity will be done together with the instructor(s) to avoid any confusion between cashflow statement and income statement.</p> <p>At the end of the simulation, the participants will make the following observation: the bottom line of the income statement (+95 RCD) and of the cashflow statement (+645 RCD) do not equal at the end of the four quarters. The instructor(s) should then invite the participants to discuss about the difference between profitability and liquidity. They can answer it in their booklet at the end of section 5.1.2. Part III.</p>

Table 13: Overview of the CoFA SIMULATION 2: Fill in the income statement and cashflow statement of your CoFA department

Slides 30-44: WORKSHOP: Costing tool (+/- 95 minutes)

Start this module by explaining the advantage of the costing tool before starting the lesson on how to use it. The latter includes two videos (slides 33 and 36), the second one being

stopped at 07:40 minutes, and small games (slides 35 and 38). The workshop should end with the display of the extra resources available to work on their accounting and Excel skills on slide 44. Follow the instructions in the table below (detailed instructions can be found in section 5.3.3. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: NS teams - Time required: +/- 95 minutes - Special materials: one computer for each team with the costing tool open (if not possible, the participants should all be looking at the instructor's screen), section 5.1.3. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	<p>The lesson starts on slide 30 with a first video on the basics of Excel (seven minutes). After this, the participants should follow the instructions that start in their booklet in section 5.1.3. and in this manual in section 5.3.3.</p> <ol style="list-style-type: none"> 1) Start with the 'CoFA Business Game' sheet of the given Excel tool (slides 34-38). 2) Once those exercises done, it is time for the participants to open the 'COGS input' sheet (slide 39). 3) It is now time to have a look at the 'Logbook' sheet (slides 41-42). 4) The instructor(s) should open the 'Financial report' sheet. The aim of it is showing that the revenue generated by the sale of the product/service is automatically added to the sales section in the income statement (slide 43).

Table 14: Overview of the WORKSHOP: Costing tool

Slide 45: Conclusion (+/- 5 minutes)

Finish the module on slide 45. Let the participants reflect on their own next steps in their NS during +/- five minutes. They can write them on post-its provided by the instructor(s).

5.3. Instructions for the CoFA Simulations and the Costing Tool Workshop

5.3.1. CoFA SIMULATION 1: Identify the Production Costs of your CoFA Department

Objectives

The purpose of the simulation is to:

- Identify the costs related to each product/service sold by the simulated CoFA department
- Make participants realise what the selling price should be to achieve break-even or become profitable

Operational needs

- **Group size:** NS teams
- **Time required:** +/- 25 minutes
- **Special materials:** section 5.1.1. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

In their manual in section 5.1.1. (slide 11), the participants have a table with a list of products and services sold by their CoFA departments. For each product/service, it is specified what are the components needed to produce/deliver it. In another table (slide 12), they can read the price of each component. They have +/- 20 minutes to compute the Cost of Goods Sold (COGS) of each product/service in their manual in section 5.1.1. Once the COGS of each product/service known, they will have +/- five minutes to determine the selling price to make it break-even or profitable in their manual. To conclude the exercise, the instructor(s) invite(s) the participants on slide 14 to discuss the following question: 'What can be done with the profit generated to further sustain the CoFA department's activities?'. They can answer it in their booklet.

What to expect

This exercise should not be difficult for the participants. However, extra attention should be paid to their understanding of the break-even and profit notions as those are key for the next simulation.

Here is the solution for the COGS:

Products/services sold	COGS
Small first aid kit	28 RCD
Medium first aid kit	45 RCD
Basic first aid training <10	56.66 RCD
Standard first aid training >10	61.66 RCD
First aid intervention	77 RCD

Table 15: Solution for the COGS

Here is the solution for the selling price:

Products/services sold	Selling price to breakeven	Selling price to be profitable
Small first aid kit	28 RCD	>28 RCD
Medium first aid kit	45 RCD	>45 RCD
Basic first aid training <10	56.66 RCD	>56.66 RCD
Standard first aid training >10	61.66 RCD	>61.66 RCD
First aid intervention	77 RCD	>77 RCD

Table 16: Solution for the selling price

5.3.2. CoFA SIMULATION 2: Fill in the Income Statement and Cashflow Statement of your CoFA Department

Objectives

The purpose of the simulation is to:

- Identify the differences between the income statement and the cashflow statement
- Understand the notions of liquidity and profitability
- Introduce the participants to the following accounting concepts: accounts payable, accounts receivable and investment
- Teach the participants how to deal with donations

Operational needs

- **Group size:** NS teams
- **Time required:** +/- 70 minutes
- **Special materials:** section 5.1.2. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

The game is a simulation based on a board game (slide 21 and section 5.1.2. of the participants' manual). The latter represents one financial year split into four quarters. During each quarter, the participants will have to cover the COGS, sell products/services, invest in new material and marketing, manage donations, and pay the bills, the salary and the rent. The game starts in quarter 1 and the teams should play the game with the instructor(s). For each box they go on, they first have to fill in the cashflow statement provided in their manuals (section 5.1.2. Part I). Computing the total number of products/services sold in the table provided for that purpose in section 5.1.2. Part II will help them in that mission. The participants will find the information needed to compute the costs in the tables related to 1) Staff Input, 2) Property, Plant and Equipment, and 3) External Input in their manuals in the beginning of the exercise and on the slide 22.

Throughout the different boxes, the instructor(s) will teach them the notions of cash inflow, cash outflow, and accounts receivables and payables. To facilitate the understanding, each box of the gameboard has a colour directly related to the aforementioned concepts:

- **Red** for cash outflow
- **Green** for cash inflow
- **Blue** for accounts payables/receivables

- Yellow for a free activity/action

Once the cashflow statement filled out, the participants will have to fill in the income statement in section 5.1.2. Part III of their booklet. Once again, this activity will be done together with the instructor(s) to avoid any confusion between cashflow statement and income statement.

At the end of the simulation, the participants will make the following observation: the bottom line of the income statement (+95 RCD) and of the cashflow statement (+645 RCD) do not equal at the end of the four quarters. The instructor(s) should then invite the participants to discuss about the difference between profitability and liquidity. They can answer it in their booklet at the end of section 5.1.2. Part III.

What to expect

The instructor(s) should do the simulation with the participants to be sure all theoretical concepts are covered throughout the game.

Here is the solution for the cashflow statement:

	Cash inflow	Cash outflow	Cash balance
QUARTER 1			
Cash outflow for the rent quarter 1		150 RCD	-150 RCD
Cash outflow for the production of 10 small first aid kits		10 x 28 RCD = 280 RCD	-430 RCD
Cash outflow for the radio programme		40 RCD	-470 RCD
Cash inflow for the sale of 3 basic first aid trainings for 8 participants	8 x 3 x 20 RCD = 480 RCD		+10 RCD
Cash inflow for the sale of 10 small first aid kits	10 x 40 RCD = 400 RCD		+410 RCD
Cash outflow for the staff salary quarter 1		200 RCD	+210 RCD
QUARTER 2			
Cash outflow for the rent quarter 2		150 RCD	+60 RCD

Sale of 2 standard first aid trainings for 11 participants*			+60 RCD
Sending of advertising emails			+60 RCD
Cash outflow for the new printer		50 RCD	+10 RCD
Cash inflow for the sale of a first aid intervention	100 RCD		+110 RCD
Cash outflow for the staff salary quarter 2		200 RCD	-90 RCD
QUARTER 3			
Cash outflow for the rent quarter 3		150 RCD	-240 RCD
Cash inflow for the sale of 2 standard first aid trainings for 11 participants*	$2 \times 11 \times 15 \text{ RCD} = 330 \text{ RCD}$		+90 RCD
Production of 5 small and 5 medium first aid kits**			+90 RCD
Cash inflow through donation	600 RCD		+690 RCD
Cash inflow for the sale of 3 small and 2 medium first aid kits	$(3 \times 40 \text{ RCD}) + (2 \times 60 \text{ RCD}) = 120 \text{ RCD} + 120 \text{ RCD} = 240 \text{ RCD}$		+930 RCD
Cash outflow for the staff salary quarter 3		200 RCD	+730 RCD
QUARTER 4			
Cash outflow for the rent quarter 4		150 RCD	+580 RCD
Cash outflow for the production of 5 small and 5 medium first aid kits**		$(5 \times 28 \text{ RCD}) + (5 \times 45 \text{ RCD}) = 140 \text{ RCD} + 225 \text{ RCD} = 365 \text{ RCD}$	+215 RCD
Cash inflow for the sale of 2 standard trainings for 14 participants and 3 medium first aid kits	$(2 \times 14 \times 15 \text{ RCD}) + (3 \times 60 \text{ RCD}) = 420 \text{ RCD} + 180 \text{ RCD} = 600 \text{ RCD}$		+815 RCD

Cash inflow for the sale of 2 small first aid kits	2 x 40 RCD = 80 RCD		+895 RCD
Cash outflow for the internet and telephone bills		20 RCD + 30 RCD = 50 RCD	+845 RCD
Cash outflow for the staff salary of quarter 4		200 RCD	+645 RCD
FINAL CASH BALANCE	+645 RCD		

Table 17: Solution for the cashflow statement

Here is the solution for the number of units produced and sold:

Products/services	Component(s)	Price of the component(s)	Price of 1 unit produced	Unit(s) produced	Unit(s) sold	Selling price
Small first aid kit	1 small blank kit + 1 small replenishment	1 small blank kit: 13 RCD 1 small replenishment: 15 RCD	28 RCD	15	15	40 RCD
Medium first aid kit	1 medium blank kit + 1 medium replenishment	1 medium blank kit: 25 RCD 1 medium replenishment: 20 RCD	45 RCD	5	5	60 RCD
Basic first aid training <10	1 kit + 1 pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1 laptop + 1 beamer + 1 flipchart + 1 splint + 2 wooden splints + 1 paper sheet + 1 registration book + 1 pen + 1 t-shirt + 1 trainer basic first aid training <10 + 1 cost certificate + 1 food allowance	1 kit: 3.2 RCD 1 pair of latex gloves: 3.5 RCD 3 dressings: 2 RCD 1 mouth mask: 2 RCD 5 dolls: 12.5 RCD 1 laptop: 2.1 RCD 1 beamer: 2 RCD 1 flipchart: 4.5 RCD 1 splint: 0.15 RCD 2 wooden splints: 0.4 RCD 1 paper sheet: 5 RCD 1 registration book: 0.075 RCD 1 pen: 2.15 RCD 1 t-shirt: 0.43 RCD 1 trainer basic first aid training <10: 12 RCD 1 cost certificate: 0.65 RCD 1 food allowance: 4 RCD	56.66 RCD	/	3 (8 participants each)	20 RCD per participant

Standard first aid training >10	1 kit + 1 pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1 laptop + 1 beamer + 1 flipchart + 1 splint + 2 wooden splints + 1 paper sheet + 1 registration book + 1 pen + 1 t-shirt + 1 trainer standard first aid training >10 + 1 cost certificate + 1 food allowance	1 kit: 3.2 RCD 1 pair of latex gloves: 3.5 RCD 3 dressings: 2 RCD 1 mouth mask: 2 RCD 5 dolls: 12.5 RCD 1 laptop: 2.1 RCD 1 beamer: 2 RCD 1 flipchart: 4.5 RCD 1 splint: 0.15 RCD 2 wooden splints: 0.4 RCD 1 paper sheet: 5 RCD 1 registration book: 0.075 RCD 1 pen: 2.15 RCD 1 t-shirt: 0.43 RCD 1 trainer standard first aid training >10: 17 RCD 1 cost certificate: 0.65 RCD 1 food allowance: 4 RCD	61.66 RCD	/	2 (14 participants each) + 2 (11 participants each)	15 RCD per participant
First aid intervention	1 driver + 1 volunteer + 1 fuel + 1 consumable	1 driver: 6 RCD 1 volunteer: 11 RCD 1 fuel: 20 RCD 1 consumable: 40 RCD	77 RCD	1	1	100 RCD

Table 18: Solution for the number of units produced and sold

Here is the solution for the income statement:

Revenue	
Sale of 3 basic first aid trainings for 8 participants	+480 RCD
Sale of 10 small first aid kits	+400 RCD
Sale of 2 standard first aid trainings for 11 participants	+330 RCD
Sale of a first aid intervention	+100 RCD
Sale of 3 small and 2 medium first aid kits	+240 RCD
Sale of 2 standard trainings for 14 participants and 3 medium first aid kits	+600 RCD
Sale of 2 small first aid kits	+80 RCD
Total revenue	+2,230 RCD
Costs	
Rent quarter 1	-150 RCD
Production of 10 small first aid kits	-280 RCD
Radio programme	-40 RCD
Staff salary quarter 1	-200 RCD
Rent quarter 2	-150 RCD
Emails sending	-0 RCD
Staff salary quarter 2	-200 RCD
Rent quarter 3	-150 RCD
Production of 5 small and 5 medium first aid kits	-365 RCD
Staff salary quarter 3	-200 RCD
Rent quarter 4	-150 RCD
Internet and telephone bills	-50 RCD
Staff salary quarter 4	-200 RCD
Total costs	-2,135 RCD
Profit/Loss	+95 RCD


Table 19: Solution for the income statement

Grading

If played individually:

For those who got the right answer, timing is crucial. The first one to get to the right answer gets 10 points, the second one 9, ... For those who did not find the right solution, the number of mistakes will be considered. The one with the fewest mistakes gets a score just below the slowest participant who got to the right answer, the one who had the second fewest number of mistakes gets a score just below the previous, ... The instructor(s) follow(s) this approach for both simulations and then take the average of it as the score on 10.

If played in teams:



For those teams who got the right answer, timing is crucial. The first team to get to the right answer gets 10 points, the second team 9, ... For those teams who did not find the right solution, the number of mistakes will be considered. The one with the fewest mistakes gets a score just below the slowest participant who got to the right answer, the team who had the second fewest number of mistakes gets a score just below the previous, ... The instructor(s) follow(s) this approach for both simulations and then take the average of it as the score on 10.

5.3.3. WORKSHOP: Costing Tool

Objectives

The purpose of the simulation is to:

- Teach the participants a basic understanding of Excel
- Show how the two previous simulations could have been done faster and easier with the Excel costing tool

Operational needs

- **Group size:** NS teams
- **Time required:** +/- 95 minutes
- **Special materials:** one computer for each team with the costing tool open (if not possible, the participants should all be looking at the instructor's screen), section 5.1.3. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

The lesson starts on slide 33 with a first video on the basics of Excel (7 minutes). After this, the participants should do the following in the 'CoFA Business Game' sheet of the given Excel tool (slide 35):

1. CoFA Business Game



- 1) Navigate across the different tabs to have a basic overview of the options available
- 2) Select the cells B7, R9, C2, F1 and L14
- 3) Navigate across the different sheets
- 4) Increase and decrease the zooming of the screen
- 5) Put your first name in the cell G25

The instructor(s) should do these tasks one by one when the participants are done.

There is then a second video dedicated to data editing in Excel (07:40 minutes) on slide 36. Just as for the previous video, the participants should do the following in the 'CoFA Business Game' sheet of the given Excel tool (slide 38):

- 1) Try to search your first name you previously put with CTRL + F
- 2) Replace you first name by the name of the neighbour on your left

3) Sum the following numbers with the SUM formula:

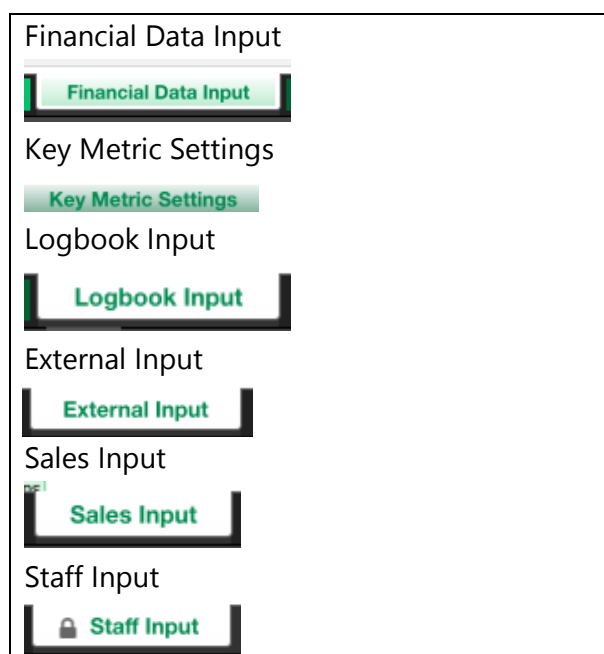
10
23
45
89
1
34

4) Add 20 to the previous sum

5) Undo the previous adding

The instructor(s) should do these tasks one by one when the participants are done.

Before that, the instructor(s) should explicitly tell the participants to not never add changes to the following hidden sheets (slide 32):



In the case some teams are used to working in Excel, they can have access to the aforementioned sheets to add their own input. The password for the locked sheets is '*kigali*'.

Once those exercises are done, it is time for the participants to open the 'COGS input' sheet (slide 39).



2. COGS Input

This sheet should be presented to the participants as it is dedicated to the COGS of first aid services and products. The instructor(s) should explain to the participants that this sheet

includes the different categories of products and services sold (in uppercase) as well as their subcategories (in lowercase) on the right side and the components of the latter on the left side.

Year	COGS Input	Unit Price	LI	Cost per traini	First Aid Training	Fixed Cost	# Participants	Quantity	Total Cost
2019	Kit	80.000,00 RWF	1 1 25	3.200,00 RWF	FIRST AID TRAINING				
	Latex gloves	3.500,00 RWF	1 1 1	3.500,00 RWF	Basic <10	62.142 RWF		10	1 106.442 RWF
	Dressings	2.500,00 RWF	1 3 1	7.500,00 RWF	Basic >10	67.142 RWF		5	1 89.292 RWF
	Mouthmask	2.000,00 RWF	1 1 1	2.000,00 RWF	Standard <10	74.142 RWF		69	1 379.812 RWF
	Doll	200.000,00 RWF	5 5 400	12.500,00 RWF	Standard >10	84.142 RWF		7	1 115.152 RWF
	Laptop	500.000,00 RWF	1 1 240	2.083,33 RWF	FIRST AID KITS				
	Beamer	600.000,00 RWF	1 1 300	2.000,00 RWF	Individual kit	28.222 RWF			49 1.382.859 RWF
	Flipchart	4.500,00 RWF	1 1 1	4.500,00 RWF	Small size	56.443 RWF			26 1.467.524 RWF
	Splint	15.000,00 RWF	1 1 100	150,00 RWF	Medium size	41.520 RWF			81 3.363.120 RWF
	Splint bois	5.000,00 RWF	1 2 25	400,00 RWF	Big size	4.858 RWF			78 378.932 RWF
	Paper sheets	5.000,00 RWF	1 1 1	5.000,00 RWF	TOTAL COGS				7.283.133 RWF
	Cahier de registre	1.500,00 RWF	1 1 20	75,00 RWF					
	Marqueurs	2.150,00 RWF	1 1 1	2.150,00 RWF					
	T Shirt	6.500,00 RWF	2 1 30	433,33 RWF					
	Trainer	12.000,00 RWF	1 1 1	12.000,00 RWF					
		24.000,00 RWF	1 1 1	24.000,00 RWF					
		17.000,00 RWF	1 1 1	17.000,00 RWF					
		34.000,00 RWF	1 1 1	34.000,00 RWF					
	Manuel	980,00 RWF	1 1 1	27.492,97 RWF					
	Pen	150,00 RWF	1 1 1	4.208,11 RWF					
	Book	2.000,00 RWF	1 1 1	56.108,11 RWF					
	Pencil	800,00 RWF	1 1 1	22.443,24 RWF					
	Notebook	500,00 RWF	1 1 1	14.027,03 RWF					
	Cost certificates	650,00 RWF	1 1 1	650,00 RWF					
	Food allowance	4.000,00 RWF	1 1 1	4.000,00 RWF					
	Driver	6.000,00 RWF	1 1 1	6.000,00 RWF					
		20.000,00 RWF	1 1 1	20.000,00 RWF					
	Volunteer	11.000,00 RWF	1 1 1	11.000,00 RWF					
	Fuel	20.000,00 RWF	1 1 1	20.000,00 RWF					
		60.000,00 RWF	1 1 1	60.000,00 RWF					
	Consumables	40.000,00 RWF	1 1 1	40.000,00 RWF					
	Blank kits	13.000,00 RWF	1 1 1	13.000,00 RWF					
		25.000,00 RWF	1 1 1	25.000,00 RWF					
		40.000,00 RWF	1 1 1	40.000,00 RWF					
	Stretcher	70.000,00 RWF	1 1 1	70.000,00 RWF					

If they click on the fixed cost of each of those subcategories, they will obtain a formula. Let's take the example of the subcategory Basic first aid training <10 in the FIRST AID TRAINING category:

fx =SUM(H117:H130;H131;H140:H141)									
E	F	G	H		I	J		K	
LI	Cost per traini	First Aid Training	Fixed Cost	#					
1 1 25	3.200,00 RWF	FIRST AID TRAINING							
1 1 1	3.500,00 RWF	Basic <10	62.142 RWF						
1 3 1	7.500,00 RWF	Basic >10	67.142 RWF						
1 1 1	2.000,00 RWF	Standard <10	74.142 RWF						

If they click on the formula in the upper right corner, Excel will automatically give them the components needed for the production of 1 Basic first aid training <10, as well as their costs:

X **✓** *f_x* =SUM(H117:H130;H131;H140;H141)

SUM(number1; [number2]; [number3]; [number4]; ...)

COGS Input	Unit Price	LI	Cost per train	First Aid Training	Fixed Cost	#
Kit	80.000,00 RWF	1 1 25	3.200,00 RWF	FIRST AID TRAINING		
Latex gloves	3.500,00 RWF	1 1 1	3.500,00 RWF	Basic <10	H131;H140;H141	
Dressings	2.500,00 RWF	1 3 1	7.500,00 RWF	Basic >10	67.142 RWF	
Mouthmask	2.000,00 RWF	1 1 1	2.000,00 RWF	Standard <10	74.142 RWF	
Doll	200.000,00 RWF	5 5 400	12.500,00 RWF	Standard >10	84.142 RWF	
Laptop	500.000,00 RWF	1 1 240	2.083,33 RWF	FIRST AID KITS		
Beamer	600.000,00 RWF	1 1 300	2.000,00 RWF	Individual kit	28.222 RWF	
Flipchart	4.500,00 RWF	1 1 1	4.500,00 RWF	Small size	56.443 RWF	
Splint	15.000,00 RWF	1 1 100	150,00 RWF	Medium size	41.520 RWF	
Splint bois	5.000,00 RWF	1 2 25	400,00 RWF	Big size	4.858 RWF	
Paper sheets	5.000,00 RWF	1 1 1	5.000,00 RWF	TOTAL COGS		
Cahier de registre	1.500,00 RWF	1 1 20	75,00 RWF			
Marqueurs	2.150,00 RWF	1 1 1	2.150,00 RWF			
T Shirt	6.500,00 RWF	2 1 30	433,33 RWF			
Trainer	12.000,00 RWF	1 1 1	12.000,00 RWF			
	24.000,00 RWF	1 1 1	24.000,00 RWF			
	17.000,00 RWF	1 1 1	17.000,00 RWF			
	34.000,00 RWF	1 1 1	34.000,00 RWF			
Manuel	980,00 RWF	1 1 1	27.492,97 RWF			
Pen	150,00 RWF	1 1 1	4.208,11 RWF			
Book	2.000,00 RWF	1 1 1	56.108,11 RWF			
Pencil	800,00 RWF	1 1 1	22.443,24 RWF			
Notebook	500,00 RWF	1 1 1	14.027,03 RWF			
Cost certificates	650,00 RWF	1 1 1	650,00 RWF			
Food allowance	4.000,00 RWF	1 1 1	4.000,00 RWF			
Driver	6.000,00 RWF	1 1 1	6.000,00 RWF			
	20.000,00 RWF	1 1 1	20.000,00 RWF			
	11.000,00 RWF	1 1 1	11.000,00 RWF			

Thus, this costing tool enables the participants to know the price of each component, and therefore of each product/service sold without calculating anything. This equals to the first game done previously (slide 40).

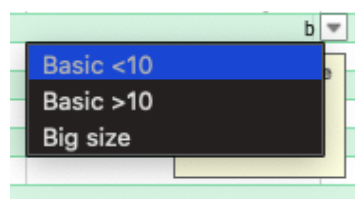
It is now time to have a look at the 'Logbook' sheet (slides 41-42).

3. Logbook



This sheet should be presented to the participants as the sheet that summarises the sales/revenues they make. For each product/service sold, they should add:

- 1) The date
- 2) The product/service (they just have to put the name of the product/service, a selection will appear)



- 3) The number of participants/interventions/kits sold
- 4) The client name (they just have to put the name of the client; a selection will appear)
- 5) The name of the facilitator(s) (they just have to put the first name of the facilitator(s), a selection will appear)

The instructor(s) should put the stress on the sections 2) and 3) as those will be automatically computed as sales and COGS in the income statement of the costing tool.

4. Financial Report



The instructor(s) should open the 'Financial report' sheet. The aim of it is showing that the revenue generated by the sale of the product/service is automatically added to the sales section in the income statement (slide 43).

SALES	32.640.000,00 RWF	32.640.000,00 RWF	0,00%	
COST OF GOODS SOLD	10.935.816,67 RWF	10.935.816,67 RWF	0%	

This automated work equals to what the participants did in the second game manually to compute the revenue. Regarding the costs, the COGS are also automatically computed in the 'Financial Report' sheet from the 'COGS input' sheet. Nothing must thus be changed manually.

So far, we have thus the revenues and the COGS automatically computed (slide 43).


METRIC	THIS YEAR (2018)	LAST YEAR (2017)	% CHANGE	5 YEAR TREND
SALES	32.640.000,00 RWF	32.640.000,00 RWF	0,00%	
COST OF GOODS SOLD	10.935.816,67 RWF	10.935.816,67 RWF	0%	
GROSS MARGIN	21.704.183,33 RWF	21.704.183,33 RWF	0%	
EXTERNAL SERVICES	0,00 RWF	0,00 RWF		
VALUE ADDED	21.704.183,33 RWF	21.704.183,33 RWF	0%	
STAFF COSTS	27.198.201,11 RWF	26.152.116,45 RWF	4%	
OTHER OPERATING COSTS	0,00 RWF	0,00 RWF		
EBITDA	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
DEPRECIATION & AMORT.	0,00 RWF	0,00 RWF		
EBIT	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
FINANCIAL COSTS	0,00 RWF	0,00 RWF		
PRE-TAX PROFITS	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
TAXES (0%)	0,00 RWF	0,00 RWF		
NET PROFIT	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	

We can therefore have a look at the profit generated on this same sheet:

NET PROFIT	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
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The best way to finish this lesson is to ask the participants whether they have questions on this module. Knowing the difficulty of this session, all the time remaining should be dedicated to this task. If many questions arise, the instructor(s) should recommend participants to check the YouTube link on slide 44.

What to expect



The participants are expected to struggle a lot as they are not used to working in Excel. The instructor(s) should not hesitate to repeat and show everything twice to ensure the understanding.

Important remark

The costing tool used in this module is a special one developed for the CoFA Business Game. If the instructor(s) want(s) to tailor the tool to the audience, they can make use of the costing tools developed for the following National Societies:

- Eswatini
- Lesotho
- Malawi
- Mozambique
- Rwanda
- South Africa
- Tanzania
- Zambia
- Zimbabwe

The password to unlock the locked sheets is '*kigali*'. The logic behind those costing tools is the same as for the one developed for the CoFA Business Game. The aforementioned explanation can therefore be used.

5.4. Theory Supporting the Slides

Accounting, a definition

Accounting is the process of recording financial transactions pertaining to a business. It includes summarising, analysing and reporting those transactions. Keeping the books enables a business, regarding of its size, to improve its decision making and cost planning.

Production costs

Cost planning refers to the control of the cost of a project, meaning 'what we have to pay to run the project'. The project of the CoFA department is to provide products (first aid kits) and services (first aid interventions and trainings) and this project incurs costs that are the following:

- First aid kits production costs
- First aid trainings provision costs
- First aid intervention costs

To compute the production cost of each product/service, it is key to identify the components of each. Once this production cost is known, it is possible to set a selling price to become break-even or profitable, meaning that the money we get for a product/service is superior to its production cost. **This production cost is also called the Cost of Goods Sold (COGS)**⁵.

In addition to the COGS, each CoFA department must add the costs related to its activities being:


- Salary costs
- Rent costs
- Material costs (e.g. a new printer⁶)
- Electricity/internet/water/telephone/... bills

Income statement and cashflow statement

The costs must be considered in the **income statement**. Also known as the profit and loss (P&L) statement, this statement focusses on the company's revenues and expenses over a specific period. By revenues, it means the income that a business generates from its activities. In the

⁵ Cost of goods sold (COGS) refers to the direct costs of producing the goods sold by a company. This amount includes the cost of the materials and labour directly used to create the good but for this workshop, it only includes the cost of materials.

⁶ In this module, we assume that the Property, Plant and Equipment (PPE) bought will be depreciated over one year to avoid any depreciation-related confusions.




case of a CoFA department, the revenues come from the selling of the aforementioned first aid products and services. By expenses, it means the cost incurred in a business to generate the revenues. In the case of a CoFA department, the expenses are the salary costs, the rent costs, the COGS, the other material costs and the bills. By subtracting the costs to the revenues, we either obtain a loss or a profit. A loss is incurred when the costs are superior to the revenues generated. A profit is obtained when the revenues are superior to the costs incurred. Every company should aim at making profit as it allows to invest that money in the company's activities. Looking at an income statement therefore enables to acknowledge the firm's performance by looking at its profitability.

The income statement must not be mistaken for the **cash-flow statement** that measures the use of a company's cash and cash equivalents over a specific period. Regarding cash, we observe two situations. The cash can either enter the company or it can leave the company. When it enters the company, we call it a cash inflow. When it leaves the company, we call it a cash outflow. By subtracting the cash outflows to the cash inflows, we obtain the cash balance. When the latter is positive, it means that the company is able to fund its operating expenses. When it is negative, it means that the company does not generate enough cash to finance its operations. Just as the income statement indicates the profitability of a firm, the cashflow statement enables us to establish its liquidity, meaning its ability to meet its short-term debt. An example of short-term debt is when you decide to postpone paying the money you owe to a supplier (see further).

The cashflow statement only includes the cash operations. When you sell first aid trainings to a company in quarter 2 but this company only pays you next quarter (quarter 3), you do not include the sale in the cashflow statement of quarter 2. This is due to the fact that there is no movement of cash. The balance of money the company owes you for the services delivered is called an **accounts receivable**. You will have to include it in the cashflow statement of quarter 3 once the company pays you and that cash enters the CoFA department. However, the sale done in quarter 2 has to be included in the income statement as soon as the sale occurs because it is already considered as a revenue. Not including it in the income statement would give an undervalued overview of the performance of the CoFA department.

The opposite situation can also occur. When you decide to produce first aid kits in quarter 3 but to pay the supplier the next quarter (quarter 4), you do not include the COGS in the cashflow statement of quarter 3 as there is no movement of cash. In such situation, the short-term obligation you owe is called an **accounts payable**. You will have to include it in the cashflow statement of quarter 4 once the cash leaves the CoFA department to pay the supplier. Just as for the accounts receivable, the costs incurred by the production of first aid kits in quarter 3 should be included in the income statement as soon as the expense occurred. Not including it in the income statement would give an overvalued overview of the performance of the CoFA department.



When receiving a **donation**, extra attention should also be paid. In this case, there is a direct movement of cash happening. It should therefore be directly included in the cashflow statement. However, a donation should never be put in an income statement as the latter only includes the transactions generated by the business, i.e. the revenues of the CoFA department's activities.

As the input needed for both the income and cashflow statements can diverge, the income (bottom line) of the income statement and the final cash balance of the cashflow statement do not have to be equal.

Recording manually all the transactions manually can be time-consuming and lead to mistakes. This is why it is better to use throughout the year a costing tool that automatically computes the COGS of each service/product, the marketing costs, the revenues generated and the final profit.

6. Marketing

6.1. Learning Objectives

This workshop will:

- Teach the participants about the choice of the target audience
- Enable the participants to identify the customer needs
- Give the opportunity to set up a marketing campaign
- Teach how to professionally develop an email or a text message
- Show how different decisions in marketing affect and interact with each other
- Teach when and how to outsource marketing?

6.2. Overview of the Module (+/- 150 minutes)

Overview of the module		
Module part	Duration	Slides
Introduction	+/- 5 min	1-5
ASSIGNMENT 1: To outsource or not to outsource?	+/- 20 min	6-9
THEORY: Steps 1-4 of a marketing campaign	+/- 30 min	10-37
ASSIGNMENT 2: Creative advertisement	+/- 30 min	38-39
THEORY: Step 5 of a marketing campaign	+/- 5 min	40-41
CoFA SIMULATION: Promote your CoFA department	+/- 55 min	42-43
Conclusion	+/- 5 min	44

Table 20: Overview of the marketing module

Slides 1-5: Introduction (+/- 5 minutes)

Go over the agenda of the day and listen to what the participants want to get out of this module. Shortly explain what marketing entails on slide 5. The participants can meanwhile answer the questions in section 6.1. of their booklet. Also ask two people to serve as the eyes and ears for this presentation:

- Eyes: look at what is going on in the workshop:
 - o 'What is the mood of participants?'
 - o 'Does everyone participate?'
 - o 'Any other observations?'
- Ears: listen to what is going on in the workshop:
 - o 'Do all participants understand what is being discussed?'
 - o 'Does anything need to be improved /changed?'

Slides 6-9: ASSIGNMENT 1: To outsource or not to outsource? (+/- 20 minutes)

Introduce the assignment on outsourcing on slide 7. Follow the instructions in the table below (detailed instructions can be found in section 6.3.1. of this manual):

Operational needs	<ul style="list-style-type: none">- Group size: teams of two to three participants assigned by the instructor(s)- Time required: +/- 20 minutes- Special materials: section 6.2.1. of the participants' manual- Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	Once the participants are divided into teams, they should read the case provided in their participants' manual in section 6.2.1. during +/- five minutes. They then have +/- 10 minutes to fill in the table in their manual and make the calculations. The instructor(s) should then discuss the outcome during +/- five minutes. It should be explained that outsourcing in this case is more interesting because it reduces costs per potential customer that can be reached. Specialised marketing companies have the knowhow and resources to develop and execute campaigns very efficiently.

Table 21: Overview of ASSIGNMENT 1: To outsource or not to outsource?

When the participants are finished, show the solution on slide 8 and discuss the outcome: it appears that outsourcing is more efficient and cheaper. Move on to the theory to talk more about outsourcing.

Slides 10-37: THEORY: Steps 1-4 of a marketing campaign (+/- 30 minutes)

Explain the different steps of the development of a marketing campaign. Explain steps 1, 2, 3 and 4 using the slides. Explain the importance and introduce the concept of KPI's on slide 12. The questions asked on slides 12, 14, 16, 19, 20, 21 and 22, can be thought about by participants and they can fill it out in section 6.1. of their booklet. For the third step, let participants think about the customer needs, the pricing strategies and the places to sell of their CoFA department's products and services. Also ask them how they think customers satisfaction can be optimised. After this, show the different mediums that can be used. Show video on slide 27, ask if they recognise the sound on slide 28. Slide 31 gives some examples of shared marketing campaigns of National Red Cross Societies and Coca Cola. Slide 33 gives an example of a marketing campaign in Flanders. Explain that depending on country and culture, very specific campaigns can find place that can work only there. Show the picture on slide 35. This is an example of the promotion of a Coca Cola campaign (in which they organise and support an African Football Tournament) that is shared on Instagram.

Slides 38-39: ASSIGNMENT 2: Creative advertisement (+/- 30 minutes)

Introduce the assignment on slide 39. Follow the instructions in the table below (detailed instructions can be found in section 6.3.2. of this manual):

Operational needs	<ul style="list-style-type: none">- Group size: teams of two to four participants assigned by the instructor(s)- Time required: +/- 30 minutes- Special materials: section 6.2.2. of the participants' manual- Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	Once divided into teams, the participants have +/- 20 minutes to come up with an advertisement campaign for which they can find the instructions in their booklet in section 6.2.2.. There, they can also describe this campaign. They then have +/- 10 minutes to demonstrate the result to the other teams. The instructor(s) should then comment on it.

Table 22: Overview of ASSIGNMENT 2: Creative advertisement

Slides 40-41: THEORY: Step 5 of a marketing campaign (+/- 5 minutes)

Discuss step 5, the last step, of developing a marketing campaign.

Slides 42-43: CoFA SIMULATION: Promote your CoFA department (+/- 55 minutes)

Introduce the CoFA simulation on slide 43. Follow the instructions in the table below (detailed instructions can be found in section 6.3.3. of this manual):

Operational needs	<ul style="list-style-type: none">- Group size: NS teams- Time required: +/- 55 minutes- Special materials: one computer for each team with the simulation open (if not possible, the participants should all be looking at the instructor's screen), section 6.2.3. of the participants' manual- Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	Once divided into teams, the participants have +/- 10 minutes to read the instructions in their manual in section 6.2.3. They then have +/- 15 minutes for the first round of the simulation: each team has to discuss what decision to make in the 'Input Sheet'. After this time-lapse, they can have a look at the results in the 'Results' sheet. They have to do that again for the second and third rounds (+/- five minutes per round). They then have +/- 10 minutes to make the decisions for the fourth and final round. This round will be graded. The instructor(s) must then discuss during +/- 10 minutes the different strategies leading to an optimal result.

Table 23: Overview of the CoFA SIMULATION: Promote your CoFA department

Slide 44: Conclusion (+/- 5 minutes)

Finish the module on slide 44. Let the participants reflect on their own next steps in their NS during +/- five minutes. They can write them on post-its provided by the instructor(s).

6.3. Instructions for the Assignments and the CoFA Simulation

6.3.1. ASSIGNMENT 1: To Outsource or Not To Outsource?

Objectives

The purpose of the assignment is to:

- Discover the advantages of outsourcing marketing
- Think about all the different aspects and costs that come with inhouse marketing

Operational needs

- **Group size:** teams of two to three participants assigned by the instructor(s)
- **Time required:** +/- 20 minutes
- **Special materials:** section 6.2.1. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Once the participants are divided into teams, they should read the case provided in their participants' manual in section 6.2.1. during +/- five minutes. They then have +/- 10 minutes to fill in the table in their manual and make the calculations. The instructor(s) should then discuss the outcome during +/- five minutes.

It should be explained that outsourcing in this case is more interesting because it reduces costs per potential customer that can be reached. Specialised marketing companies have the knowhow and resources to develop and execute campaigns very efficiently.

What to expect

Outsourcing MarketForYou		Not outsourcing	
Cost	500 RCD	Cost	240 RCD + 50 RCD = 290 RCD
Companies reached	500	Companies reached	150
Cost per lead	1 RCD/lead	Cost per lead	1.93 RCD/lead

Table 24: Solution to the outsourcing assignment

6.3.2. ASSIGNMENT 2: Creative Advertisement

Objectives

The purpose of the assignment is to:

- Develop a professional, textual marketing campaign promotion or advertisement
- Think about who you are directing your campaign to the target audience
- Make the participants discover the customer needs

Operational needs

- **Group size:** teams of two to four participants assigned by the instructor(s)
- **Time required:** +/- 30 minutes
- **Special materials:** section 6.2.2. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Once divided into teams, the participants have +/- 20 minutes to come up with an advertisement campaign for which they can find the instructions in their booklet in section 6.2.2. There, they can also describe this campaign. They then have +/- 10 minutes to demonstrate the result to the other teams. The instructor(s) should then comment on it.

What to expect

It is important to not only look at the idea but also the way the campaign is textualised. It has to be well-written, polite and professional.

6.3.3. CoFA SIMULATION: Promote your CoFA Department

Objectives

The purpose of the simulation is to:

- Show how different decisions in marketing affect and interact with each other
- Get some more insight in the main marketing campaign performance parameters: awareness rate, engagement rate and conversion rate
- Apply the newly learnt Excel skills

Operational needs

- **Group size:** NS teams
- **Time required:** +/- 55 minutes
- **Special materials:** one computer for each team with the simulation open (if not possible, the participants should all be looking at the instructor's screen), section 6.2.3. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Once divided into teams, the participants have +/- 10 minutes to read the instructions in their manual in section 6.2.3. They then have +/- 15 minutes for the first round of the simulation: each team has to discuss what decision to make in the 'Input Sheet'. After this time-lapse, they can have a look at the results in the 'Results' sheet. They have to do that again for the second and third rounds (+/- five minutes per round). They then have +/- 10 minutes to make the decisions for the fourth and final round. This round will be graded. The instructor(s) must then discuss during +/- 10 minutes the different strategies leading to an optimal result.

Grading


If played individually:

Rank all the participants in terms of the profit they generated with their decisions. The one with the highest score receives a 10, the second one a 9, the third one an 8 and so on.

If played in teams:

Rank all the teams in terms of the profit they generated with their decisions. The one with the highest score receives a 10, the second one a 9, the third one an 8 and so on.

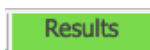
General discussion

- 
- 1) The pricing of your product is very important. You must offer something that is good value for money: too cheap will make customers suspicious, too expensive will also discourage them to reach out to you.
 - 2) Discounts have a positive effect on the engagement rate of your advertisements: if people see a great deal, they will be more likely to reach out to you. However, be careful with too large discounts because this might lead people to suspect something is wrong with the product you are offering.
 - 3) Not all marketing channels are equally effective. Some work better for certain products than others. The main metrics to look at when analysing the effectiveness of marketing channels are:
 - # views / money spent
 - # leads / # views
 - # customers / # leads
 - 4) Partners can help you a lot to generate more sales, but you will not earn that much on the customers they bring in because these partners take a large commission.
 - 5) You should not concentrate all your money on one channel. You will generate more views with the same budget if you spread it over different marketing channels because every customer has its own preferences. e.g. you will have to spend a lot of money on Facebook adds before you can reach old people through this channel. It is probably better to try and reach those potential customers through e.g. flyers or radio. The most extreme example of this is that some customers can only be reached through one specific channel. e.g. ads in braille might not offer great value for money, but they complement billboard campaigns and radio commercials as it is the only way to reach people who are both blind and deaf.

Explanation of the Excel file

The simulation file consists of two sheets:

- Input Sheet
- Results sheet



The password for the locked sheets is 'kigali'.

In the 'Input Sheet', the participants have to change all the grey areas:

- They must decide in which channels they want to invest their money
- They must decide on a product quality
- They must decide on an initial price
- They must decide on a discount
- They must decide whether they want to work with resellers
- They must decide how much they want to spend on training their sales representative

3				
4	Budget:	1 000 RCD	Leftover budget:	0 RCD
5				
6	Promotion			
7				
8	Offline channels		Online channels	
9	Flyers	0 RCD	Facebook	970 RCD
10	Billboards	0 RCD	WhatsApp	10 RCD
11	Television	0 RCD	Website ads	10 RCD
12	Radio	0 RCD	Bulk SMS	0 RCD
13	Trade fairs	10 RCD		
14	Magazines	0 RCD		
15				
16				
17	Product			
18				
19	Quality level	5 RCD		
20	Product cost	13 RCD		
21				
22	Price			
23				
24	Product price	32 RCD		
25	Discount	12%		
26				
27	Place			
28				
29	Do you want partners to help you sell your trainings? They will take 20% commission on the revenues they generate.			
30	Partner up?	Yes		
31				
32				
33	People			
34				
35				
36	How much do you want to invest in the training of your sales representatives?			
37				
38				
39	Training budget	200		
40				

For the budget allocation, the participants have to type a number between 0 and 1000 in each grey cell.

	Offline channels		Online channels	
0	Flyers	100 RCD	Facebook	0 RCD
1	Billboards	150 RCD	WhatsApp	200 RCD
2	Television	0 RCD	Website ads	200 RCD
3	Radio	100 RCD	Bulk SMS	50 RCD
4	Trade fairs	200 RCD		
5	Magazines	0 RCD		
6				

For all other cells the participants have to choose a value from a dropdown list. To see this list appear they have to click on the cell and then they must click on the little arrow that appears. From that list, they then have to choose a value by clicking on it.

20	Product cost	20	RCD
21			
22	Price		
23			
24	Product price	38	▼ D
25	Discount	16	
26		19	
27		21	
27		32	
28		P 38	

In the 'Results Sheet', the participants can see:

- The effectiveness of every channel
- The profit they made on every customer
- How much money they made out of partnering with resellers
- How much money they made or lost from offering the training
- How much revenues and profit they made in total


The effectiveness of every channel is measured in terms of views, leads and customers. To make a comparison possible between the different channels regardless of the money that was invested in each, we added three KPI's to every channel. These three are the most important was in marketing when evaluating a campaign:

- The number of views per RCD spent
- The engagement rate (# leads / # views)
- The conversion rate (# customers / # leads)

The profit they make on every customer (excluding the marketing cost) equals:

$$\text{the initial price} - \text{the discount} - \text{the production cost}$$

Each channel's effectiveness in awareness creation is to a large extent fixed. We predetermined e.g. that television generates on average one view per RCD spent. To this we then added a luck factor to make it more realistic, so that every RCD spent on television will generate somewhere between 0.95 and 1.05 views. Finally, the awareness creation is determined by the concentration of the different marketing channels. If the participants would choose to put all their money in just one channel, they will be punished for not diversifying. Read, we will multiply the conversion rate with a factor <1. When the participants use four or more channels the conversion rate will be unaffected. This was added to avoid that the participants would put all their money in the most effective channel, which would mean that they lose out on certain people that cannot be reached through that one specific channel.



The engagement rate of every channel is again to some extent fixed. We determined e.g. that the engagement rate of trade fairs is higher than that of bulk Short Message Service (SMS): 7% versus 1.5%. The next factor that affects the engagement rate of the different channels is the value for money you offer. For example, if the participants chose the lowest quality for their product, but sell it at the highest price, the engagement factor will be multiplied with 0.1 because not many people would react to an ad for a very expensive, but low-quality product. On the other hand, if you offer great value for money e.g. by offering the highest quality product for a price of only 32 RCD more people will react to such an add than normal so the engagement factor is multiplied with 1.5.


So, in general the effect will be positive when you offer a high-quality product for a lower price, and the effect will be negative when you offer a low-quality product for a higher price. However, we added to this that the discrepancy between quality and price should not be too big otherwise people will get suspicious. e.g. selling the highest quality product for the lowest price will also be punished by multiplying the engagement rate of the different channels with a factor of 0.1. The final factor that affects the engagement rate is the discount you offer. In general, the higher the discount, the more positive its effect on the engagement rate e.g. a discount of 12%, will double the engagement rate. However, a discount of 40% is so high that it might again make people suspicious and prevent them from reaching out. Therefore, a discount of 40% will multiply the engagement rate with 0.7.

The conversion rate is again to a large extent fixed. It depends on a predetermined value that was allocated by us e.g. the conversion rate of Facebook is higher than that of bulk SMS: 15% versus 5%. Finally, the conversion rate is affected by the training that the sales representatives received. The more training hours they received, the better they will become at turning leads into customers.

What to expect

Participants have different rounds to try different values for the parameters, and what outcome they have combined. At first, they will probably make random decisions. However after seeing the result of the first round, they might already discover certain things that do and do not work. The different rounds will allow them to trial and error, and the fourth and last round, they can base on the things they learnt in previous rounds.

The effectiveness of partnering up consists of the number of customers reached through the partner (20% of the customers you reach yourself), the revenues the partner generated for you ($\# \text{ customers} \circ (\text{initial price} - \text{discount})$) and finally the profit the partner generated for you ($(\text{profit per customer} - 20\% \text{ commission}) \circ \# \text{ customers}$).



The training of their sales representative has an effect on the conversion rate of the advertisements. The better the sales representative are at closing deals; the more leads will be turned into customers.

Finally, everything comes together in the financials table where the participants can see the total revenue and total profit they generated. The total profit after the marketing cost of 1,000 RCD shows how good their decisions were. In the worst case this number will equal -1,030 RCD, in the best case, they will generate almost 2,500 RCD profit.

Input for optimal solution:

3				
4	Budget:	1 000 RCD	Leftover budget:	0 RCD
5				
6				
7	Promotion			
8				
9	Offline channels		Online channels	
10	Flyers	0 RCD	Facebook	970 RCD
11	Billboards	0 RCD	WhatsApp	10 RCD
12	Television	0 RCD	Website ads	10 RCD
13	Radio	0 RCD	Bulk SMS	0 RCD
14	Trade fairs	10 RCD		
15	Magazines	0 RCD		
16				
17	Product			
18				
19	Quality level	5 RCD		
20	Product cost	13 RCD		
21				
22	Price			
23				
24	Product price	32 RCD		
25	Discount	12%		
26				
27	Place			
28				
29	Do you want partners to help you sell your trainings? They will take 20% commission on the revenues they generate.			
30				
31				
32	Partner up?	Yes		
33				
34	People			
35				
36	How much do you want to invest in the training of your sales representatives?			
37				
38				
39	Training budget	200		
40				

Input for worst solution:

3				
4	Budget:	1 000 RCD	Leftover budget:	0 RCD
5				
6				
7	Promotion			
8				
9	Offline channels		Online channels	
10	Flyers	10 RCD	Facebook	10 RCD
11	Billboards	900 RCD	WhatsApp	10 RCD
12	Television	10 RCD	Website ads	10 RCD
13	Radio	10 RCD	Bulk SMS	20 RCD
14	Trade fairs	10 RCD		
15	Magazines	10 RCD		
16				
17	Product			
18				
19	Quality level	5 RCD		
20	Product cost	13 RCD		
21				
22	Price			
23				
24	Product price	16 RCD		
25	Discount	12%		
26				
27	Place			
28				
29	Do you want partners to help you sell your trainings? They will take 20% commission on the revenues they generate.			
30				
31				
32	Partner up?	No		
33				
34	People			
35				
36	How much do you want to invest in the training of your sales representatives?			
37				
38				
39	Training budget	100		
40				

6.4. Theory Supporting the Slides

Marketing, a definition

Marketing is about designing, developing, promoting and constantly improving products and/or services to make them perfectly tailored to the user's needs and demands. Marketing is no rocket science but it requires focus and discipline, consistency in efforts, creativity and common sense and analysis, feedback & adjustments.

Outsourcing⁷

Outsourcing is **subcontracting** a process **to a third-party company**. In a marketing context, most businesses are structured to offer their products and services but are not often formed to be content publishers.

The most important reasons to outsource marketing are to **improve quality** and to **reduce costs**. Outsourcing means getting help from experts, getting high-quality results, less projects to manage within the company, save time, reduce errors, get a more objective view and often cutting costs by paying a company that is more efficient in these matters.

Reasons to keep marketing inhouse, are the **risk of hiring incompetent marketers**, or not being able to **communicate** your exact needs and wants.

However, you can always choose to do the marketing campaign yourself. If so, there are five steps to develop one.

How to develop a marketing campaign

Developing a marketing campaign is a five-step approach.

1) Define your objectives and goals

Defining the objectives and goals will help align all of your efforts and make sure that your team is on the same page every step of the way. KPI's for marketing are for example:

- Number of new customers acquired
- Cost per lead: total cost of marketing campaign divided by the people that actually reacted to the campaign

⁷ We start the theory with outsourcing, because in this way it fits the overall storyline of the module best. The ending game is the simulation, in which all learnings come together. Therefore, the exercise on outsourcing is included in the beginning and the theory will be discussed right afterwards.

- Customer lifetime value: represents the total amount of money a customer is expected to spend in your business, or on your products, during their lifetime
- Cost per customer/acquisition: total cost of marketing campaign divided by the people that actually bought your product
- Return on Investment for ad-spend: How much profit you've made from your ads compared to how much you've spent on those ads
- Customer attrition rates: also customer turnover or defection is the loss of clients or customers. The number of customers lost by the total number of customers at the start of the period. It is the complement of retention rate. If the customer attrition rate is 20%, it means that your company retained 80% of its customers.

2) Set a budget

How much money will be available for marketing? A budget **limits your choices** and obliges you to think about realistic options for your particular campaign. It **helps you to plan wisely**.

The marketing budget is a cost that can be included in your costing tool!! Refer back to the accounting exercise.

3) Define who your target audience is

Who is your (ideal) customer? A marketing campaign can be introduced to a variety of demographics, but not everyone will be interested in your product or services. Identifying your audience will help you target your content and draw in leads who will actually convert into customers. As the CoFA departments have only businesses as customers, it is important to make a difference between B2B and B2C.

a. Segmenting the market

Here are the criteria that can be used to segment a market in a **Business to Business (B2B)** specific situation:

- Demographic
 - o Industry
 - o Company size
 - o Geographical location
- Operating
 - o Customer technologies
 - o User or nonuser status: heavy users, medium, light or nonuser
 - o Customer capabilities: focus on customers that need many or few services
- Purchasing approaches

- Centralised or decentralised purchasing organisations?
- Power structure
- Companies that are quality searching? Service? Price?
- Situational factors
 - Urgency: quick and sudden delivery or service?
 - Specific application: certain applications of our product or all applications?
 - Size of order: focus on large or small orders?
- Personal characteristics
 - Buyer-seller similarities: companies that share our values
 - Loyalty: high or low loyalty to supplier

Once the market segmented, which segment of the market do you choose? Should the target be broad or narrow? What segments will you focus on and why? By doing so you will position yourself. Why would a customer choose you, and not the competitor?

b. Customer journey

It is key to identify the **pains and needs** of the customer to come up with a solution.

c. Competitor analysis

To conduct a customer analysis, you first have to **identify the competitors** by defining the market and looking at the other players. You then have to analyse what your competitors exactly do. Are they leaders (the ones that set the example), challengers (the ones that go against the stream by doing things differently and potentially better), followers (the ones that copy the leaders and that lower the cost because they do not invest in research and development) or niche players (the ones that focus on a small segment only).


After this analysis, it is your turn: what are you?

4) Think about the five P's or marketing

The five P's of marketing are:

- I. Product/service
- II. Price
- III. Place
- IV. People
- V. Promotion

Product refers to the product or service that a company sells. What are the characteristics of the product and what customer needs do they answer. Also here are included the package in which the product comes or is delivered, the warranty that is provided with the product and



the quality of the product. More attention for the package or quality will of course also lead to higher product costs.

Price refers to the pricing strategy for products and services and how it will affect customers. It does not include just the selling price, but also discounts, payment arrangements, credit terms, or any other price-matching services offered. When determining a pricing strategy, always consider the business's position in the current marketplace. I.e., if the business is advertised as a high-quality provider of mechanical equipment, the price should reflect that. So put an emphasis on quality perception of pricing.

Examples⁸ of pricing in different countries:

- The South African Red Cross Society offers expensive trainings, but offer quality
- The Zambian Red Cross Society is more affordable than other competitors, but they try to get a lot of volume
- The Mozambique Red Cross Society has a competitive price and they offer promotions

Low price is usually easier to sell but low price means low revenues. Importance of pricing in quality perception. Low price can sometimes become a handicap.

Place refers to where the product/service of the business is seen, sold, or distributed. It is associated with distribution channels and ways of getting the product to target customers. Consider how accessible the product or service is and ensure that customers can easily find you. The product or service must be available to customers at the right time, at the right place, and in the right quantity. I.e. provide products over an e-commerce site, at a retail store, through a third-party distributor, industry association, government ...

People refers to the staff, salespeople, and those who work for the business. It is usually centred around customer service – how do you want your employees to be perceived by customers? An example of how to improve customer satisfaction by investing in employees is for them to make time to call the company that a CoFA training was given to, to ask what they liked, did not like, could be improved ...

Promotion refers to the activities that make the business more known to consumers. It includes sponsorships, advertising, public relations activities ... Promotion costs can be substantial, so it is essential to conduct a break-even analysis when making promotion decisions. It is important to understand the value of a customer and whether it is worth conducting promotions to acquire them. There are two steps in promotion: content and medium/channel.

⁸ These are findings coming from the CoFA Workshop from 26/08/2019 to 30/08/2019 in Lusaka, Zambia.

- a. Create and design your marketing content: craft engaging content that is going to strengthen and define your brand and bring in new business.
- b. Choose what channels and mediums you will run your campaign on: keep your budget in mind! Do research on what channels your target audience regularly uses. Certain mediums have more influence over specific demographics than others. Channels can be offline or online:

- Offline:
 - Print
 - Billboards
 - Television
 - Radio
 - Door-to-door visits
 - Flyers
 - Trade fairs
 - Commercial shows
- Online:
 - Digital media: Facebook, WhatsApp, Instagram, website, direct mail, bulk SMS

5) Monitor and analyse results

Launch the campaign, and keep a close eye on metrics: monitor the appropriate KPI's for your benchmarks. Perform reporting regularly so that you can have true insight on its progress and performance.

Analyse the results and make notes for future campaigns: at the end of it all, you should have numbers that will indicate what worked and what did not. No matter whether your campaign went good or bad, there should always be some actionable takeaways that you can apply to future campaigns.

Here are some metrics you can have a look at:

Awareness factor	Number of views / RCD spent	Number of people that saw the add per RCD that you have spent on the ad
Engagement rate	Number of leads / view	The percentage of companies who viewed the add, and that reached out to you because they are interested in buying a kit from you



Conversion rate	Number of customers / lead	The percentage of leads (companies that reached out to you) that decides to buy from you (become a customer)
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Table 25: Overview of the marketing metrics

7. Sales Hunting

7.1. Learning Objectives

This workshop will:

- Cover the ten commandments of a great salesperson
- Give a nine-step approach to cold calling
- Teach how to keep track of the sales effort with a simple Customer Relationship Management (CRM) tool
- Cover the concept of the sales funnel

7.2. Overview of the Module (+/- 170 minutes)

Overview of the module		
Module part	Duration	Slides
Introduction	+/- 5 min	1-3
ASSIGNMENT 1: The ten commandments of success	+/- 30 min	4-7
ROLEPLAY: Cold calling	+/- 45 min	8-13
THEORY: Introduction to CRM	+/- 20 min	14-17
ASSIGNMENT 2: Introduction to CRM	+/- 20 min	18-19
THEORY: Sales funnel	+/- 20 min	20-23
CoFA SIMULATION: Prepare a sales pitch for a first aid training	+/- 45 min	24-26
Conclusion	+/- 5 min	27

Table 26: Overview of the sales hunting module

Slides 1-3: Introduction (+/- 5 minutes)

Go over the agenda of the day and listen to what the participants want to get out of this module. Also ask two people to serve as the eyes and ears for this presentation:

- Eyes: look at what is going on in the workshop:
 - o 'What is the mood of participants?'
 - o 'Does everyone participate?'
 - o 'Any other observations?'
- Ears: listen to what is going on in the workshop:
 - o 'Do all participants understand what is being discussed?'
 - o 'Does anything need to be improved /changed?'

Slides 4-7: ASSIGNMENT 1: The ten commandments of success (+/- 30 minutes)

Start this module by playing the video on slide 5. Afterwards, introduce the assignment. During the assignment, link back to slides 6-7 on the ten rules for success. Follow the instructions in the table below (detailed instructions can be found in section 7.3.1. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: teams of five participants assigned by the instructor(s) - Time required: +/- 30 minutes - Special materials: section 7.1.1. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	Start the assignment with the video on slide 5. This is an example of a bad salesperson. After watching it, each team should discuss during +/- 10 minutes the mistakes they noticed and how they could improve. They can fill in section 7.1.1. in the meantime. The instructor(s) should then relate this discussion to the '10 commandments of success'.

Table 27: Overview of ASSIGNMENT 1: The ten commandments of success

Slides 8-13: ROLEPLAY: Cold calling (+/- 45 minutes)

Introduce the roleplay assignment on slide 9. During the discussion that follows on the game the instructor(s) can link back to the nine-step approach to efficient cold calling on slides 10-12 and introduce the idea of door-to-door sales as an alternative to calling on slide 13. Follow the instructions in the table below (detailed instructions can be found in section 7.3.2. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: teams of three participants assigned by the instructor(s) (in each round one person will take up the role of a sales representative who is selling first aid kits, one person will take up the role of a secretary and a third person will act as an observer) - Time required: +/- 45 minutes - Special materials: section 7.1.2. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	Once the participants are divided in teams, they should prepare their own sales pitch for first aid kits during +/-10 minutes based on the case provided in their booklet in section 7.1.2. They will then have +/- 10 other minutes to think about how they will decide, whether or not they invite the salesperson over. After this, the participants will get together in groups of three and they play three rounds of +/- five minutes each in which one person acts as the salesperson, one person acts as the secretary and the third person acts as the observer (the role will be specified in the participants' manual in section 10. and in this booklet in section 11.) and grades the salesperson and the secretary on a scale from one to ten.

Table 28: Overview of ROLEPLAY: Cold calling

Slides 14-17: THEORY: Introduction to CRM (+/- 20 minutes)

Start this module with a brief explanation of what a CRM tool (slide 15) is and give a demo of the tool on slide 16. The instructor(s) can then show the video on slide 17.

Slide 18-19: ASSIGNMENT 2: Introduction to CRM (+/- 20 minutes)

Introduce the assignment on slide 19. Follow the instructions in the table below (detailed instructions can be found in section 7.3.3. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: teams of one to five participants assigned by the instructor(s) - Time required: +/- 20 minutes
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	<ul style="list-style-type: none"> - Special materials: one computer for each team with the costing tool open (if not possible, the participants should all be looking at the instructor's screen) and section 7.1.3. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	The participants get a written overview of all their sales efforts in section 7.1.3. of their participants' manual. This prospect list a list of the companies they found out about and want to contact, talks they had with existing clients and calls they had with possible new customers. They have to structure all of this information by filling in the prospect list in their booklet, the companies' information in their booklet and the Excel file. If they do everything correctly, they will see a red cross appear in the tab 'Overview Leads' in their Excel file. The first one who sees the cross and filled in all the other documents as well, wins the game.

Table 29: Overview of ASSIGNMENT 2: Introduction to CRM

Slides 20-23: THEORY: Sales funnel (+/- 20 minutes)

Introduce the concept of the sales funnel which will help them better understand the different terms, the logic of the CRM tool (slides 20-21) and the selection of prospects (slide 22).


Slides 24-26: CoFA SIMULATION: Prepare a sales pitch for a first aid training (+/- 45 minutes)

Quickly repeat what was covered in the module on slide 24 and introduce the CoFA simulation where they have to convince a 'gatekeeper' to set a sales meeting with their boss for a first aid training (slide 25). Follow the instructions in the table below (detailed instructions can be found in section 7.3.4. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: teams of three participants assigned by the instructor(s) (in each round one person will take up the role of a sales representative who is selling first aid kits, one person will take up the role of a secretary and a third person will act as an observer) - Time required: +/- 45 minutes - Special materials: section 7.1.4. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	<p>Once the participants are divided in teams, they should prepare their own sales pitch for first aid kits during +/-10 minutes based on the case provided in section 7.1.4. of the participants' manual. They will then have +/- 10 other minutes to think about how they will decide, whether or not they invite the salesperson over. After this, the participants will get together in groups of three and they play three rounds of +/-5 minutes each in which one person acts as the salesperson, one person acts as the secretary and the third person acts as the observer (the role will be specified in the participants' manual in section 10. And in this booklet in section 11.) and grades the salesperson and the secretary on a scale from one to ten.</p> <p>The instructor(s) should conclude the exercises with the following discussion questions (slide 26):</p> <ul style="list-style-type: none"> - What were the main things that you looked for as a secretary? - What were the main things that you did not like to hear? - What was it about you sales pitch that was so convincing? - What were the most surprising things that you noticed as the observer?

Table 30: Overview of CoFA SIMULATION: Prepare a sales pitch for a first aid training

Slide 27: Conclusion (+/- 5 minutes)



Finish the module on slide 27. Let the participants reflect on their own next steps in their NS during +/- five minutes. They can write them on post-its provided by the instructor(s).

7.3. Instructions for the Assignments, the Roleplay and the CoFA Simulation

7.3.1. ASSIGNMENT 1: The Ten Commandments of Success

Objectives

The purpose of the assignment is to:

- Identify the best practices when selling

Operational needs

- **Group size:** teams of five participants assigned by the instructor(s)
- **Time required:** +/- 30 minutes
- **Special materials:** section 7.1.1. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Start the assignment with the video on slide 5. This is an example of a bad salesperson. After watching it, each team should discuss during +/- 10 minutes the mistakes they noticed and how they could improve. They can fill in section 7.1.1. in the meantime. The instructor(s) should then relate this discussion to the 'Ten commandments of success'.

7.3.2. ROLEPLAY: Cold Calling

Objectives

The purpose of the roleplay is to:

Teach the participants how they can convince a 'gatekeeper' to invite them to a sales meeting.

This roleplay will require them:

- To think about the products in terms of the customer needs
- To come up with an interesting sales pitch that is to the point
- To be persistent, yet respectful when dealing with such 'gatekeepers'

Operational needs

- **Group size:** teams of three participants assigned by the instructor(s) (in each round one person will take up the role of a sales representative who is selling first aid kits, one person will take up the role of a secretary and a third person will act as an observer)
- **Time required:** +/- 45 minutes
- **Special materials:** section 7.1.2. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Once the participants are divided in teams, they should prepare their own sales pitch for first aid kits during +/-10 minutes based on the case provided in their booklet on section 7.1.2. They will then have +/- 10 other minutes to think about how they will decide, whether or not they invite the salesperson over. After this, the participants will get together in groups of three and they play three rounds of +/-5 minutes each in which one person acts as the salesperson, one person acts as the secretary and the third person acts as the observer (the role will be specified in the participants' manual in section 10. and in this booklet on section 11.) and grades the salesperson and the secretary on a scale from 1 to 10.

What to expect

The secretary will probably try to do their utmost best to avoid inviting the salesperson over for a meeting with their boss. Only when the salesperson manages to convince the secretary that they have something interesting to offer, they will agree to set a meeting.

7.3.3. ASSIGNMENT 2: Introduction to CRM

Objectives

The purpose of the assignment is to:

- Teach the participants how they can keep track of their sales effort using a simple CRM tool
- Require the participants to:
 - o Fill in a prospect list
 - o Fill in company information
 - o Create a logbook of their sales efforts in Excel

Operational needs

- **Group size:** teams of one to five participants assigned by the instructor(s)
- **Time required:** +/- 20 minutes
- **Special materials:** one computer for each team with the costing tool open (if not possible, the participants should all be looking at the instructor's screen) and section 7.1.3. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

The participants get a written overview of all their sales efforts in section 7.1.3. of their participants' manual. This prospect list a list of the companies they found out about and want to contact, talks they had with existing clients and calls they had with possible new customers. They have to structure all of this information by filling in the prospect list in their booklet, the companies' information in their booklet) and the Excel file. If they do everything correctly, they will see a Red Cross logo appear in the tab 'Overview Leads' in their Excel file. The first one who sees the cross and filled in all the other documents as well, wins the game.

What to expect

The participants will probably need some guidance on how to fill in everything in Excel. The solution to this assignment is here:

date contact 1	date contact 2	date contact 3	da
04/01/2030	12/01/2030	10/04/2030	
04/01/2030	05/01/2030	12/01/2030	
05/01/2030	06/01/2030	20/01/2030	
05/01/2030	06/01/2030	sale	

Table 31: Solution to the CRM tool

7.3.4. CoFA SIMULATION: Prepare a Sales Pitch for a First Aid Training

Objectives

The purpose of the simulation is to:

- Teach the participants how they can convince a 'gatekeeper' to invite them to a sales meeting in the framework of their simulated CoFA department. This roleplay will require them:
 - o To think about the products in terms of the customer needs
 - o To come up with an interesting sales pitch that is to the point
 - o To be persistent, yet respectful when dealing with such 'gatekeepers'

Operational needs

- **Group size:** teams of three participants assigned by the instructor(s) (in each round one person will take up the role of a sales representative who is selling first aid kits, one person will take up the role of a secretary and a third person will act as an observer)
- **Time required:** +/- 45 minutes
- **Special materials:** section 7.1.4. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other


Operating procedures

Once the participants are divided in teams, they should prepare their own sales pitch for first aid kits during +/-10 minutes based on the case provided in section 7.1.4. of the participants' manual. They will then have +/- 10 other minutes to think about how they will decide, whether or not they invite the salesperson over. After this, the participants will get together in groups of three and they play three rounds of +/-5 minutes each in which one person acts as the salesperson, one person acts as the secretary and the third person acts as the observer (the role will be specified in the participants' manual in section 7.1.4.) and grades the salesperson and the secretary on a scale from 1 to 10.

The instructor(s) should conclude the exercises with the following discussion questions (slide 26):

- What were the main things that you looked for as a secretary?
- What were the main things that you did not like to hear?
- What was it about your sales pitch that was so convincing?
- What were the most surprising things that you noticed as the observer?

What to expect



The secretary will probably try to do their utmost best to avoid inviting the salesperson over for a meeting with their boss. Only when the salesperson manages to convince the secretary that they have something interesting to offer, they will agree to set a meeting.

Grading

When played individually:

Compute the average score of the two observers. This will give the instructor(s) a score from 1-10.

When played in teams:

Compute the average score of the two observers to come up with everyone's individual score. Afterwards the instructor(s) compute(s) the average of the individual scores of all team members to come up with the team's score on the assignment. This will give the instructor(s) a score from 1-10.


7.4. Theory Supporting the Slides

The ten commandments of a great salesperson

- 1) **Think:** the sale is in your head. The mindset by which you approach the sale is key for its success. Be friendly, enthusiastic, confident and above all prepared beyond nervous.
- 2) **Believe:** the client can tell. Believe in yourself, your company, your product and above all, believe that the client will be better off buying your service.
- 3) **Engage:** develop rapport. People like to do business with friends. Therefore, act interested, ask a lot of questions and try to find common ground. Actively look for that connection between the two of you, and avoid being the one who does all the talking.
- 4) **Observe:** look for common ground. When you enter someone's office, look around for conversation pieces, clues, ideas. Once again, try to find common ground.
- 5) **Discover:** people buy for their reasons. Know your service in terms of the customer's need to buy. You want to find out what problem they face and how your service could resolve this. Ask about their experience with first-aid, what they want to achieve, what they want to avoid by organizing first aid training. All they care about is how you can solve their problem.
- 6) **Ask:** ask the right questions. You want to get information about them in terms of how they use, or what they think about your service. You want to find out their possible motives for buying and their experience with first aid, so that you know what features of your service they are interested in and what might form an obstacle to close the sale.
- 7) **Dare:** dare to take a risk. Set yourself apart from the other sales representative. Be it through e.g. a creative voice mail, a fun follow-up email. But off course stay professional. There is a thin line between being different and looking like a fool.
- 8) **Own:** know what went wrong. Never blame someone or something for a sale not made. Think about what you could have done about the thing or person you are blaming and how you can avoid it from happening again. What could you do or say differently next time?
- 9) **Earn:** protect the relationship. Do not try to sell something to someone who does not need it or at a time they do not need it. They might buy once, but they will never refer you or buy from you again. Sell for the relationship, not the commission.
- 10) **Prove:** people believe people. One testimonial is worth a hundred sales pitches. Ask your current clients to write, record a testimonial about their experience with your product. After all, people believe people.

Nine-step approach on how to do cold calling efficiently

- 1) Come up with a **list of companies** that might be interested in what you have to offer: select on industry, turnover, number of employees....

- 
- 2) Try to find out **which person** in each of these companies is the one who decides whether or not to buy your service (LinkedIn can be a great tool for this, but also the receptionist can help you in this respect)
 - 3) Prepare for each company **a number of reasons** why they should buy from you and why they maybe should not, so that you are prepared to answer every question and counter every objection.
 - 4) Create **a very short sales pitch**: explain them in thirty seconds who you are, the company you work for and why it is important that you speak to their boss. Stress the benefits of your service, not its features: tell them how your service can help them.
 - 5) **Start calling**. You will probably have to get past the gatekeeper first. That short sales pitch you prepared should help you get there.
 - 6) It is very plausible that you do not get to their boss, so **always try to have something**: the name of the one who decides on the sale, their phone number, their email, when you can best call them again...
 - 7) **Be persistent**. Dare to call again until you know for sure the sale will never happen. Try to use different modes of contacting: try calling three times, if that does not work send an email, if that does not work try a letter, try reaching out on a platform like LinkedIn, call again... but avoid looking pushy and desperate! It is a fine line.
 - 8) If you finally reach the decision maker, ask **a few questions** about how they currently deal with first aid, what could be improved, what they like and after three or four questions you come with a thirty second sales pitch that plays on all the answers they just gave you, then you qualify to see if they are interested in your service and if the person you are talking to is indeed the one who decides on the sale, if both answers are yes, try to set a meeting so you can go to the office and explain everything in detail.
 - 9) **You will fail**. You will probably hear an awful amount of no. Every time this happens do not blame it on someone or something. Instead, review why they were not interested and how you could avoid this in the future.

How to keep track of your sales efforts with a simple CRM?

To keep up with your leads it is wise to record all the information you have on them.

Our CRM tool consists of three elements:

- a) A template that can be used to create **a prospect list**
- b) An **Excel file** that gives you an overview of all your leads and customers
- c) A template that can be used to keep track of all the **information** you gather **on your prospects and customers**

a) **Prospect list**

The prospect list gives the instructor(s) an overview of all the companies that might be interesting to reach out to. Here is the template used:

Company name	Sector	Size	Contact person	Role	Phone number	Email

Table 32: Template of the prospect list

b) Overview of leads and customers

The CRM tool is composed of two sheets:

- Overview Leads
- Overview Customers

Overview Leads

Overview Customers

The 'Overview Leads' sheet gives you an overview of all the companies you are talking with, who follows up on those and when it is time to give them another call. In addition, you can also check your success rate (how many of your leads convert into customers).

The screenshot shows the 'Overview Leads' spreadsheet. The legend indicates the following for contact dates:

- xx/xx/xxxx = negative response
- xx/xx/xxxx = no response
- xx/xx/xxxx = positive response
- sale = first sale
- stop = asked not to be contacted again

Status	Company Name	Industry	Salesrepresentative	date contact 1	date contact 2	date contact 3	date contact 4	date contact 5	date contact 6	date contact 7	date contact 8	date contact 9
dead	Naspers	Media	Beck Awan Deng	15/02/2020	15/02/2020	25/02/2020	2/03/2020	stop				
success	FirstRand	Financial Services	Beck Awan Deng	15/02/2020	24/02/2020	26/02/2020	2/03/2020	stop				
success	Sasol	Chemicals	Beck Awan Deng	15/02/2020	24/02/2020	26/02/2020	2/03/2020	stop				
success	South 32	Metals & Mining	Shiferaw Telila	15/02/2020	24/02/2020	26/02/2020	2/03/2020	stop				
dead	Sarlam	Insurance	Beck Awan Deng	15/02/2020	24/02/2020	26/02/2020	2/03/2020	stop				
ongoing	MTN group	Telecom	Shiferaw Telila	14/02/2020	20/02/2020	25/02/2020	2/03/2020	4/03/2020	stop			
ongoing	Mondi	Paper & Forest Prods	Shiferaw Telila	15/02/2020	24/02/2020	26/02/2020	2/03/2020	4/03/2020	stop			
dead	Kumba Iron One	Metals & Mining	Shiferaw Telila	14/02/2020	20/02/2020	25/02/2020	2/03/2020	4/03/2020	stop			
ongoing	Old Mutual	Insurance	Beck Awan Deng	15/02/2020	24/02/2020	26/02/2020	2/03/2020	4/03/2020	stop			
success	RMB Holdings	Financial Services	Beck Awan Deng	14/02/2020	20/02/2020	25/02/2020	2/03/2020	4/03/2020	stop			
dead	Bud Corp	Retail	Beck Awan Deng	15/02/2020	24/02/2020	26/02/2020	2/03/2020	4/03/2020	stop			

The 'Overview Customers' sheet gives you an overview of all your customers, who follows up on them and when it is time to give them another call.

The screenshot shows the 'Overview Customers' spreadsheet. The legend indicates the following for contact dates:

- xx/xx/xxxx = voicemail
- xx/xx/xxxx = e-mail
- xx/xx/xxxx = phone call
- xx/xx/xxxx = meeting
- stop = asked never to be contacted again

Status	Company Name	Industry	Salesrepresentative	date contact 1	date contact 2	date contact 3	date contact 4	date contact 5	date contact 6	date contact 7	date contact 8	date contact 9
dead	East African Breweries	Beverages	Shiferaw Telila	14/02/2020	20/02/2020	25/02/2020	2/03/2020	stop				
client	Safaricom	Telecom	Shiferaw Telila	14/02/2020	20/02/2020	25/02/2020	2/03/2020	4/03/2020	15/03/2020			
client	Tanzania Breweries	Beverages	Shiferaw Telila	15/02/2020	24/02/2020	25/02/2020	2/03/2020	4/03/2020	15/03/2020			
client	KCB Group	Financial Services	Beck Awan Deng	14/02/2020	20/02/2020	25/02/2020	2/03/2020	4/03/2020	15/03/2020			
dead	Acacia Mining	Metals & Mining	Shiferaw Telila	15/02/2020	24/02/2020	26/02/2020	2/03/2020	4/03/2020	stop			
client	Tanzania Cigarette	Tobacco	Beck Awan Deng	14/02/2020	20/02/2020	25/02/2020	2/03/2020	4/03/2020	15/03/2020	25/03/2020		
client	RMB Bank	Financial Services	Beck Awan Deng	15/02/2020	24/02/2020	26/02/2020	2/03/2020	4/03/2020	15/03/2020	31/03/2020		
dead	Bamburi Cement	Construction Materia	Beck Awan Deng	14/02/2020	20/02/2020	25/02/2020	2/03/2020	4/03/2020	stop			
client	CFC Starbic Holdings	Financial Services	Shiferaw Telila	15/02/2020	24/02/2020	26/02/2020	2/03/2020	4/03/2020	15/03/2020			
client	Kenya Electricity Generating	Energy	Shiferaw Telila	14/02/2020	20/02/2020	1/03/2020						
dead	Diamond Trust Bank Kenya	Financial Services	Shiferaw Telila	15/02/2020	24/02/2020	25/02/2020	stop					

c) Company specific information

This document should be recreated for every company you are reaching out to (lead or customer). It contains some basic company information, the contact persons you have in this company and a logbook of all the conversations you had with them so far, which will help you a lot in your next sales call. Here is the template used:

1. General company information

Company name:

Sector:

Size:

Address:

Responsible Sales Representative:

2. Contacts

Name:

Name:

Name:

Function:

Function:

Function:

Email:

Email:

Email:

Phone:

Phone:

Phone:

3. Contact moments

Date:

Person contacted:

Short summary of the conversation:

Follow-up:



Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

The concept of sales funnel

In a **sales funnel**, we first have the **prospects**. These are the companies you want to reach out to at some point. You then have the **leads**, the companies from your prospect list that you are talking with. When you sell a service to a company for the first time, it is called conversion. Finally, there is the sales part. It is important to create a relationship with your customers. You want to sell to them again in the future and get them to refer you to their friends, colleagues.

Here are the key insights from the sales funnel:

- Do not waste your time on **going after the wrong leads**: be smart about the companies you want to reach out to! solid research beforehand will save you the trouble of chasing leads that will never buy from you anyway. Five simple questions can help you assess the quality of a prospect:
 - Is the prospect profitable? Can they afford such a training?
 - Is the prospect legally obliged to offer such a training?
 - Does the prospect have a lot of accidents?
 - Is it common to have first aid trainings in this industry?
 - Is the prospect already buying from your competitors?
- Make sure that your **funnel is always full**: it is perfectly normal that only one in twenty leads eventually becomes a customer. You will lose companies in each phase, so make sure to have enough leads. Try to cold call every day.
- **Measure your success**: closely monitor your conversion rate at each stage. Does it go up? Good job! Does it go down? Find out what you are doing wrong: maybe you are looking into the wrong industry or saying the wrong things.

8. Sales Farming

8.1. Learning Objectives

This workshop will:

- Teach how to tackle the first sales meeting
- Give tips & tricks for maintaining the customer relationship
- Teach how to assess customer satisfaction

8.2. Overview of the Module (+/- 120 minutes)

Overview of the module		
Module part	Duration	Slides
Introduction	+/- 5 min	1-3
ROLEPLAY: How to handle the first sales meeting	+/- 45 min	4-6
ASSIGNMENT: Tips & tricks for maintaining a good customer relationship	+/- 20 min	7-12
CoFA SIMULATION: Sell a first aid training	+/- 45 min	13-15
Conclusion	+/- 5 min	16

Table 33: Overview of the sales hunting module

Slides 1-3: Introduction (+/- 5 minutes)

Go over the agenda of the day and listen to what the participants want to get out of this module. Also ask two people to serve as the eyes and ears for this presentation:

- Eyes: look at what is going on in the workshop:
 - o 'What is the mood of participants?'
 - o 'Does everyone participate?'
 - o 'Any other observations?'
- Ears: listen to what is going on in the workshop:
 - o 'Do all participants understand what is being discussed?'
 - o 'Does anything need to be improved /changed?'

Slides 4-6: ROLEPLAY: How to handle the first sales meeting (+/- 45 minutes)

Introduce the roleplay on slide 5. During the discussion that follows on the roleplay, link back to the slide 'How to Handle that First Meeting' (slide 6). Follow the instructions in the table below (detailed instructions can be found in section 8.3.1. of this manual):

Operational needs

- **Group size:** teams of three participants assigned by the instructor(s) (in each round one person will take up the role of a sales representative, trying to sell a first aid kit, one person will take up the role of the potential client and a third person will act as an observer)

	<ul style="list-style-type: none"> - Time required: +/- 45 minutes - Special materials: section 8.1.1. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	Once the participants are divided into teams, all participants get +/- 10 minutes to prepare their own sales pitch for the first aid kits and +/- 10 minutes to think about how they will decide, whether or not to buy from the salesperson. They can find the required information in section 8.1.1. of their booklet. After those 20 minutes, the participants will get together in groups of three and they play three rounds of +/- 10 minutes in which one person acts as the salesperson, one person acts as the potential customer and the third person acts as the observer (the role will be specified in the participants' manual in section 10. and in this booklet on section 11.) and grades the salesperson and the potential customer on a scale from 1 to 10.

Table 34: Overview of the ROLEPLAY: How to handle the first sales meeting?

Slides 7-12: ASSIGNMENT: Tips & tricks for maintaining a good customer relationship (+/- 20 minutes)

Introduce the assignment on slide 8. After the participants' presentations, go back to your slides to show them that one of the easiest ways to make money is maintaining a good relationship with your customers and give them some tips for doing so (slides 9-11). The instructor(s) could also show them the survey they can use to assess how satisfied the customer was with the training they received (slide 10). Follow the instructions in the table below (detailed instructions can be found in section 8.3.2. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: teams of three to five participants assigned by the instructor(s) - Time required: +/- 20 minutes - Special materials: section 8.1.2. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	Start this assignment with a question: 'What is the easiest way to increase your revenues?' (slide 8). The participants can answer it in their booklet in section 8.1.2. Afterwards split the participants in teams and give them +/- 5-10 minutes to come up with three great ideas, which they then present to the other groups. Once they all presented, go back to your slides to show them that one of the easiest ways to make money is maintaining a good relationship with your customers and give them some tips for doing so (slides 9-11). You could also show them the survey they can use to assess how satisfied the customer was with the training he received (slide 10). This survey is also in their manual in section 11.1.

Table 35: Overview of the ASSIGNMENT: Tips & tricks for maintaining a good customer relationship

Slide 13-15: CoFA SIMULATION: Sell a first aid training (+/- 45 minutes)

Quickly repeat what was covered in the module and introduce the CoFA simulation (slide 14) where they have to convince a company to buy one of their CoFA trainings. Follow the instructions in the table below (detailed instructions can be found on section 8.3.3. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: NS teams (in each round one person will take up the role of a sales representative, trying to sell a first aid kit, one person will take up the role of the potential client and a third person will act as an observer) - Time required: +/- 45 minutes - Special materials: section 8.1.2. of the participants' manual - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	<p>Once the participants are divided into teams, all participants get +/- 10 minutes to prepare their own sales pitch for the first aid trainings and +/- 10 minutes to think about how they will decide, whether or not to buy from the salesperson. They can find the required information in section 8.1.2. of their booklet. After those 20 minutes, the participants will get together in groups of three and they play three rounds of +/- 10 minutes in which one person acts as the salesperson, one person acts as the potential customer and the third person acts as the observer (the role will be specified in the participants' manual in section 10. and in this booklet on section 11.) and grades the salesperson and the potential customer on a scale from 1 to 10.</p>

Table 36: Overview of the CoFA SIMULATION: Sell a first aid training

Slide 16: Conclusion (+/- 5 minutes)

Finish the module on slide 16. Let the participants reflect on their own next steps in their NS during +/- five minutes. They can write them on post-its provided by the instructor(s).

8.3. Instructions

8.3.1. ROLEPLAY: How to Handle the First Sales Meeting

Objectives

The purpose of the roleplay is to:

- Teach the participants how they can turn a meeting into a first sale
- Require the participants to:
 - o Think about their product in terms of customer needs
 - o Ask the potential customer the right questions to understand their true needs
 - o Come up with an interesting sales pitch based on those answers

Operational needs

- **Group size:** teams of three participants assigned by the instructor(s) (in each round one person will take up the role of a sales representative, trying to sell a first aid kit, one person will take up the role of the potential client and a third person will act as an observer)
- **Time required:** +/- 45 minutes
- **Special materials:** section 8.1.1. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Once the participants are divided into teams, all participants get +/- 10 minutes to prepare their own sales pitch for the first aid kits and +/- 10 minutes to think about how they will decide, whether or not to buy from the salesperson. They can find the required information in section 8.1.1. of their booklet. After those 20 minutes, the participants will get together in groups of three and they play three rounds of +/- 10 minutes in which one person acts as the salesperson, one person acts as the potential customer and the third person acts as the observer (the role will be specified in the participants' manual in section 10. and in this booklet on section 11.) and grades the salesperson and the potential customer on a scale from 1 to 10.

What to expect

The potential client will probably be reluctant to give away their true needs. This will only happen if the salesperson asks the right questions. Also, when the salesperson is giving their sales pitch the customer might still play a bit hard to get and not immediately agree with everything the salesperson says.

8.3.2. ASSIGNMENT: Tips & Tricks for Maintaining a Good Customer Relationship

Objectives

The purpose of the assignment is to:

- Show the participants that the easiest way to increase their revenues is to increase the customer relationship

Operational needs

- **Group size:** teams of three to five participants assigned by the instructor(s)
- **Time required:** +/- 20 minutes
- **Special materials:** section 8.1.2. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Start this assignment with a question: 'What is the easiest way to increase your revenues?' (slide 8). The participants can answer it in their booklet in section 8.1.2. Afterwards split the participants in teams and give them +/- 5-10 minutes to come up with three great ideas, which they then present to the other groups.

Once they all presented, go back to your slides to show them that one of the easiest ways to make money is maintaining a good relationship with your customers and give them some tips for doing so (slides 9-11). The instructor(s) could also show them the survey they can use to assess how satisfied the customer was with the training they received (slide 10). This survey is also in their manual in section 11.1.

What to expect

The participants will probably come up with the wildest ideas, while the solution is actually very simple: paying more attention to your current customers.

8.3.3. CoFA SIMULATION: Sell a First Aid Training

Objectives

The purpose of the simulation is to:

- Teach the participants how they can turn a meeting into a first sale in the framework of the simulated CoFA department
- Require the participants to:
 - o Think about their product in terms of customer needs
 - o Ask the potential customer the right questions to understand their true needs
 - o Come up with an interesting sales pitch based on those answers

Operational needs


- **Group size:** NS teams (in each round one person will take up the role of a sales representative, trying to sell a first aid kit, one person will take up the role of the potential client and a third person will act as an observer)
- **Time required:** +/- 45 minutes
- **Special materials:** section 8.1.2. of the participants' manual
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Once the participants are divided into teams, all participants get +/- 10 minutes to prepare their own sales pitch for the first aid trainings and +/- 10 minutes to think about how they will decide, whether or not to buy from the salesperson. They can find the required information in section 8.1.2. of their booklet. After those 20 minutes, the participants will get together in groups of three and they play three rounds of +/- 10 minutes in which one person acts as the salesperson, one person acts as the potential customer and the third person acts as the observer (the role will be specified in the participants' manual in section 10. and in this booklet on section 11.) and grades the salesperson and the potential customer on a scale from 1 to 10.

Here are some discussion questions to conclude the exercise:

- What were great questions that gave you a lot of insight?
- How did you experience being the client? What were the main things you looked for?
- What was it about your sales pitch that was so convincing?
- What were the most surprising things that you noticed as the observer?



What to expect

The potential client will probably be reluctant to give away their true needs. This will only happen if the salesperson asks the right questions. Also, when the salesperson is giving their sales pitch the customer might still play a bit hard to get and not immediately agree with everything the salesperson says.

Grading

When played individually:

Compute the average score of the two observers. This will give the instructor(s) a score from 1-10.

When played in teams:

Compute the average score of the two observers to come up with everyone's individual score. Afterwards the instructor(s) compute(s) the average of the individual scores of all team members to come up with the team's score on the assignment. This will give the instructor(s) a score from 1-10.

8.4. Theory Supporting the Slides

How to tackle the first sales meeting

- **Convince:** you want to be concise in your communication. Remember that you still need to convince your lead that they are not wasting their time by meeting with you. Do not tell them a bunch of information about your service that they do not care about.
- **Find common ground:** do not start selling right away. It is important that you use the first 5-10 minutes of your meeting to get to know each other and find common ground. After all people want to do business with their friends. But do not let this phase last too long either.
- **Ask the right questions:** ask your lead if they currently organise first aid trainings, what they want to accomplish with them, what they want to avoid or what their experience is so far. With these questions you want to find out their true problem.
- **Close the deal:** based on all the answers you received, it is now time for your sales pitch. Tell the prospect exactly how you can solve all the problems they are currently facing. Think of your **unique selling points in terms of the customer need**.


How to maintain the customer relationship

Customer lifetime value is a key concept here. Getting a company to buy your service takes a lot of effort. It is therefore really important that you get the most out of your current customer base. You not only want to sell to them as much as possible, you also want to use them to help bring in new clients: go from customers to loyal customers to **promoters**.

Assessing customer satisfaction is not easy. Very often customers have a hard time putting into words what they liked and disliked about a product or service. That's why we developed a simple survey that asks just the right questions to help them put their thoughts on paper. Ideally, this survey would be given out by the trainer after every training they gave.

Here are some tips & tricks to maintain a good customer relationship:

- **After-sales:** after each sale you should follow up with your client: ask them how it was, what they liked and what could have been done better. This not only shows the customer that you care about him, but it will also lead to more sales in the future because it will only improve your service.
- **Follow-up:** call your customer on a regular basis just to ask how they are doing and whether or not you can help them with anything (if they need another training next month, you want to be the first one they think about)
- **Referrals:** if they are satisfied ask them to refer you to their friends, colleagues, competitors. Remember: people believe people. A referral is worth a hundred sales pitches.

- 
- **Relationship first:** never try to sell something that they do not need. This will lead to a one-time sale, but will ruin the relationship. Serve your customer in the best way possible, even if that means foregoing some short-term profit.

9. Negotiation

Important remark: this module can only be taught after the modules that discuss the topic of sales. It is an add-on on the sales module, it is not to be taught on its own.

9.1. Learning Objectives

This workshop will:

- Introduce the basic concepts of negotiation
- Teach the three concepts central to negotiation: problem, process, people
- Discuss three different kinds of issues when negotiating: distributive, compatible, integrative
- Introduce the concepts of a best case, bottom line and BATNA (Best Alternative To a Negotiated Agreement)

9.2. Overview of the Module (+/- 210 minutes)

Overview of the module		
Module part	Duration	Slides
Introduction	+/- 5 min	1-5
ROLEPLAY: First aid kits	+/- 60 min	6-11
THEORY: Problem	+/- 15 min	12-15
THEORY: Process	+/- 20 min	16-19
THEORY: People	+/- 20 min	20
CoFA SIMULATION: Negotiate a CoFA contract	+/- 85 min	21-25
Conclusion	+/- 5 min	26

Table 37: Overview of the negotiation module

Slides 1-5: Introduction (+/- 5 minutes)

Go over the agenda of the day and listen to what the participants want to get out of this module. Explain what negotiation is on slide 5. Also ask two people to serve as the eyes and the ears for this presentation:

- Eyes: look at what is going on in the workshop:
 - o 'What is the mood of participants?'
 - o 'Does everyone participate?'
 - o 'Any other observations?'
- Ears: listen to what is going on in the workshop:
 - o 'Do all participants understand what is being discussed?'
 - o 'Does anything need to be improved /changed?'

Slides 6-11: ROLEPLAY: First aid kits (+/- 60 minutes)

Introduce the roleplay on slide 7. If there are observers, explain their role. Ask the group about how the discussion went (slides 8 and 11). Show the slide 9 explaining that the problem was about a compatible issue. After this, play the video of the original case (slide 10). Follow the instructions in the table below (detailed instructions can be found on section 9.3.1. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: teams of two to three participants assigned by the instructor(s) (if two players: one person is Dr. Ingabire, the other person Dr. Uwimana ; if three players: one person is Dr. Ingabire, the other person Dr. Uwimana and the third person is an observer (see section 11.)) - Time required: +/- 60 minutes - Special materials: section 9.1.1. of the participant' manual and copy of the case information (two versions) – Dr. Ingabire and D. Uwimana should each have one version - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	<p>After splitting up in groups, hand out the cases. Make sure that every person only gets to see his case, not that of the other player. Then, during +/- 20 minutes, everyone should read their own personal instructions to the assignment and get ready to meet the other party. If there is a third person, he will play the observer (the role will be specified in the participants' manual in section 10. and in this booklet in section 11.). After this, the different parties meet and negotiate to find a solution during +/- 10 minutes. Tell the participants that if they reach to some agreement, to keep it within their group and not let other groups overhear it!</p> <p>The roleplay should be concluded with the following questions (+/- 20 minutes):</p> <ul style="list-style-type: none"> - How did you divide the kits? - How satisfied are you with the outcome of the negotiation? - How would you describe the approach of each of the parties (including yourself): collaborative or competitive? - What do you think went wrong? - What goals did both parties have? Were they fully transparent on what their needs were? - Explain your thinking: how did you arrive at this outcome? - <u>Did you change your strategy as the game progressed? If so, why?</u>

Table 38: Overview of the ROLEPLAY: First aid kits

Slides 12-15: THEORY: Problem (+/- 15 minutes)

Introduce the three central concepts to a negotiation: the people, the process and the problem (slide 13). Emphasise that people are most important, then the process, and the problem comes last. Discuss that in the 'Problem' slides (slides 14-15), the focus should be on the interests and needs of parties. Explain the different types of interests or issues. Link the compatible issues back to the roleplay previously done.

Slides 16-19: THEORY: Process (+/- 20 minutes)

Discuss the second aspect of negotiation: the process (slide 16). Explain the importance of preparing a negotiation. It is important to know who the other party is and what they want. Also, what are possible solutions to the negotiation. In addition, it is important to know what issues there are, and what kind they are (think of first aid kits). Then, it is interesting to prepare

different cases: what would your best case scenario look like? And your bottom line? And your BATNA? Explain these different deal parameters on slide 17. Give an example to make the BATNA and bottom line clear: 'You want to buy your dream car. The best case scenario is that you pay a low price. The bottom line is that you pay 10,000 euros. If it is any more expensive than that, you walk away and buy your second favourite car.' Show the video of the Status, Certainty, Autonomy, Relatedness and Fairness (SCARF) model (slide 18). Explain that creating a nice atmosphere positively influences a negotiation. Finish by explaining the different behaviours a person can take during a negotiation on slide 19.

Slide 20: THEORY: People (+/- 20 minutes)

Discuss the third aspect of negotiation: the people (slide 20). Emphasise that this is the most important of the three. Also explain the link between negotiation and conflict, and how to handle conflict.

Slides 21-25: CoFA SIMULATION: Negotiate a CoFA contract (+/- 85 minutes)

Introduce the simulation on slide 22. Open slide 16 with the preparation help tool. After giving them some time to prepare, they can start negotiating. If there are observers, explain their role. Ask about the experience of the exercise. Ask whether it was useful to prepare. Follow the instructions in the table below (detailed instructions can be found in section 9.3.2. of this manual):

Operational needs	<ul style="list-style-type: none"> - Group size: NS teams (if two players: one representative of the CoFA department, one representative of the future client; if three players: one representative of the CoFA department, one representative of the future client, and one person that will function as an observer in another team (see section 10. of this booklet)) - Time required: +/- 85 minutes - Special materials: section 9.1.2. of the participant' manual and copy of the case information (two versions) – the CoFA agent and the client should each have one version - Special physical requirements: enough space for people to be in groups separated from each other
Operating procedure	<p>Once divided into teams, the participants read the case and the negotiation start. It is about the renegotiation of the contract previously concluded during the CoFA simulation of the second sales module. The instructor(s) should show the slide with the preparation help tool (slide 16). If there is a third person, he will play the observer (the role will be specified in the participants' booklet in section 10. and in this booklet in section 11.). They have +/- 20 minutes to read the case and +/- 15 minutes to negotiate about the contract.</p> <p>After the negotiation, the following questions should be discussed (+/- 30 minutes):</p> <ul style="list-style-type: none"> - How satisfied are you with the outcome of the negotiation? - Was it helpful to develop a best-case scenario and a BATNA? - What is the combined score you attained? Did you take this into account? - Did you discover the different kinds of issues: distributive, compatible and integrative? - Did you consider the people, process and problem? What did you prioritise?


- 
- | | |
|--|---|
| | <ul style="list-style-type: none">- Did you pay extra attention to the atmosphere that you created? Do you believe in the 96% rule?- Do you feel it went better than in the first game? Why do you think it was (not)? |
|--|---|

Table 39: Overview of the CoFA SIMULATION: Negotiate a CoFA contract

Slide 26: Conclusion (+/- 5 minutes)

Finish the module on slide 26. Let the participants reflect on their own next steps in their NS during +/- five minutes. They can write them on post-its provided by the instructor(s).

9.3. Instructions for the Roleplay and the CoFA Simulation

9.3.1. ROLEPLAY: First Aid Kits

Objectives

The purpose of the roleplay is to:

- Provide a negotiation situation demonstrating that:
 - o It is important to establish whether goals are compatible before acting cooperatively or competitively
 - o Disclosing information and low trust between parties can have a negative impact
 - o Show that it is key to focus on interests

Operational needs

- **Group size:** teams of two to three participants assigned by the instructor(s) (if two players: one person is Dr. Ingabire, the other person Dr. Uwimana ; if three players: one person is Dr. Ingabire, the other person Dr. Uwimana and the third person is an observer (the role will be specified in the participants' manual in section 10.)).
- **Time required:** +/- 60 minutes
- **Special materials:** section 9.1.1. of the participant' manual and copy of the case information (two versions) – Dr. Ingabire and Dr. Uwimana should each have one version
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

After splitting up in groups, hand out the cases. Make sure that every person only gets to see their case, not that of the other player. Then, during +/- 20 minutes, everyone should read their own personal instructions to the assignment and get ready to meet the other party. If there is a third person, they will play the observer (the role will be specified in the participants' manual in section 10.). After this, the different parties meet and negotiate to find a solution during +/- 10 minutes. Tell the participants that if they reach to some agreement, to keep it within their group and not let other groups overhear it!

The roleplay should be concluded with the following questions (+/- 20 minutes):

- How did you divide the kits?
- How satisfied are you with the outcome of the negotiation?

- How would you describe the approach of each of the parties (including yourself): collaborative or competitive?
- What do you think went wrong?
- What goals did both parties have? Were they fully transparent on what their needs were?
- Explain your thinking: how did you arrive at this outcome?
- Did you change your strategy as the game progressed? If so, why?
- What does this game teach you about approaches to negotiation and the pros and cons of each?

What to expect

As it turns out, Dr. Uwimana **only needs the mouth masks** from the first aid kits, to keep their hospital from closing. Dr. Ingabire **only needs the latex gloves** from the first aid kits, to be able to continue the research. By collaborating, both parties get their full need satisfied, while being able to share the cost. Probably only few discovered this.

The key to this game is that the two parties need a different part of the kit. If participants **disclose enough information** about their needs and develop needs between each other, they can realise that **their goals are not incompatible**. However, if they engage in competitive behaviour, by sharing too little or wrong information and mistrust each other, neither of their needs will be met.

Different groups will get to different outcomes. This can be explained by several conflict models. First, the dynamics of **distributive vs. integrative bargaining** explain the different approaches participants take in negotiation. Second, participants might examine the degree to which persons **share their underlying interests**, instead of their positions. Lastly, persons may take a different approach because they have a **different type of conflict management profile**: being collaborative, competitive, compromising, avoiding, and accommodating.

9.3.2. CoFA SIMULATION: Negotiate a CoFA Contract

Objectives

The purpose of the simulation is to:

- Provide a negotiation situation in the simulated CoFA department demonstrating that:
 - o To maximise your own outcome, you have to keep a good relationship with the other person
 - o It is important to find a balance between what you can give and what you take
 - o It is key to have a best-case scenario, a base case and a BATNA
 - o It is important to find a balance between interests that are distributive and integrative

Operational needs

- **Group size:** NS teams (if two players: one representative of the CoFA department, one representative of the future client; if three players: one representative of the CoFA department, one representative of the future client, and one person who will function as an observer in another team (the role will be specified in the participants' manual in section 10.)).
- **Time required:** +/- 85 minutes
- **Special materials:** section 9.1.2. of the participant' manual and copy of the case information (two versions) – the CoFA agent and the client should each have one version
- **Special physical requirements:** enough space for people to be in groups separated from each other

Operating procedures

Once divided into teams, the participants read the case and the negotiation start. It is about the renegotiation of the contract previously concluded during the CoFA simulation of the second sales module. The instructor(s) should show the slide with the preparation help tool (slide 16). If there is a third person, they will play the observer (the role will be specified in the participants' booklet in section 10. and in this booklet in section 11.). They have +/- 20 minutes to read the case and +/- 15 minutes to negotiate about the contract.

After the negotiation, the following questions should be discussed (+/- 30 minutes):

- How satisfied are you with the outcome of the negotiation?
- Was it helpful to develop a best case scenario and a BATNA?
- What is the combined score you attained? Did you take this into account?

- Did you discover the different kinds of issues: distributive, compatible and integrative?
- Did you take into account the people, process and problem? What did you prioritise?
- Did you pay extra attention to the atmosphere that you created? Do you believe in the 96% rule?
- Do you feel it went better than in the first game? Why do you think it was (not)?
- Do you feel like you could apply things you learnt from the previous part of the module?

What to expect

When reading their version of the game, participants will be fast to establish where their priorities lay to **maximise their payoff**. When starting to negotiate, they will find out that often, their interests are reversed. However, for some of the parameters, their interests are similar.

It will be interesting to see **how they communicate**, and **how much they of their own personal information (or payoff) they reveal**. Participants can engage in different strategies. One can take a very strong position on one of the parameters, without giving in on this one, and giving a bit more to the other on other parameters. Another strategy is to choose median outcomes for every single parameter.

However, a team can also decide to collaborate and come to the highest combined payoff. In that way, the priority is on the relation between the two people, instead of on individual needs.

General discussion

In negotiation, people often want to jump into the negotiation, without **formulating a strategy**. By providing the participants with a tool, they have the chance to apply the skill of planning before a negotiation begins.

Often in negotiations, people tend to 'split the difference'. This means that they agree to some solution that is the midpoint between two opposite positions. It is often used as a settlement method. However, in this exercise, payoff schedules were varying, so that means that the 'split the difference' method is probably not the optimal payoff, i.e. getting both parties the highest number of points.

To give an example: if the CoFA agent and the company representative decide to 'split the difference' (so choose the middle outcome) on the discount on the price and on the duration of the contract, the result is 1,100 for each party, giving a combined amount of 2,200 points. However, if they go for the extremes of these parameters, and choose for a discount of 15% and a contract of five years, both parties get 1,500 points, and the total points is 3,000.

Grading

The participant gets grades on the three aspects of negotiation. The average of these three grades is their actual total score.

- People: a score on 10 that they will receive from the observer. The observer will for this make use of the observer's sheet at the end of the booklet.
- Process: a score on 10 based on the preparation the participant did for the game. Did the person think about how to go about the negotiation? Did the person prepare for the negotiation? Did the participant consider what their BATNA was?
- Problem: the grade for the problem does not come from the observer. It is based on their outcome of the game, and is as follows:

	CoFA agent	Client
Grade = 4/10 if	0 to 1,800 points	0 to 1,400 points
Grade = 6/10 if	1,801 to 3,000 points	1,401 to 2,500 points
Grade = 8/10 if	3,001 to 4,300 points	2,501 to 3,400 points
Grade = 10/10 if	4,301 to 5,700 points	3,401 to 4,800 points

Table 40: Grading system of the CoFA SIMULATION

The score of the CoFA department team is the average of all participant's individual scores.

9.4. Theory Supporting the Slides

Negotiation, a definition

Negotiation is a decision-making process in which we engage other people to try to satisfy our interests through give and take.

PEOPLE before PROCESS before PROBLEM

- **People:** Who are we dealing with? Emotional or relationship issues?
- **Process:** How do we deal with the issues? What behaviour will get us there?
- **Problem:** What are the real needs and interests?

Problem

In a negotiation, it is important to focus on the content: not just the parties' positions but also their underlying motivations, interests, needs, fears and concerns. The Positions, Interests and Needs (PIN) diagram provides a useful reminder of where the focus of a negotiation should preferably be: on the parties' underlying needs and interests.

There are three types of issues:

- **Distributive:** what one party gains, the other party loses in an equal amount. An example of this is salary.
- **Compatible:** this is an issue where both parties want the same thing. An example is professional development. Often negotiators assume that the other party's position is the opposite of theirs. Because of that, they are unable to discover compatible issues.
- **Integrative:** all the other issues. Issues that are valued differently by the parties. This is interesting, because it enables parties to use these issues to achieve a higher joint outcome if they engage in 'logrolling'. Logrolling is when one party makes a concession on a matter that is of less value to them, in exchange for receiving a concession on an issue that is more important for them. The other party does the same. An example is free coffee at work. For the company, it is often only a minor cost. However, people that like a coffee in the morning value this greatly.

Often, negotiators assume everything is a win-lose type of issue and fail to see it as a win-win opportunity.

Next to this, the problem dimension also includes:

- Determining the deal parameters of a negotiation
- Finding creative options to integrate the various needs and interests



Process

1) Preparation

Preparation is the most important part of any negotiation ('If you fail to prepare, you might as well prepare to fail'). Using a preparation template to structure and guide your preparation is always a good idea.

Here are some preparation guideline questions:

- Do not merely look at the situation through your own eyes but consciously try to imagine how things look from the other side ('perspective taking') - what matters to them? What are their pains and what can you do to relieve those?
- What will you ask for in return?
- What is your mandate and how flexible is it?
- What is your reservation value or bottom line?
- What is your BATNA?


The preparation help tool is a tool that can help participants in preparing for the negotiation. It asks to think about following:

- Participants and their roles
- What are the issues?
- Is the agreement once-off, short term, ongoing or potentially repeatable long term?
- Interests of different parties: underlying motivations, concerns, needs
- Possible solutions
- Parameters:
 - o Best case scenario
 - o Bottom line/reservation value: what is the minimum you will accept?
 - o BATNA
- If there is an agreement: what is the value added for each of the parties?

2) Outcomes of a negotiation

Here are the different outcomes of a negotiation:

- Best case scenario
- Bottom line/reservation value: what is the minimum you will accept? i.e. When do you walk away?
- BATNA: Best Alternative To a Negotiated Agreement



Sometimes in a negotiation, it is better not to agree. This is the case when the other party insists on things that are beyond your resistance point. To do so, it is important to **know your BATNA**: if you decide to walk away and not make an agreement, what are you left with? What do you walk away to?

For instance, you want to buy your dream car. The best case scenario is that you pay a low price. The bottom line is that you pay 10,000 euros. If it is any more expensive than that, you walk away and buy your second favourite car.

3) Influencing the outcomes of a negotiation

Think first about **logistical arrangements** (e.g., when and where to negotiate; whether to negotiate in person or via phone or online; the set-up of the venue). Create then a **climate to maximise collaboration**: The SCARF model provides a useful framework to set the scene for a negotiation. Overall, always be polite, be respectful, make positive first moves, keep your language positive and watch your body language.

SCARF stands for: Status (sense of personal worth), Certainty (sense of what the future holds), Autonomy (sense of control over life), Relatedness (sense of safety with others) and Fairness (sense of fairness).

After this, think about your **tactics and behaviours**: ensure that your behaviours and tactics are aligned with your approach. For example, if the approach is predominantly collaborative, then consciously and creatively working side by side with the other party to create value is the obvious thing to do. If a more competitive strategy is called for (e.g. to claim value) be firmer in your approach, yet still remain respectful and alert to value creating opportunities that might appear. Even if your approach changes, your behaviours and tactics should remain as positive as possible:

- **Competing**: assertiveness and uncooperative. A person pursues their own concerns at the other person's expense. Here, an individual uses whatever power seems appropriate to win one's own position: defending a position when you believe is correct, or simply trying to win.
- **Accommodating**: unassertive and cooperative. This is the opposite of competing. A person neglects their own concerns to satisfy the concerns of the other. There is an element of self-sacrifice when one would prefer not to, or yielding to another's point of view.
- **Avoiding**: unassertive and uncooperative. The person does not immediately pursue their own concerns or those of the other person. The individual does not address the conflict. Avoiding might take the form of sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation.

- **Collaborating:** both assertive and cooperative. This is the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It requires digging into an issue to identify the underlying concerns of the two individuals and the goal is to find an alternative which meets the concerns of both parties.
- **Compromising:** intermediate in both assertiveness and cooperativeness. The objective is to find some mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. Forms of compromising are splitting the difference, exchanging concessions or seeking a quick middle-ground position.

People

It is key to build a relationship where you can be trustworthy, not trusting. Trustworthiness has three elements


- Integrity
- Competence
- Benevolent intentions

To manage those, it is important to:

- **Communicate** with persuasive behaviours, active listening and detailed as well as open-ended questions
- **Take perspective** by putting yourself in the shoes of the other people and try to understand their perspective, beliefs and assumptions. Just being heard, even if one's view is not accepted, is often enough to lower emotions and make people feel respected.
- **Manage emotions** by thinking before acting or speaking. Also be conscious of the impact of your words and behaviours on the emotional level of the other party. Be emotionally intelligent!

Managing conflict

When thinking of negotiation, often people think about conflict as well. And even though conflict is often connotated with something negative, **conflict is neither positive nor negative**, nor is it either good or bad. It may also go away (and be hidden) or be out in the open (and be overt).



Conflict means **competition between different parties**, who perceive their own goals, needs, desires or ideas as incompatible with that of the other party. If dealt with conflict appropriately and quickly, it can most often be resolved. This can be either through dialogue or negotiation. However, if it is to be left unattended, it can easily escalate into a dispute.

We speak of a **dispute when different parties employ means to protect their interests in the conflict interaction**. Examples of these means are filing a complaint, referring a dispute to court, picking a fight or becoming angry. A conflict does not always end in a dispute. However, if the conflict is suppressed or ignored, it can lead to a dispute.

Differences between parties are not necessarily a cause of conflict, however, they can be a source if they are not respected, valued or understood. Therefore, differences require an understanding of conflict, as well as the skills set to manage it when it arises.

There are some tips to manage conflict. Here is a list of the most important tips:

- Look at conflict as an opportunity to bring everything ('the elephant') out in the open.
- Always treat the other person with respect, even if they are not likeable
- Use enabling behaviour by listening actively, asking questions, apologizing if you have to
- Avoid behaviours that could aggravate the situation
- Understand that there is always a reason why a person behaves the way they do or say: do not focus on the behaviour you see but reflect on the deeper reason behind
- Discuss all the options for resolving the conflict, be creative
- Choose a solution that benefit all parties to the maximum degree possible
- Make time to talk about the conflict
- Build good working relationships to build 'social capital'
- Create the right mood for the difficult conversation

Negotiation and decision making

When negotiating, it is important to keep in mind **some factors that influence your decision making**:

- Incorrect framing of the problem
- Lack of information
- Time pressure
- Fatigue/low mental energy
- Psychological state
- Emotions
- Memory

- Cognitive biases (e.g. the tendency to selectively interpret information that confirms our prior beliefs)
- Corporate culture

However, **being aware** of this and keeping in mind some tips, might improve your decision making:

- Brainstorm questions
- Preparation, preparation, preparation
- Use a devil's advocate (someone who argues against a cause or position for the sake of the argument)

How to improve your change on a positive result?

1) Focus on parameters to make sure you think about interests

- Your and their needs, interests and concerns
- Your target and aspiration base
- Your and their exit point (bottom line)
- Your and their BATNA

2) Manage your behaviour


- Be reflective (stop, think and then act) and not reflexive (act, then stop to think about it)
- Always treat the other person with respect
- Develop a problem-solving mindset by focusing on interests
- Do not focus on the behaviour you see but reflect on the deeper reason behind

3) Make a good impression

- The first impression should be about warmth and strength
- Keep in mind that 96% of conversations end the way they started
- Be polite, show respect, be courteous
- Use people's names and the correct pronunciation during negotiations
- Use words, tone of voice and non-verbal communication to strengthen the message
- Negotiate 'in duo' by separating relationship and task aspects of the negotiation
- Keep in mind that statements shut people down, questions create options

Mistakes to avoid when negotiating

Here is a list of typical mistakes:

- 
- Just accepting and not negotiating
 - Revealing too soon how much you would accept
 - Focusing on wants rather than overall value
 - Focusing on past achievements instead of future value
 - Conducting weak research or negotiation preparation
 - Accepting or declining offer too quickly
 - Not asking for final offer in writing
 - Bragging about your BATNA

10. Closing Session

10.1. Learning Objectives

This workshop will:

- Give an overview of the content learnt throughout the business game
- Introduce the survey
- Include a closing ceremony

10.2. Overview of the Module (+/- 180 minutes)

Overview of the module		
Module part	Duration	Slides
Introduction	+/- 5 min	1-2
DISCUSSION 1: Key take-aways of the week	+/- 40 min	3-7
Introduction and completion of the survey	+/- 30 min	8-9
Congratulations	+/- 5 min	10-12
Certificates distribution	+/- 30 min	13-14
Winners declaration	+/- 20 min	15
DISCUSSION 2: Changes	+/- 30 min	16
Final photo session	+/- 30 min	17

Table 41: Overview of the closing session

Slides 1-2: Introduction (+/- 2 minutes)

Tell the participants what is on the agenda of this last session and get them excited for the closing ceremony.

Slides 3-7: DISCUSSION 1: Key take-aways of the week (+/- 40 minutes)

On slide 3 the instructor(s) show(s) the participants what they learnt. Slides 4 to 7 will be presented by the participants. Ask the participants what lessons they take home for every module.


Slides 8-9: Introduction and completion of the survey (+/- 30 minutes)

Distribute the second survey and give the participants some time to fill them in.

Slides 10-12: Congratulations (+/- 5 minutes)

Congratulate the participants for completing the workshop and show them all the decisions they have made for their simulated CoFA department.

Slides 13-14: Certificates distribution (+/- 30 minutes)



Give everyone their certificate of completion and take photos of everyone. The certificates should be filled in beforehand by the instructor(s) and can be found in a dedicated folder (see section 1.4.).

Slide 15: Winners declaration (+/- 20 minutes)

Finish the module with a ceremony in which the instructor(s) declare(s) the winners of the game and give them their prize.

Slide 16: DISCUSSION 2: Changes (+/- 30 minutes)

Ask the participants to write on a post-it what they will change in their day-to-day activities now that they learnt so many new things in the workshop. Let them put their post-its on the blackboard and summarise the main findings. The participants can then take their post-its home.

Slide 17: Final photo session (+/- 30 minutes)

Thank the participants for their attendance and organise a photo session.

11. The Observer's Role

Here is a template that can be used by an observer when assessing a negotiation:

Case name:	
Participants name:	
Assessed by:	
Relationship competencies	
1. Creates an environment conducive to value-creating negotiation	1 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10
2. Engages with counterpart to develop communication and interaction	1 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10
Process competencies	
3. Establishes and maintains structure	1 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10
4. Manages the process actively and systematically	1 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10
Content competencies	
5. Enables parties to broaden perspectives, generate ideas and move forward	1 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10
6. Enables flow of information	1 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10
Average total score	/10

Table 42: Observer's role template

Participants can give a score on each of these aspects. Below is an explanation of what factors should be taken into account when evaluating each competency.



Relationship competencies	
1. Creates an environment conducive to value-creating negotiation	2. Engages with counterpart to develop communication and interaction
<ul style="list-style-type: none"> • conveys energy & personal warmth • appears confident and acts confidently • sets a productive tone • appears relaxed, alert and well-prepared • communicates in an assured, open manner both verbally and non-verbally • defuses damaging tensions • is sensitive to the dynamics of the process • adapts to different cultures • helps counterpart save face where necessary • is ethical 	<ul style="list-style-type: none"> • establishes and maintains rapport • accepts and values contributions from counterpart • encourages parties to talk about interests and needs through open questions • demonstrates active listening through full attention, prompting, paraphrasing and reflecting • picks up on verbal and non-verbal cues • demonstrates understanding of counterpart's situation • allows for expression of emotion by recognising, respecting and responding appropriately to them • is trustworthy
Process competencies	
3. Establishes and maintains structure	4. Manages the process actively and systematically
<ul style="list-style-type: none"> • displays good process management skills • uses mostly positive behaviours and tactics • is well prepared • is structured • opens the process well with clarity about goals, concerns and approach to the process • handles challenges calmly and thoughtfully • proposes ground rules • aware of the importance of first moves 	<ul style="list-style-type: none"> • appropriately displays both assertive and collaborative behaviours • actively tries to 'expand the pie' by seeking integrative opportunities • uses strategies to overcome deadlock • probes issues to discover what matters to counterpart • makes appropriate concessions without being over-accommodating • asks for concessions in return
Content competencies	
5. Enables parties to broaden perspectives, generate ideas and move forward	6. Enables flow of information
<ul style="list-style-type: none"> • helps everyone focus on interests, needs, priorities and options • keeps options open, avoiding premature commitment to solutions • generates atmosphere of creative problem-solving • establishes common ground • focuses on creating value first on financial and non-financial items • manages expectations • helps move process towards closure 	<ul style="list-style-type: none"> • uses effective questioning techniques to probe for information (open-ended & closed questions) • discloses relevant information to move process forward • encourages brainstorming • systematically focuses on understanding interests and needs before moving to finding solutions • uses standards and norms to justify proposals



Table 43: Overview of the explanation factors

12. Field Visit Checklist

A. What I saw

1. Are the different products and services the CoFA department offer clearly visible for customers?
2. How does the CoFA department display all the different products and services they offer to the customer? (e.g. posters and display case)
3. Where does the CoFA department meet with customers?
4. What does this meeting space look like?
5. Who receives the CoFA department's customers?
6. What training facilities does the CoFA department offer?
7. Is the office orderly and clean?
8. Are files classified according to a system?
9. Are there telephones?
10. Is there internet?
11. Are there computers to do the work on? How do they display all the different products they offer?

B. What I heard

1. Which products and services does this CoFA department offer?
2. How many people work for the CoFA department? How many First Aid trainers are available to the CoFA department?
3. Which tools does the CoFA department use to support their work? E.g. a sales tool, an accounting tool, ...
4. Which marketing channels does the CoFA department use? E.g. flyers, billboards, radio, ...
5. How does the CoFA department measure customer satisfaction?
6. Which types of customers does the CoFA department sell to?
7. Does the CoFA department tailor their offer to customers' demands?

C. Reflection

1. What are the most important differences between this CoFA department and my own?
2. What are the most important similarities between this CoFA department and my own?
3. What would you compliment this CoFA department on?
4. Is there anything this CoFA department does that would like to implement in your CoFA department?
5. Is there anything you do in your CoFA department that might be useful for the CoFA department you visited?



13. Take Home Help Tools and Exercises

To help the participants implement some of the support tools discussed during this week, the participants can find some additional documents at the end of their participants' booklet. This includes:

- **Strategy Home Exercise:** the checklist in section 12.1. in the participants' booklet is developed to help them formulate a strategy for their own CoFA department back home. They will recognise all of the concepts and questions that are asked. If they struggle or cannot remember all things discussed, they can look back at the part on strategy of their booklet section 4.
- **Prospect List and Template Company Information:** the templates in sections 12.2. and 12.3. allow to keep track of the companies that participants are reaching out to or are in contact with. For a filled in example, participants can look back at the exercises they made during the Sales Hunting module, sections 7.1.3. in their booklet.
- **Customer Satisfaction Survey:** the template in section 12.4. allows to assess the satisfaction of the customers. The participants can look back at section 8.1.2. of their booklet for more information.



Exhibit 2: Participant's Booklet



Date of completion: June 2020

Last updated on: ...

**Belgian
Red Cross
Flanders**

CoFA Business Game: Participant's Booklet

Developed by Olivier D'hondt, Leen van Hees and Victoire Terlinden
on the request of the Belgian Red Cross – Flanders

Note on Structure

This booklet is developed for participants of the CoFA Business Game that was developed by the Belgian Red Cross – Flanders. The purpose of the booklet is to assist you with the different theoretical concepts, assignments and games that will be addressed during the Business Game.

List of Abbreviations

Abbreviation	Definition
am	<i>ante meridiem</i>
BATNA	Best Alternative to a Negotiated Agreement
BRC-FL	Belgian Red Cross – Flanders
CEO	Chief Executive Officer
CoFA	Commercial First Aid
COGS	Cost of Goods Sold
CRM	Customer Relationship Management
CSR	Corporate Social Responsibility
Dr.	Doctor
e.g.	<i>exempli gratia</i>
HNS	Host National Society
HR	Human Resources
HRM	Human Resources Management
i.e.	<i>id</i>
KPI	Key Performance Indicator
min.	Minute
Mr.	Mister
NGO	Non-Governmental Organisation
NS	National Society
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
RCD	Red Cross Dollar
SMS	Short Message Service



SWOT

Strengths, Weaknesses, Opportunities and Threats

WTP

Willingness to Pay

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1. General

1.1. Overview of the CoFA Business Game

The Commercial First Aid (CoFA) Business Game is a workshop designed by the Belgian Red Cross-Flanders (BRC-FL). It is meant to be used in the ongoing capacity building efforts of the BRC-FL in the field of Commercial First Aid. The CoFA Business Game has been conceived as a four-day workshop and is supplemented with a one-day field visit.

The workshop is dedicated to transferring managerial knowledge to local Red Cross staff on common business topics that are relevant to CoFA departments in Sub-Saharan Africa. These business topics are the following:

- Human Resources (HR)
- Strategy
- Accounting
- Marketing
- Sales (hunting and farming)
- Negotiation

Although it can be used more broadly, most examples are intrinsically linked to Commercial First Aid and it is therefore most effective in that setting.

Day 1	Day 2	Day 3	Day 4	Day 5
Introductory session (75 min)	Module 2: Strategy (120 min)	Field visit	Module 4: Marketing (150 min)	Module 7: Negotiation (120 min)
Tea break	Tea break		Tea break	Tea break
Welcoming session and CoFA presentations (75 min)	Module 2: Strategy (120 min)	Field visit	Module 5: Sales hunting (50 min)	Module 7: Negotiation (90 min)
Lunch	Lunch		Lunch	Lunch
Welcoming session and CoFA presentations (75 min)	Module 3: Accounting (120 min)	Field visit	Module 5: Sales hunting (120 min)	Closing session (120 min)
Tea break	Tea break		Tea break	Tea break
Module 1: HR (120 min)	Module 3: Accounting (120 min)	Field visit	Module 6: Sales farming (120 min)	Closing session (120 min)
Closing of the day (15 min)	Closing of the day (15 min)		Closing of the day (40 min)	

Table 1: Overview of the CoFA Business Game with duration specified

The Business Game has been developed to guarantee the modularity and scalability of the workshop: it can be played anywhere and at any time by participants from one or several National Societies (NS). When played with representatives of different CoFA departments, this Business Game is also an opportunity for the participating Host National Societies (HNS) the BRC-FL to strengthen ties and to exchange thoughts on the challenges faced by the Red Cross in Sub-Saharan Africa. Next to this, the workshop is also an opportunity for the representatives of the host country to showcase the operations of their CoFA department during a one-day visit that generally takes place in the middle of the week.

1.2. Storyline of the CoFA Business Game

The participants will run their own virtual CoFA department during the business game. The creation of their own CoFA department requires the participants to take strategic decisions on the different business topics covered throughout the Business Game: human resources, strategy, accounting, marketing, sales, and negotiation.

In this simulation, the participants will build their new CoFA department from scratch. Therefore, their first assignment will be to select a team, assign everyone a specific role, and look for two new hires by writing two vacancies to recruit new team members. Once the different CoFA departments are set up, the participants need to decide on a strategy for their CoFA department. In its most basic form, they have to determine the direction they want to take with their CoFA departments and come up with a plan on how to get there.

For the next exercise, we jump into the future. By then, the newly created CoFA departments have been up and running for a while and it is time for the participants to analyse their financials to check how they are doing. More specifically, the participants need to calculate the production cost of their products and services with the help of the Excel costing tool designed by the BRC-FL. Next to this, as in every other company, they need to keep track of the bigger picture through the creation of both an income statement and a cash-flow statement.

Now that the participants have a CoFA department that is up and running, it is time to boost its growth through the creation of a marketing plan. Such a marketing plan requires the participants to make a decision on the five P's (product, place, price, people and promotion) of marketing. The participants will insert these decisions in a preconfigured Excel, and in return they will receive a results sheet that shows the impact of their decisions on their bottom-line.

In the next module, the participants will have to put themselves in the shoes of their sales representatives. They will experience what it is like to call prospective clients for the first time and how they can establish a relation with them.

In the final module on negotiations, we jump ahead to a few days after the purchase. At this point, the client calls the CoFA department to explain that they want to renegotiate their sales

contract. Apparently, the client's partner had accused the client of being too soft all the time, and they wanted to prove the partner wrong by showing that they could play hard ball if they wanted too. It is up to the participants to negotiate the best possible deal for their CoFA department.

To ensure a proper understanding of each topic before engaging in the simulation, the learning content will first be taught through various exercises and theory sessions. Among those exercises, there are:

- Discussions
- Roleplays
- Assignments
- Cases

The learning experience is further supplemented by videos and open-ended questions that are inserted in the PowerPoint presentation of each module.

1.3. Overview of the Booklet

This booklet includes the notes, questions and exercises for each module developed within the framework of the CoFA Business Game. This booklet contains exercises for the following nine modules:

- Introductory session
- Module 1: Human Resources
- Module 2: Strategy
- Module 3: Accounting
- Module 4: Marketing
- Module 5: Sales hunting
- Module 6: Sales farming
- Module 7: Negotiation
- Closing session

For each module described in this booklet, you will find:

- Questions for you to fill out during the module (if asked)
- Supporting material for the games and assignments
- Key takeaways for each module

You will also find in this booklet some guidelines for the field visit and take-home exercises.

1.4. Survey

You have to fill in a survey so that the BRC-FL can constantly improve this game. This ensures that the modules are not only theoretically sound, but also relevant for you. This survey is split into four parts:

- An ex-ante survey that ideally must be completed one month before the Business Game to evaluate your pre-existing knowledge, needs and expectations.
- A module survey to be completed after each module to assess the content, the difficulty and the relevance of the session.
- An ex-post survey to be filled in during the closing session that enables you to evaluate the content of the workshops, the teaching techniques and the instructor(s).
- An ex-post survey conducted one month after the end of the Business Game to evaluate the application of the concepts and tools learnt.

The participants who complete all four surveys can be rewarded, as a team or individually, depending on the game configuration, with a prize. The latter can be a cup or a plaque stating the achievement of the CoFA Business Game.

1.5. Closing of the Day: Eyes and Ears

For every module, the instructor(s) should ask the participants who want to be the eyes and the ears of the presentation on a voluntary basis.

- Eyes: look at what is going on in the workshop:
 - 'What is the mood of participants?'
 - 'Does everyone participate?'
 - 'Any other observations?'
- Ears: listen to what is going on in the workshop:
 - 'Do all participants understand what is being discussed?'
 - 'Does anything need to be improved /changed?'

They should present their insights at the end of each day during the so-called 'Closing of the day'. It will also be an opportunity for you to reflect on the lessons learnt and to share what they want to do with their new-found knowledge.

1.6. Grading

At the end of every module you will receive a grade between 1-10. This score counts towards the overall grade for their final assignment, the CoFA simulation. This way they can see after

every module where they rank compared to the rest, and who is most likely to win the business game.

1.7. General Remark

The currency used for the assignments, cases, roleplays and simulations are Red Cross Dollars (RCD).

In the numerical assignments, the grey boxes in the tables must be filled in. For the other assignments, white boxes are given to be filled in.

2. Introductory Session

2.1. My CoFA Department

What are the main goals of your CoFA department?

What does your CoFA department want to achieve in the short term?

How do you see the future of you CoFA department?

What does your CoFA department want to achieve in the short term?

How do you see the future of you CoFA department?

In what way do you think this training week can help you achieve these things?

2.2. Other CoFA Departments

CoFA department	What I can learn from this CoFA department
CoFA department	What I think I could support this CoFA department with

Are there any things you might try that have proven to be successful for other CoFA departments?

Are there any setbacks that colleagues from other CoFA departments have experienced, that you could draw lessons from for the future of your own CoFA department?

2.3. What Will the Modules Look Like?

Assignments: Learn by doing, apply theoretical concepts in practice.

Discussions: Learn from your peers. Often there is more than one right answer.

Theory: We will introduce the latest business theory to you in each module.

CoFA simulation: We will end each module with a graded game related to the CoFA simulation you will run this week.

3. Human Resources

3.1. Supporting Materials for the Assignments

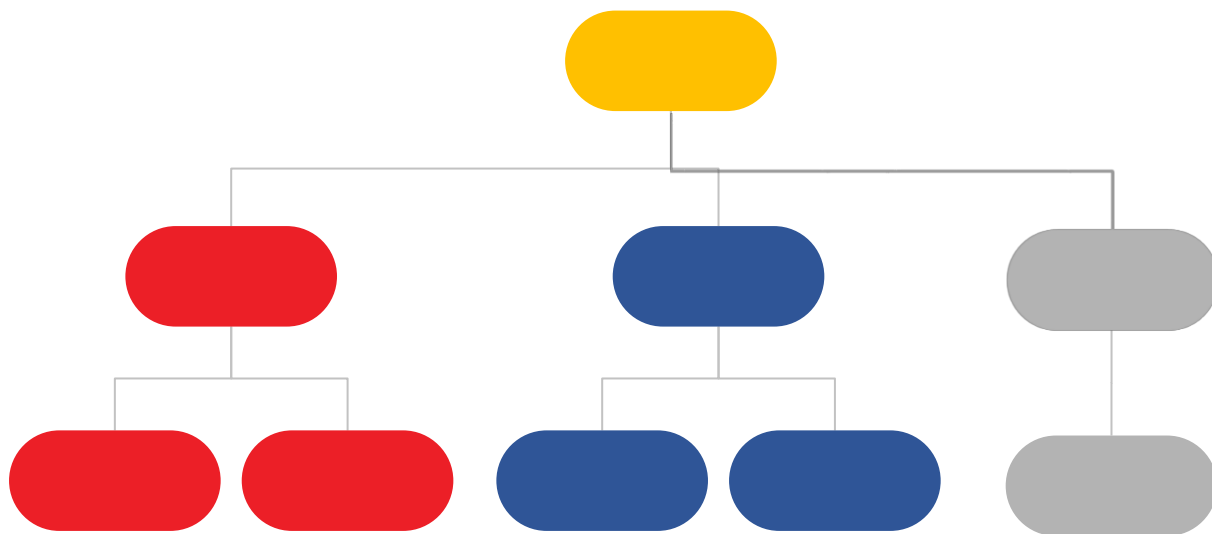
3.1.1. ASSIGNMENT: The Paper Company

Part I. Fill out following function in the right place in the provided organigram.

Sales Manager	The Sales Manager is someone who is responsible for leading and guiding a team of salespeople in an organisation.
Accountant	The Accountant handles monetary transactions by recording financial information.
Head of Marketing	The Head of Marketing leads all marketing activities from social media and digital campaigns to advertising and creative projects.
Operations Manager	The Operations Manager is responsible for managing activities that are part of the production of goods and services.
Head of Manufacturing	The Head of Manufacturing oversees all manufacturing operations to ensure production meets the required deadlines, quality standards and is completed within the operational budget.
Purchasing Agent	The Purchasing Agent identifies requirements for goods, materials and services. They also identify reliable suppliers and negotiates on prices.
Sales Representative	The Sales Representative sells products and services to customers. They work with customers to find what they want, create solutions and ensure a smooth sales process.
Head of Finance	The Head of Finance is in charge of the financial health of the company. They perform data analysis and use this result to help on advising on how to increase the profitability of the company.

Table 2: Overview of the functions

Organigram:



Part II. Find a suitable candidate for following function. Select one person from the six that are presented.

Sales Representative 	
Background	accounting / sales / management / retail
Skills	organisational, ambitious, entrepreneurial
Experience	at least five year working experience, preferably in sales

Table 3: Overview of the Sales Representative function



<p>Amara</p> <p>Female</p> <p>22 years old</p> <p>Management degree</p> <p>1 year sales experience</p> <p>Eager to learn, organised, social, driven</p>	<p>Kwame</p> <p>Male</p> <p>50 years old</p> <p>No degree</p> <p>35 years sales experience</p> <p>Team player, pro-active, confident, engaged</p>	<p>Nelson</p> <p>Male</p> <p>25 years old</p> <p>No degree</p> <p>7 years sales experience</p> <p>Ambitious, thinks outside of the box, structured</p>
<p>Ekon</p> <p>Male</p> <p>33 years old</p> <p>Engineering degree</p> <p>15 years experience (not sales)</p> <p>Organised, hardworking, problem solving</p>	<p>Zuri</p> <p>Female</p> <p>46 years old</p> <p>Communication degree</p> <p>10 years sales experience</p> <p>Social, flexible, verbal and written communication</p>	<p>Zola</p> <p>Female</p> <p>68 years old</p> <p>No degree</p> <p>52 years sales experience</p> <p>Kind, good with people, organised, efficient</p>

Table 4: Overview of the candidates

3.1.2. ROLEPLAY: Performance Management

You just saw a discussion between the manager of the manager of a company and Zayn. The manager commented on the fact that Zayn reads the paper every morning, while their other colleagues already start working during that time.

Do you think the manager handled it well? What things do you think they did well? Were they constructive in their feedback? Did they listen as well as speak?

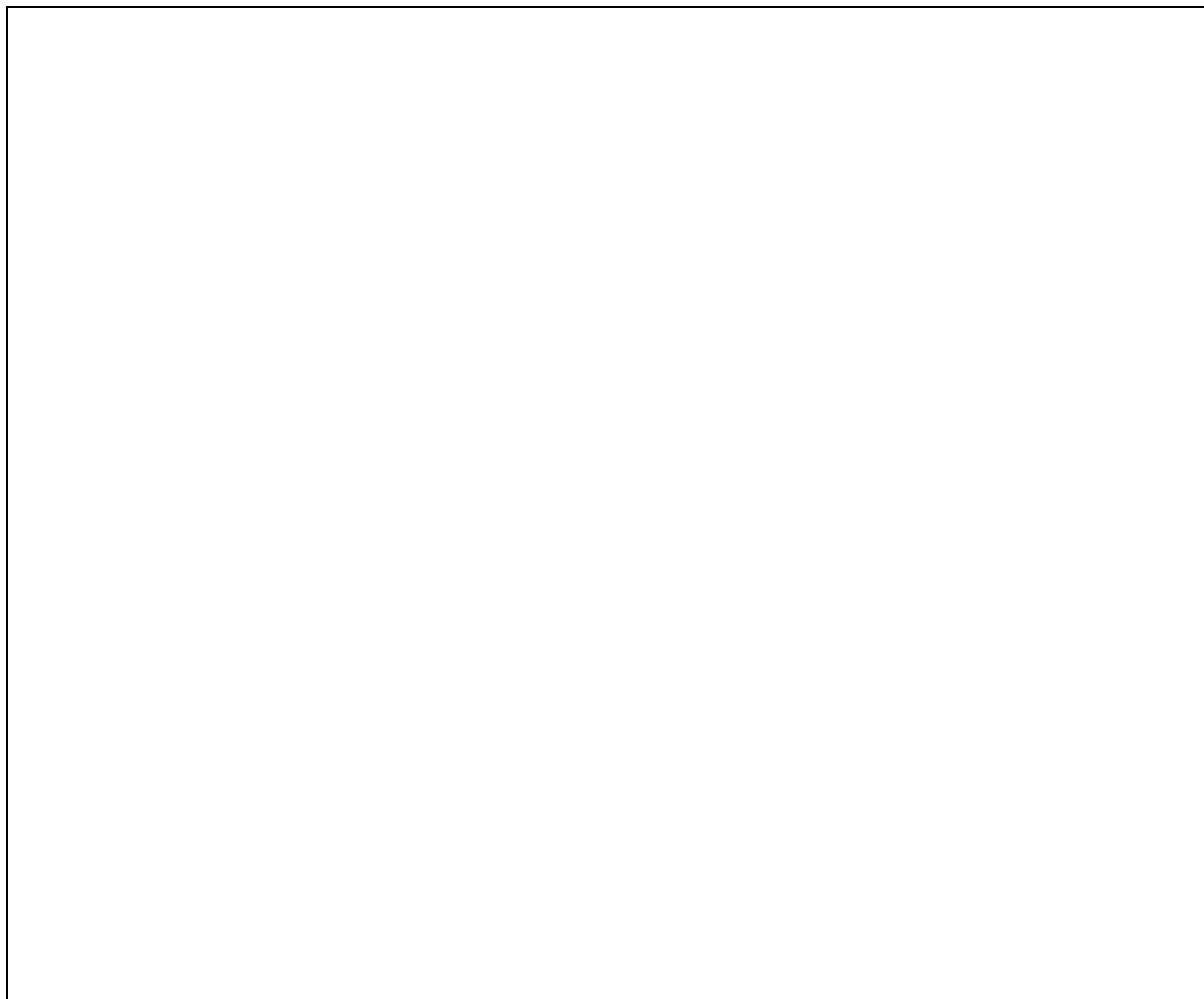
What do you think they did wrong? Did they make mistakes?

If it would have been you, what would you have done it differently?

3.1.3. CoFA SIMULATION: Set Up your Own Team


A new CoFA department is founded, and your team is appointed to start up this department and make sure that things will run smoothly. Of course, you first need some employees in your company before you can get started. Therefore, your first assignment will be to think of what function you need to make your department operational. Some examples may be: Manager of Sales, Sales Representative, Manager of Marketing, Manager of Accounting and Human Resources (HR) Manager. Of course, every function needs to be filled in by an actual profile, which is why you will need to develop profiles for people you are looking for. You are very eager to make this new CoFA department work, so you go straight to work!

Part I. You have a budget to take on eight employees. Think about what the most important functions are. Draw an organigram in which you give all eight people a place. Use the space below:




Part II. Looking at the different applicants, specify the profiles (hard skills/soft skills) of two people you would hire.

Profile 1:

Function:	
Background	
Skills	
Experience	

Profile 2:

Function:	
Background	
Skills	
Experience	

3.2. Key Take-Aways of the Module

1. Within an organisation, Human Resources Management (HRM) takes place on three levels. On strategic level, human resources strategy is linked with the organisational mission and the work of people in the organisation. On operational level, functional human resources activities are managed and issues of employee and employer are balanced. On administrative level, it is recordkeeping, process administration and compliance efforts.
2. The operational level has different tasks, the most important ones being development and training, organisational and job design, performance management, compensation and rewards and talent management.
3. An important job of organisational and job design, is thinking about the organisational structure of the company. How are different tasks allocated and coordinated, what are the different levels of management and who is under whose supervision? This is all structured in an organigram. To give practically implementation the organigram, profiles are developed for the different functions.
4. Talent management consist of two aspects: attracting people to recruit and select suitable employees and retaining employees. For you to retain good employees, you have to engage and motivate them.
5. Performance management is measuring the performance of the company and employees, and using the results to make improvements. Such measures often referred to as KPI's: Key Performance Indicators. These help you prioritise and put achievable targets.
6. When managing people, accrediting employees when they do a good job is important. However, it is also crucial to give negative feedback when things are not done right. Important in these situations is to be constructive, honest and respectful. Also, it is important that this conversation is face to face, and that the employees also has a chance to speak.
7. **Next steps:** create an overview with the KPI's per employee and make this visible to everyone e.g. write it on a blackboard.

4. Strategy

4.1. Supporting Materials for the Assignments

4.1.1. CASE: Should the Red Cross CoFA Department in Manuto Reposition Itself

Introduction

In the first five years of their career they all took up different roles within the Red Cross. Abanu had worked on improving the hygiene situation in Manuto, Aaliyah and Ebo had helped rebuilding the country after the great Tsunami destroyed much of the East side of Manuto, and Jengo and Alissa had organised multiple blood donations.

One night, about five years ago, Abanu decided it was time for a little reunion and invited everyone over to his place after work. Since they all started out together, they had soon become close friends, but over the years everyone had got so caught up in their job that they sadly lost touch. It is fair to say that the reunion at Abanu's was a huge success! Although they had not seen much each other in the last couple of years, they immediately hit it off again, had some drinks and talked deep into the night. It was so much fun that they decided they would not let that much time pass by before their next get-together.

That next Thursday, everyone met at Aaliyah's house. The night again started with a drink and a lot of laughter, but this time the conversations had a little more depth. Abanu shared his frustration that there were so many people he could not help because the Red Cross simply did not have enough funds to build toilets and a well in every village in Manuto. Aaliyah and Ebo understood what he was talking about because they had had a similar experience during the aftermath of the great Tsunami. When also Jengo and Alissa voiced their frustration with the lack of funding, the five realised that the funding problem was clearly not limited to their own department. The Red Cross did great things in Manuto, but if only they had more money, there was still so much more they could do.

The next morning, Jengo went to his boss to raise the group's concern about the lack of funding. When he asked his boss if there was really no way to raise more money, his superior was quite clear in his response: *I wish there was something I could do. But we are already getting the most out of our sponsors and the government also does not have any more money to spend if it still wants to be able to run this country.*

Well, that was not the way how Jengo envisioned the conversation would go. If it was anyone else, they would just go back to their job and not think about the money issue ever again. But Jengo was not just anyone else. If he wants something, he will not rest until he gets it. He thought to himself that maybe his boss had missed something and there was a way to raise

more money that just no one had thought of before. Four days after the conversation with his boss, Jengo saw an advertisement in the newspaper: **'Make your workplace safer! Sign up for our first aid classes now! You will not find them anywhere cheaper!'**. The advertisement came from a company called 'Primo Ayuda'.

This add got Jengo thinking: *'The Red Cross is by far the most knowledgeable organisation in the world when it comes to first aid, yet the Red Cross does not sell a single first aid training. Instead we offer first aid trainings for free all over the country. Would it be possible to ask money for such trainings? Is there really a market for first aid trainings?'*

Jengo was not sure yet, but he believed he was up to something. He called his friends over and explained his idea. The group conducted some research and they found out that there were actually a few companies in Manuto that offered first aid trainings to companies. *'This makes no sense!'* Alissa shouted, the rest knotted in agreement. *'How is it possible that there are companies making a fortune out of this and that the Red Cross never even thought of entering this market?'* None of them seemed to have an answer to this question. It seemed as if Jengo had found the solution he was looking for. The next day, Jengo went back to his superior.

"Boss, could I have a moment of your time please? I promise you it will be worth it." "Sure, but I have another meeting in 10 minutes so you'll have to be quick." "No problem. 5 minutes is all I need. I just kept on thinking about possible ways to raise more funds after our last meeting and I think I might have found something. I was wondering why we don't have a commercial first aid department yet since there are a lot of companies making good money out of that." "We looked into that 2 years ago but setting up a CoFA department takes a lot of time and effort and back then we couldn't find anyone who was both capable and willing to set that up." "Well, what if I said I would love to do that?" "You know what, we can actually spare a few men. You can pick a team of 4 people and if you haven't sold anything in the next half a year we pull the plug." "That would be amazing!" Jengo said with a smile and the two shook hands to conclude the deal.

Jengo called his friends with the good news and asked them if they wanted to be a part of this new department. None of them hesitated even for the slightest moment. They were all just as excited as Jengo with the opportunity that was given to them.

We are now five years later and the CoFA department is actually doing quite okay, but Jengo believes they can do better. The business grew so fast that they had not really had the time to think about a strategy for the organisation. They had just created some first aid kits, gathered some trainers, and started calling companies to ask them if they were interested in buying a first aid training. Jengo called the team together and asked them to clear their schedule for

the weekend. It was about time they got together and came up with a strategy for their department because that was long overdue.

The weekend

Friday night:

Jengo had gone through a few strategy books in preparation of this weekend and he found out that one of the team's first action points was coming up with a clear mission, vision and values, because everyone in the company needed to align on where they wanted to take the company, before they could plan out how they wanted to get there. Jengo asked the team three very simple questions that turned out to be harder than expected:

1. Why are we doing what we are doing?

'The red cross needs money if it wants to help the people in Manuto.' - Jengo

'We want to help reduce the number of work accidents in Manuto.' - Abanu
--

'This business is a real goldmine, it would be stupid not to take advantage of it.' - Aaliyah

'These commercial first aid trainings allow us to educate a lot of people on first aid.' - Ebo
--

'It is a lot of fun to all work together again.' – Alissa

2. Where do we want to go with this?

'I want to turn this into a multi-million-dollar company for the Red Cross.' – Jengo
--

'I would like us to get access to more organisations than mainly companies, what about schools or government organisations for example?' – Abanu
--

'I believe we should be the only company in this country offering these trainings. We are so much better than the rest.' - Alissa

'I actually have not the slightest clue, I just like the way it is right now.' - Aaliyah
--

'We should be able to avoid that anyone dies from a work-related accident ever again.' - Ebo
--

3. What is most important to us?

'I want us to always be pushing for more, be honest with each other and have fun' – Ebo
'I actually fully agree with what Ebo just mentioned' – Alissa
'For me fairness, drive, happiness and friendship are key' – Jengo
'What I like is our entrepreneurial spirit and creativity.' - Abanu
'I find it important that we always try to help each other and as many people as possible.' – Aaliyah

It took the team a while, but it seemed like they managed to come to a consensus on their mission, vision, and values. Next up the agenda was another seemingly simple question: *'Do we actually create value?'* Because if that is not the case, it is better to stop the business right now. To come up with an answer, Jengo asked Abanu and Ebo what they thought their customers would maximum pay for a commercial first aid training. As sales representatives for the CoFA department they were ideally placed to answer this question. Currently they sell first aid training for 10 RCD per person per day, but both salesmen were convinced that they could probably charge a bit more. Abanu believed 13 RCD was possible, while Ebo said they could probably raise their price to 16 RCD and still lose no more than a few customers. The next thing Jengo needed to know was how much such a training actually cost them per person per day. Alissa, the CoFA department's accountant, took her calculator, quickly ran some numbers, and came up with a price somewhere between 8 RCD – 9 RCD.

By now, everyone realised that creating a strategy was not such an easy thing. It was almost midnight by the time they finished these two first topics. Everyone was exhausted and was ready to go to bed. *'Let's get one more drink and call it a night.'* Jengo said. *'Tomorrow is another big day.'*

Saturday morning:

Jengo was up early today. He was really happy with all the work they had done yesterday and could not wait to get started again. He took a quick shower, had some breakfast on the way to the office and by 7 am he arrived in the office. By 8 am the rest also arrived.

Another concept Jengo had read about in his strategy books is the 'value creation scissors'. The value that the department creates with its trainings is the difference between the price customers are willing to pay for it and the cost of such a training. So, next up the agenda was a little brainstorming session in which the team went over the main drivers of willingness to pay and costs.

What are the drivers of the willingness to pay for a CoFA training?

Once again, Abanu and Ebo were perfectly positioned to answer this question. They were actively following up on their clients and therefore knew exactly what extra services their clients would like, what they appreciated about the trainings, what they would like to change about them, ...

Abanu and Ebo came up with the following drivers:

Education level of the trainers
Location of the training
Quality of the teaching materials that were used
Duration of the training
How much the training was tailormade for their specific needs
Seeing the benefits of these trainings later on, such as fewer severe accidents in their factory, number of lives saved...
The ratio trainers / participants
How much the participants could actively engage with the content of the training: were they able to try out all those techniques?
The success rate of the participants on the final exam that followed the training

Table 5: Drivers of willingness to pay of the Manuto first aid training

What are the drivers of the costs of a CoFA training?

Alissa was the accountant in the CoFA department. She knew exactly what costs the company had incurred last year. She came up with the following list of cost drivers for a CoFA training:

Alissa came up with the following drivers:

Location of the training
Ratio teachers / participants
Duration of the training
Quality of the teaching materials used during the training
Education level of the trainers (this translated in a higher wage)
The time it took for the secretary to arrange everything
The travel time of the trainers to get to the location

Table 6: Cost drivers of the Manuto first aid training

It took the team about two hours to come up with this list of drivers and narrow it down to the most important ones. By the end of the exercise everyone was starving, and they decided to continue after lunch. Since Jengo let his teamwork during the weekend, he decided they had deserved a treat and he took them to their favourite restaurant.

Saturday afternoon:

With their bellies full from the delicious meal, the team was ready to get started again. Next up the agenda was an analysis of the environment in which their CoFA department operated. Such an analysis consists of 3 things:

- What are the underlying trends that affect your business?
- Who are your customers and what do they care for?
- Where are your competitors?

To identify the trends that could affect their CoFA department, Jengo believed it would be smart to conduct a Political, Economic, Social, Technological, Environmental and Legal PESTEL analysis. Such an analysis looks at the political, economic, societal, technological, environmental, and legal trends that could affect the business either in a positive or a negative way.

For the trends analysis it was important that no major trends were overlooked, so Jengo asked everyone to come up with all the trends they could think of that could affect the way they are currently doing business. The team came up with quite a list.

List of all the trends in Manuto that could affect the CoFA department:

1) Automation makes simple tasks a lot more efficient.	9) Legal pressure to organise first aid trainings in large corporations.
2) Societal pressure to reduce the number of work- related accidents.	10) The level of corruption in Manuto has shrank to its lowest level in five years.
3) Government stability in Manuto has improved drastically over the past five years.	11) Blended learning becomes more and more important with the advancements in e-learning.
4) Companies are more and more concerned with sustainability and creating a positive impact on the environment and the society.	12) The economy of Manuto has grown very rapidly lately and is projected to continue on that path over the next ten years.
5) Companies in Manuto are typically making healthy profits, which has made them a little less price sensitive. They are willing to pay more for better quality, service...	13) Manuto's economy is shifting from mainly agriculture and mining to services. This means that more people start to work in an office instead of a factory or on the field.
6) The literacy of the people in Manuto has drastically improved and is up to 80% of the population now.	14) The youth of Manuto is really tech-savy. They love everything that has to do with computers and always carry their smartphone with them.
7) Natural disasters have terrorised Manuto a lot in the last five years, there was the tsunami three years ago, two big storms, a drought...	15) The government has recently created a fiscal incentive for companies to invest in first aid. If they do so, they must pay fewer taxes.
8) Manuto has a very young population, with more than 50% of its population younger than 30.	16) The government has recently promised to invest more into the country's health system.

Table 7: Trends that could affect the Manuto CoFA department

The PESTEL analysis had really tired out the team. With Alissa almost falling asleep and Abanu sitting on the tip of his chair, it was time for a coffee break. The team could really use the extra energy. Once everyone felt reborn, it was time for a customer analysis. The CoFA department had more than forty different customers. The list ranged from schools and government departments to mining companies and consulting companies. Abanu and Ebo listed down all their clients, ordered them by industry and wrote down how much revenue and profits they brought in for the Red Cross. This simple exercise led to some surprising results. Underneath you can find a list with the number of customers in every industry.

Customers per industry:

Industry	Number of clients	% of revenues	% of profits
Mining	15	30%	15%
Agriculture	12	25%	10%
Schools	2	10%	20%
Consulting	1	5%	5%
Government Departments	3	7%	12%
Construction	5	10%	20%
Clothing	6	13%	18%

Table 8: Customers per industry in Manuto

The CoFA department got most of its revenues from the mining and agriculture industry. Yet these two industries were very price sensitive. So, they only represented a small percentage of the total profits. Schools and construction on the other hand turned out to be extremely profitable, so they would like to see more of those customers in the future. The team decided to focus on those four customer segments and wondered what each one of those segments really cared for, so that they could create tailored training packages just for them.

Once the customer analysis was done it was time for an analysis of the competition. In Manuto there were five large corporations offering first aid services and quite a few trainers that worked independently.

Overview of the competition:

Company	Characteristics
Primo Ayuda	Large corporation, mainly focussing on the agriculture and mining industry. They are really cheap, but the quality of their trainings is not up to par.
Dongole	Large non-governmental organisation (NGO) offering first aid services. The quality of their trainings is rather good and they are somewhere in the middle when it comes to cost
Independent	The independent trainers are cheap, but lack the support of a large organisation to offer high quality trainings
Ayamalo	Medium sized corporation that focusses on the service industry. They charge a very high price, but the quality of their trainings is rather low.

Shamar	Start-up that focusses on selling first aid trainings to government departments. They are expensive, but have very good ties with the president of Manuto...
Wayami	Start-up that focusses on selling first aid trainings at the lowest possible price. They do so by offering a big part of the training online.

Table 9: Competition in Manuto

The CoFA department of the Red Cross is by far offering the highest quality trainings, but they are not more expensive than most of their competitors. To offer such a high quality they incur rather high costs. These high costs in combination with the rather low price they charge has put some pressure on their profits.

Almost there. Today was another productive day for the team, so they decide to quit early and to go out and celebrate. There is not so much left to do and they still have all of Sunday to finish up.

Sunday morning:

Jengo woke up early again. He talked with his wife about all the progress they had made over the past two days and she was quite impressed. The team had conducted a thorough external analysis, they had come up with a vision for the company and they had run some calculations on the value the company creates. All that was left was an internal analysis, summarizing their findings of the weekend in a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and finally deciding whether it would make sense to reposition the company a bit.

The team started with the internal analysis. Jengo wanted everyone to write down what they believed were the resources and capabilities that the Red Cross had that the competition lacked. Once again, the team came up with quite a list.

List of unique resources & capabilities:

Well-known brand name	Qualitative teaching material	International support
Know-how trainers	Countrywide presence	Great salesmen
Marketing efficiency	Sales efficiency	Delivering the trainings

Table 10: Resources & capabilities of the Manuto CoFA department

What the Red Cross is not that good at in Manuto is Accounting and Recruiting. They simply do not have people with the right background to do that and cannot afford to hire a real accountant or someone trained in recruiting for the moment. That's why one of the secretaries

is doing that for now, but they were reconsidering whether that is really the best way. Probably those secretaries can spend their time wiser doing something else.

Now they had literally conducted every possible kind of analysis. So it was time to put it all together in a SWOT analysis to have an overview of the strengths and weaknesses of the Red Cross compared to the competition, and also the opportunities and threats in its environment that it has to take into account. They managed to get this analysis done by lunchtime. Jengo could not be happier with the effort of his team. He knows no one really likes to work on the weekend, but if they did not do it now, they would have never found the time to review their strategy. He felt like everyone had deserved a nice lunch. This time in the fanciest restaurant in town.

Sunday afternoon:

The team went over everything they had found out during the weekend once more and they started to wonder. There is no doubt that they can be very proud of how much they grew their department in just five years. However, they all felt that something was not right when they looked at all their analyses. More specifically they started to doubt whether their current market position still made sense?

Questions for you:

1. How would you describe the mission (1 sentence), vision (1 sentence) and values (3 sentences) of the Red Cross in Manuto?

2. How much value does the Red Cross create on average with one training and is it able to capture some of that value? If so, how much value does it capture per training?

3. What do you think are the four main drivers of willingness to pay (WTP) and costs of first aid trainings?

4. What long-term trends underlie this business? Conduct a PESTEL analysis and order them by category. Highlight the five most important ones.

5. Do you agree with the main customer segments the Red Cross wants to sell to? What customer segments would you choose? What are the main things these customers look for?

6. Where are the companies offering first aid in Manuto positioned? Are there any gaps in the market?

7. What resources and capabilities does the Red Cross have in Manuto that give it an advantage over the competition?

8. Are there any activities that the Red Cross could better outsource?



9. Conduct a SWOT analysis.

10. Does the current position of the Red Cross in Manuto make sense?

4.1.2. CoFA SIMULATION: Position your CoFA Department

Your team has successfully completed the first steps of starting a new CoFA department by recruiting a team of motivated employees! Now, your next assignment will be to choose a direction for your CoFA department. In other words, you will decide on the strategy that your CoFA department will follow. Where do you want to position yourself?

Our Mission:

Our Vision:

Our Values:

Internal analysis

Unique resources (3):

Unique capabilities (2):

Our competitive advantage:

External analysis

Key trends we will look out for (6):

Main customer segments we want to attract (3):

Our positioning: premium or low-cost or in-between

4.2. Key Take-Aways of the Module

1. The value you create with your service is the difference between what people are willing to pay for it and how much it costs you to offer the service.
2. Choose a clear position in the market. You either go for a low-cost position, and do everything as cheap as possible, so that you can offer the best price. Or you go for a premium position, and do everything to offer the most qualitative service there is, so that customers are willing to pay extra for it. Do not get stuck in the middle!
3. Think about the long-term trends that can affect your business in a positive or negative way. Think about trends on six different levels (PESTEL).
4. Analyse your own customers: who are they and what do they want. Think in customer segments: groups of customers with the same needs e.g. all mining companies.
5. Analyse where your competitors are. Are they low-cost players or premium players?
6. Find your competitive advantage by analysing your unique resources and capabilities. What do you have that the competition does not have and that enables you to offer a superior service to your clients?
7. If there is an activity that someone else can do cheaper or better, it is maybe a good idea to outsource this and focus your limited time on what you are really strong at e.g. if you do not have much marketing knowledge and you are undermanned, ask a specialised marketing company to take care of this for you.
8. A SWOT analysis is a great tool that gives you an oversight of the opportunities and threats in the market and at the same time it shows your company's own strengths and weaknesses. In other words, it combines all of your internal and external analysis into one.
9. Test your strategy: does your position make sense? Do you take advantage of the opportunities in the market and cope with the threats? Do you play out your strengths and deal with your weaknesses?
10. **Next steps:** fill in the strategy template for your own organisation.

5. Accounting

5.1. Supporting Materials for the Assignments

5.1.1. CoFA SIMULATION 1: Identify the Production Costs of your CoFA Department¹

Your team has already done a great deal of work and the National Society is very happy! You are almost ready to make your first sale. However, before you can start negotiating with potential clients, you need to establish a price for your product/service. What is the minimal price you have to ask in order to make that all your costs are covered? And before that: what are the costs that you are facing? As the employees you have recruited only start at the end of the month, you will have to do some accounting yourself.

You have to keep the books of your new CoFA department. As a first step, this position implies identifying the Cost of Goods Sold (COGS) of each product/service. It is your lucky day, you find:

- A table with the list of the products/services sold and their components

Products/services sold	Components (units)
Small first aid kit	1 small blank kit + 1 small replenishment
Medium first aid kit	1 medium blank kit + 1 medium replenishment
Basic first aid training <10	1 kit + 1 pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1 laptop + 1 beamer + 1 flipchart + 1 splint + 2 wooden splints + 1 paper sheet + 1 registration book + 1 pen + 1 t-shirt + 1 trainer basic first aid training <10 + 1 cost certificate + 1 food allowance
Standard first aid training >10	1 kit + 1 pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1 laptop + 1 beamer + 1 flipchart + 1 splint + 2 wooden splints + 1 paper sheet + 1 registration book + 1 pen + 1 t-shirt + 1 trainer standard first aid training >10 + 1 cost certificate + 1 food allowance
First aid intervention	1 driver + 1 volunteer + 1 fuel + 1 consumable

Table 11: Overview of the products and services sold, and their components

- A table compiling the price of the components

Components (units)	Price
--------------------	-------

¹ The solutions to the following exercises can be found at the end of the 'Accounting' part. We trust you to not look at the solutions before finishing the exercises!

1 small blank kit	13 RCD
1 medium blank kit	25 RCD
1 small replenishment	15 RCD
1 medium replenishment	20 RCD
1 kit	3.2 RCD
1 pair of latex gloves	3.5 RCD
3 dressings	2 RCD (for 3 dressings)
1 mouth mask	2 RCD
5 dolls	12.5 RCD (for 5 dolls)
1 laptop	2.1 RCD
1 beamer	2 RCD
1 flipchart	4.5 RCD
1 splint	0.15 RCD
2 wooden splints	0.4 RCD (for 2 wooden splints)
1 paper sheet	5 RCD
1 registration book	0.075 RCD
1 pen	2.15 RCD
1 t-shirt	0.43 RCD
1 trainer basic first aid training <10	12 RCD
1 trainer standard first aid training >10	17 RCD
1 cost certificate	0.65 RCD
1 food allowance	4 RCD

Table 12: Overview of the price of the components

Knowing this, you are able to compute the production price of each product/service sold. Fill out the following table:

Products/services sold	COGS
Small first aid kit	
Medium first aid kit	
Basic first aid training <10	
Standard first aid training >10	
First aid intervention	

Based on the COGS, you are able to identify the selling price to breakeven and the selling price to be profitable:

Products/services sold	Selling price to breakeven	Selling price to be profitable
Small first aid kit		
Medium first aid kit		
Basic first aid training <10		
Standard first aid training >10		
First aid intervention		



What can be done with the profit generated to further sustain the CoFA activities?

5.1.2. CoFA SIMULATION 2: Fill in the Income Statement and Cashflow Statement of your CoFA Department

Next to putting a price on your product, you also need to know what an income statement and a cashflow statement are, how to read them, and how to complete them.

Compute the daily activities of your CoFA department over four quarters into an income statement and a cashflow statement.

























QUARTER 1	 First day of the quarter: it is time to pay your quarterly rent!	 To be ready for future orders, you need to produce 10 small first aid kits and you therefore pay directly for the production materials needed.	 To promote the sale of your kits, you launch a radio advertisement. You have to pay for it in cash directly.	 A mining company is very interested in your basic first aid trainings for 8 employees. They book 3 of them and pay you in cash directly.	 The radio programme was a good promotion idea: a private company wants to buy 10 small first aid kits. They pay you in cash directly.	 Last day of the quarter: it is time to pay your staff!
 Last day of the quarter: it is time to pay your staff!	 The city is organising a football contest and they would like your CoFA department to take care of first aid interventions. They pay you in cash directly.	 The printer of the CoFA department is broken. You need to buy a new one and find one in a shop nearby: you need to pay for it in cash directly. You depreciate it over one year.	 You send emails to advertise your first aid products. These emails are free.	 A transport company calls you. They would like 2 standard first aid trainings for 11 employees. They will pay you next quarter.	 First day of the quarter: it is time to pay your quarterly rent!	QUARTER 2
QUARTER 3	 First day of the quarter: it is time to pay your quarterly rent!	 The transport company pays you in cash for the 2 standard first aid trainings for 11 employees you sold them in quarter 2.	 You run out off kits. You produce 5 small and 5 medium first aid kits. You will pay for the production materials needed next quarter.	 You've met your yearly targets! To congratulate you, the BRC-FL donates to your CoFA department.	 Following your email, a private company wants to buy 3 small first aid kits and 2 medium first aid kits from you. They pay you in cash directly.	 Last day of the quarter: it is time to pay your staff!
 Last day of the quarter: it is time to pay your staff!	 You need to pay the internet and telephone bills of this fiscal year. You pay in cash directly.	 You still have 2 small first aid kits ready to sell. A school in the neighbourhood buys both of them and pay you in cash directly.	 A fruit company orders 2 standard trainings for 14 employees and 3 medium first aid kits from you. They pay you in cash directly.	 You pay for the production materials you bought in quarter 3 for the production of the small and medium first-aid kits.	 First day of the quarter: it is time to pay your quarterly rent!	QUARTER 4

Table 13: Board game

To do so, you need to have some input on the costs and donations you will face throughout this period. The input is split into three categories:

1. Staff input
2. Property, Plant and Equipment input
3. External input

Staff input	Price
Quarterly salary for the entire CoFA unit	200 RCD

Table 14: Price of the staff input

Property, Plant and Equipment input	Price
Printer	50 RCD

Table 15: Price of the Property, Plant and Equipment input

External input	Price
Quarterly rent	150 RCD
Radio programme	40 RCD
Yearly internet consumption	20 RCD
Yearly telephone bills	30 RCD
Donation	600 RCD

Table 16: Price of the external input

Part I: Cashflow Statement

Knowing this will allow you to complete the **cashflow statement**:

	Cash inflow	Cash outflow	Cash balance
QUARTER 1			
Cash outflow for the rent quarter 1			
Cash outflow for the production of 10 small first aid kits			
Cash outflow for the radio programme			
Cash inflow for the sale of 3 basic first aid trainings for 8 participants			
Cash inflow for the sale of 10 small first aid kits			

Cash outflow for the staff salary quarter 1			
QUARTER 2			
Cash outflow for the rent quarter 2			
Sale of 2 standard first aid trainings for 11 participants*			
Sending of advertising emails			
Cash outflow for the new printer			
Cash inflow for the sale of a first aid intervention			
Cash outflow for the staff salary quarter 2			
QUARTER 3			
Cash outflow for the rent quarter 3			
Cash inflow for the sale of 2 standard first aid trainings for 11 employees*			
Production of 5 small and 5 medium first aid kits**			
Cash inflow through donation			
Cash inflow for the sale of 3 small and 2 medium first aid kits			
Cash outflow for the staff salary quarter 3			
QUARTER 4			
Cash outflow for the rent quarter 4			
Cash outflow for the production of 5 small and 5 medium first aid kits**			
Cash inflow for the sale of 2 standard			

trainings for 14 participants and 3 medium first aid kits			
Cash inflow for the sale of 2 small first aid kits			
Cash outflow for the internet and telephone bills			
Cash outflow for the staff salary of quarter 4			
FINAL CASH BALANCE			

Part II: COGS

However, your boss knows it is a difficult task. Therefore, first compute the number of products sold to identify the COGS and the revenues.

Products/services	Component(s)	Price of the component(s)	Price of 1 unit produced	Unit(s) produced	Unit(s) sold	Selling price
Small first aid kit	1 small blank kit + 1 small replenishment	1 small blank kit: 13 RCD 1 small replenishment: 15 RCD	28 RCD			40 RCD
Medium first aid kit	1 medium blank kit + 1 medium replenishment	1 medium blank kit: 25 RCD 1 medium replenishment: 20 RCD	45 RCD			60 RCD
Basic first aid training <10	1 kit + 1 pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1 laptop + 1 beamer + 1 flipchart + 1 splint + 2 wooden splints + 1 paper sheet + 1 registration book + 1 pen + 1 t-shirt + 1 trainer basic first aid training <10 + 1 cost certificate + 1 food allowance	1 kit: 3.2 RCD 1 pair of latex gloves: 3.5 RCD 3 dressings: 2 RCD 1 mouth mask: 2 RCD 5 dolls: 12.5 RCD 1 laptop: 2.1 RCD 1 beamer: 2 RCD 1 flipchart: 4.5 RCD 1 splint: 0.15 RCD 2 wooden splints: 0.4 RCD 1 paper sheet: 5 RCD 1 registration book: 0.075 RCD 1 pen: 2.15 RCD 1 t-shirt: 0.43 RCD 1 trainer basic first aid training <10: 12 RCD 1 cost certificate: 0.65 RCD 1 food allowance: 4 RCD	56.66 RCD			20 RCD per participant



Standard first aid training >10	1 kit + 1 pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1 laptop + 1 beamer + 1 flipchart + 1 splint + 2 wooden splints + 1 paper sheet + 1 registration book + 1 pen + 1 t-shirt + 1 trainer standard first aid training >10 + 1 cost certificate + 1 food allowance	1 kit: 3.2 RCD 1 pair of latex gloves: 3.5 RCD 3 dressings: 2 RCD 1 mouth mask: 2 RCD 5 dolls: 12.5 RCD 1 laptop: 2.1 RCD 1 beamer: 2 RCD 1 flipchart: 4.5 RCD 1 splint: 0.15 RCD 2 wooden splints: 0.4 RCD 1 paper sheet: 5 RCD 1 registration book: 0.075 RCD 1 pen: 2.15 RCD 1 t-shirt: 0.43 RCD 1 trainer standard first aid training >10: 17 RCD 1 cost certificate: 0.65 RCD 1 food allowance: 4 RCD	61.66 RCD			15 RCD per participant
First aid intervention	1 driver + 1 volunteer + 1 fuel + 1 consumable	1 driver: 6 RCD 1 volunteer: 11 RCD 1 fuel: 20 RCD 1 consumable: 40 RCD	77 RCD			100 RCD

Part III: Income Statement











Thanks to all this information, you are now able to produce the income statement of the four quarters:

Revenue	
Sale of 3 basic first aid trainings for 8 participants	
Sale of 10 small first aid kits	
Sale of 2 standard trainings for 11 participants	
Sale of a first aid intervention	
Sale of 3 small and 2 medium first aid kits	
Sale of 2 standard trainings for 14 participants and 3 medium first aid kits	
Sale of 2 small first aid kits	
Total revenue	
Costs	
Rent quarter 1	
Production of 10 small first aid kits	
Radio programme	
Staff salary quarter 1	
Rent quarter 2	
Emails sending	
Staff salary quarter 2	
Rent quarter 3	
Production of 5 small and 5 medium first aid kits	
Staff salary quarter 3	
Rent quarter 4	
Internet and telephone bills	
Staff salary quarter 4	
Total costs	
Profit/Loss	

Have you spot the difference between the final cash balance (cashflow statement) and the bottom line of your income statement? How can you explain that?

5.1.3. WORKSHOP: Costing Tool

When using the costing tool, you should first pay attention to the sheets you use.

The sheets you can work in:	The sheets you should never modify and that are hidden:
Financial Report	Financial Data Input
	
Logbook	Key Metric Settings
	
COGS Input	Logbook Input
	
CoFA Business Game (only for the CoFA game)	Sales Input
	
	Staff Input
	
	External Input
	

All the sheets you can work in have a specific function.

1. COGS Input

This sheet is dedicated to the **COGS** of first aid services and products. It includes the different categories of products and services sold (in uppercase) as well as their subcategories (in lowercase) on the right side of the sheet and the components of the latter on the left side of the sheet.

Year	COGS Input	Unit Price	LI	Cost per traini	First Aid Training	Fixed Cost	# Participants	Quantity	Total Cost
2019	Kit	80.000,00 RWF	1 1 25	3.200,00 RWF	FIRST AID TRAINING				
	Latex gloves	3.500,00 RWF	1 1 1	3.500,00 RWF	Basic <10	62.142 RWF	10	1	106.442 RWF
	Dressings	2.500,00 RWF	1 3 1	7.500,00 RWF	Basic >10	67.142 RWF	5	1	89.292 RWF
	Mouthmask	2.000,00 RWF	1 1 1	2.000,00 RWF	Standard <10	74.142 RWF	69	1	379.812 RWF
	Doll	200.000,00 RWF	5 5 400	12.500,00 RWF	Standard >10	84.142 RWF	7	1	115.152 RWF
	Laptop	500.000,00 RWF	1 1 240	2.083,33 RWF	FIRST AID KITS				
	Beamer	600.000,00 RWF	1 1 300	2.000,00 RWF	Individual kit	28.222 RWF		49	1.382.859 RWF
	Flipchart	4.500,00 RWF	1 1 1	4.500,00 RWF	Small size	56.443 RWF		26	1.467.524 RWF
	Splint	15.000,00 RWF	1 1 100	150,00 RWF	Medium size	41.520 RWF		81	3.363.120 RWF
	Splint bois	5.000,00 RWF	1 2 25	400,00 RWF	Big size	4.858 RWF		78	378.932 RWF
	Paper sheets	5.000,00 RWF	1 1 1	5.000,00 RWF	TOTAL COGS				7.283.133 RWF
	Cahier de registre	1.500,00 RWF	1 1 20	75,00 RWF					
	Marqueurs	2.150,00 RWF	1 1 1	2.150,00 RWF					
	T Shirt	6.500,00 RWF	2 1 30	433,33 RWF					
	Trainer	12.000,00 RWF	1 1 1	12.000,00 RWF					
		24.000,00 RWF	1 1 1	24.000,00 RWF					
		17.000,00 RWF	1 1 1	17.000,00 RWF					
		34.000,00 RWF	1 1 1	34.000,00 RWF					
	Manuel	980,00 RWF	1 1 1	27.492,97 RWF					
	Pen	150,00 RWF	1 1 1	4.208,11 RWF					
	Book	2.000,00 RWF	1 1 1	56.108,11 RWF					
	Pencil	800,00 RWF	1 1 1	22.443,24 RWF					
	Notebook	500,00 RWF	1 1 1	14.027,03 RWF					
	Cost certificates	650,00 RWF	1 1 1	650,00 RWF					
	Food allowance	4.000,00 RWF	1 1 1	4.000,00 RWF					
	Driver	6.000,00 RWF	1 1 1	6.000,00 RWF					
		20.000,00 RWF	1 1 1	20.000,00 RWF					
	Volunteer	11.000,00 RWF	1 1 1	11.000,00 RWF					
	Fuel	20.000,00 RWF	1 1 1	20.000,00 RWF					
		60.000,00 RWF	1 1 1	60.000,00 RWF					
	Consumables	40.000,00 RWF	1 1 1	40.000,00 RWF					
	Blank kits	13.000,00 RWF	1 1 1	13.000,00 RWF					
		25.000,00 RWF	1 1 1	25.000,00 RWF					
		40.000,00 RWF	1 1 1	40.000,00 RWF					
	Stretcher	70.000,00 RWF	1 1 1	70.000,00 RWF					

If you click on the fixed cost of each of those subcategories, you will obtain a formula. Let us take the example of the subcategory Basic first aid training <10 in the FIRST AID TRAINING category:

fx =SUM(H117:H130;H131;H140:H141)									
E	F	G	H	I	J				
		LI	Cost per traini	First Aid Training	Fixed Cost				
1	1	25	3.200,00 RWF	FIRST AID TRAINING					
1	1	1	3.500,00 RWF	Basic <10	62.142 RWF				
1	3	1	7.500,00 RWF	Basic >10	67.142 RWF				
1	1	1	2.000,00 RWF	Standard <10	74.142 RWF				

If you click on the formula in the upper right corner, Excel will automatically give you the components needed for the production of 1 Basic first aid training <10, as well as their costs:

\times \checkmark f_x =SUM(H117:H130;H131;H140:H141)

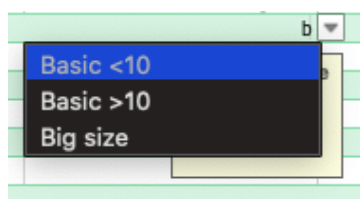
COGS Input	Unit Price	LI	Cost per train	First Aid Training	Fixed Cost	#
Kit	80.000,00 RWF	1 1 25	3.200,00 RWF	FIRST AID TRAINING		
Latex gloves	3.500,00 RWF	1 1 1	3.500,00 RWF	Basic <10	H131;H140:H141	
Dressings	2.500,00 RWF	1 3 1	7.500,00 RWF	Basic >10	67.142 RWF	
Mouthmask	2.000,00 RWF	1 1 1	2.000,00 RWF	Standard <10	74.142 RWF	
Doll	200.000,00 RWF	5 5 400	12.500,00 RWF	Standard >10	84.142 RWF	
Laptop	500.000,00 RWF	1 1 240	2.083,33 RWF	FIRST AID KITS		
Beamer	600.000,00 RWF	1 1 300	2.000,00 RWF	Individual kit	28.222 RWF	
Flipchart	4.500,00 RWF	1 1 1	4.500,00 RWF	Small size	56.443 RWF	
Splint	15.000,00 RWF	1 1 100	150,00 RWF	Medium size	41.520 RWF	
Splint bois	5.000,00 RWF	1 2 25	400,00 RWF	Big size	4.858 RWF	
Paper sheets	5.000,00 RWF	1 1 1	5.000,00 RWF	TOTAL COGS		
Cahier de registre	1.500,00 RWF	1 1 20	75,00 RWF			
Marqueurs	2.150,00 RWF	1 1 1	2.150,00 RWF			
T Shirt	6.500,00 RWF	2 1 30	433,33 RWF			
Trainer	12.000,00 RWF	1 1 1	12.000,00 RWF			
	24.000,00 RWF	1 1 1	24.000,00 RWF			
	17.000,00 RWF	1 1 1	17.000,00 RWF			
	34.000,00 RWF	1 1 1	34.000,00 RWF			
Manuel	980,00 RWF	1 1 1	27.492,97 RWF			
Pen	150,00 RWF	1 1 1	4.208,11 RWF			
Book	2.000,00 RWF	1 1 1	56.108,11 RWF			
Pencil	800,00 RWF	1 1 1	22.443,24 RWF			
Notebook	500,00 RWF	1 1 1	14.027,03 RWF			
Cost certificates	650,00 RWF	1 1 1	650,00 RWF			
Food allowance	4.000,00 RWF	1 1 1	4.000,00 RWF			
Driver	6.000,00 RWF	1 1 1	6.000,00 RWF			
	20.000,00 RWF	1 1 1	20.000,00 RWF			
	11.000,00 RWF	1 1 1	11.000,00 RWF			

This sheet therefore allows you to know the price of each component, and therefore of each product/service sold without calculating anything.

2. Logbook

This sheet summarises the **sale/revenue** you make. For each product/service sold, the following has to be added:

- 1) The date
- 2) The product/service (you just have to put the name of the product/service, a selection will appear)



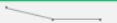




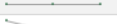


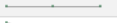





- 3) The number of participants/interventions/kits sold
- 4) The client name (you just have to put the name of the client; a selection will appear)

- 5) The name of the facilitator(s) (you just have to put the name of the facilitator(s), a selection will appear)

The sections 2) and 3) are very important as they will automatically compute the sales and the COGS in the income statement of the costing tool, which is the Financial Report sheet.

3. Financial Report

This sheet equals to the **income statement** of the costing tool. The revenues (SALES) and COGS (COST OF GOODS SOLD) are automatically added here when you fill in the Logbook sheet.

METRIC	THIS YEAR (2018)	LAST YEAR (2017)	% CHANGE	5 YEAR TREND
SALES	32.640.000,00 RWF	32.640.000,00 RWF	0,00%	
COST OF GOODS SOLD	10.935.816,67 RWF	10.935.816,67 RWF	0%	
GROSS MARGIN	21.704.183,33 RWF	21.704.183,33 RWF	0%	
EXTERNAL SERVICES	0,00 RWF	0,00 RWF		
VALUE ADDED	21.704.183,33 RWF	21.704.183,33 RWF	0%	
STAFF COSTS	27.198.201,11 RWF	26.152.116,45 RWF	4%	
OTHER OPERATING COSTS	0,00 RWF	0,00 RWF		
EBITDA	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
DEPRECIATION & AMORT.	0,00 RWF	0,00 RWF		
EBIT	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
FINANCIAL COSTS	0,00 RWF	0,00 RWF		
PRE-TAX PROFITS	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
TAXES (0%)	0,00 RWF	0,00 RWF		
NET PROFIT	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	

We can therefore have a look at the profit generated on this same sheet:

NET PROFIT	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
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5.2. Key Take-Aways of the Module

1. It is important to keep records as it improves decision making and cost planning.
2. A cost is what you have to pay to run a project (e.g. production, salary and rent cost). Knowing the costs you face to produce a product/service allows you to set a selling price.
3. You are in a breakeven situation when your costs equal to your revenues. When your revenues are higher, you are in a profitable situation.
4. The income statement (profit & loss statement) focusses on the company's revenues and expenses over a specific period. By revenues, it means the income that a business generates from its activities. By expenses, it means the cost incurred in a business to generate the revenues. Looking at an income statement enables to acknowledge the firm's performance by looking at its profitability.
5. By subtracting the costs to the revenues, we either obtain a loss or a profit. A loss is incurred when the costs are superior to the revenues generated. A profit is obtained when the revenues are superior to the costs incurred. Every company should aim at making profit as it allows to invest that money in the company's activities.
6. The cashflow statement measures the use of a company's cash and cash equivalents over a specific period. Regarding cash, we observe two situations. The cash can either enter the company, either leave the company. When it enters the company, we call it a cash inflow. When it leaves the company, we call it a cash outflow. Just as the income statement indicates the profitability of a firm, the cashflow statement enables to acknowledge its liquidity, meaning its ability to meet its short-term debt (bills).
7. By subtracting the cash outflows to the cash inflows, we obtain the cash balance. When the latter is positive, it means that the company is able to fund its operating expenses. When it is negative, it means that the company does not generate enough cash to finance its operations.
8. The input filled in in the income and cashflow statements being sometimes different, the bottom line of the income statement and the final cash balance of the cashflow statement do not have to be equal.
9. **Next steps:** try out the costing tool for your own organisation.

5.3. Solutions of the Module

5.3.1. CoFA SIMULATION 1: Production Costs

Here is the solution for the COGS:

Products/services sold	COGS
Small first aid kit	28 RCD
Medium first aid kit	45 RCD
Basic first aid training <10	56.66 RCD
Standard first aid training >10	61.66 RCD
First aid intervention	77 RCD

Table 17: Solution for the COGS

Here is the solution for the selling price:

Products/services sold	Selling price to breakeven	Selling price to be profitable
Small first aid kit	28 RCD	>28 RCD
Medium first aid kit	45 RCD	>45 RCD
Basic first aid training <10	56.66 RCD	>56.66 RCD
Standard first aid training >10	61.66 RCD	>61.66 RCD
First aid intervention	77 RCD	>77 RCD

Table 18: Solution for the selling price

5.3.2. CoFA SIMULATION 2: Fill in the Income Statement and Cashflow Statement of your CoFA Department

Here is the solution for the cashflow statement:

	Cash inflow	Cash outflow	Cash balance
QUARTER 1			
Cash outflow for the rent quarter 1		150 RCD	-150 RCD
Cash outflow for the production of 10 small first aid kits		10 x 28 RCD = 280 RCD	-430 RCD
Cash outflow for the radio programme		40 RCD	-470 RCD
Cash inflow for the sale of 3 basic first aid trainings for 8 participants	8 x 3 x 20 RCD = 480 RCD		+10 RCD
Cash inflow for the sale of 10 small first aid kits	10 x 40 RCD = 400 RCD		+410 RCD
Cash outflow for the staff salary quarter 1		200 RCD	+210 RCD
QUARTER 2			
Cash outflow for the rent quarter 2		150 RCD	+60 RCD
Sale of 2 standard first aid trainings for 11 participants*			+60 RCD
Sending of advertising emails			+60 RCD
Cash outflow for the new printer		50 RCD	+10 RCD
Cash inflow for the sale of a first aid intervention	100 RCD		+110 RCD
Cash outflow for the staff salary quarter 2		200 RCD	+90 RCD
QUARTER 3			
Cash outflow for the rent quarter 3		150 RCD	-240 RCD

Cash inflow for the sale of 2 standard first aid trainings for 11 participants*	$2 \times 11 \times 15 \text{ RCD} = 330 \text{ RCD}$		+90 RCD
Production of 5 small and 5 medium first aid kits**			+90 RCD
Cash inflow through donation	600 RCD		+690 RCD
Cash inflow for the sale of 3 small and 2 medium first aid kits	$(3 \times 40 \text{ RCD}) + (2 \times 60 \text{ RCD}) = 120 \text{ RCD} + 120 \text{ RCD} = 240 \text{ RCD}$		+930 RCD
Cash outflow for the staff salary quarter 3		200 RCD	+730 RCD
QUARTER 4			
Cash outflow for the rent quarter 4		150 RCD	+580 RCD
Cash outflow for the production of 5 small and 5 medium first aid kits**		$(5 \times 28 \text{ RCD}) + (5 \times 45 \text{ RCD}) = 140 \text{ RCD} + 225 \text{ RCD} = 365 \text{ RCD}$	+215 RCD
Cash inflow for the sale of 2 standard trainings for 14 participants and 3 medium first aid kits	$(2 \times 14 \times 15 \text{ RCD}) + (3 \times 60 \text{ RCD}) = 420 \text{ RCD} + 180 \text{ RCD} = 600 \text{ RCD}$		+815 RCD
Cash inflow for the sale of 2 small first aid kits	$2 \times 40 \text{ RCD} = 80 \text{ RCD}$		+895 RCD
Cash outflow for the internet and telephone bills		$20 \text{ RCD} + 30 \text{ RCD} = 50 \text{ RCD}$	+845 RCD
Cash outflow for the staff salary of quarter 4		200 RCD	+645 RCD
FINAL CASH BALANCE	+645 RCD		

Table 19: Solution for the cashflow statement

On the next two pages, you will find the solution for the number of units produced and sold:

Product/service	Component(s)	Price of the component(s)	Price of 1 unit produced	Unit(s) produced	Unit(s) sold	Selling price
Small first aid kit	1 small blank kit + 1 small replenishment	1 small blank kit: 13 RCD 1 small replenishment: 15 RCD	28 RCD	15	15	40 RCD
Medium first aid kit	1 medium blank kit + 1 medium replenishment	1 medium blank kit: 25 RCD 1 medium replenishment: 20 RCD	45 RCD	5	5	60 RCD
Basic first aid training <10	1 kit + 1 pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1 laptop + 1 beamer + 1 flipchart + 1 splint + 2 wooden splints + 1 paper sheet + 1 registration book + 1 pen + 1 t-shirt + 1 trainer basic first aid training <10 + 1 cost certificate + 1 food allowance	1 kit: 3.2 RCD 1 pair of latex gloves: 3.5 RCD 3 dressings: 2 RCD 1 mouth mask: 2 RCD 5 dolls: 12.5 RCD 1 laptop: 2.1 RCD 1 beamer: 2 RCD 1 flipchart: 4.5 RCD 1 splint: 0.15 RCD 2 wooden splints: 0.4 RCD 1 paper sheet: 5 RCD 1 registration book: 0.075 RCD 1 pen: 2.15 RCD 1 t-shirt: 0.43 RCD 1 trainer basic first aid training <10: 12 RCD 1 cost certificate: 0.65 RCD 1 food allowance: 4 RCD	56.66 RCD	/	3 (8 participants each)	20 RCD per participant

<p>Standard first aid training >10</p>	<p>1 kit + 1 pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1 laptop + 1 beamer + 1 flipchart + 1 splint + 2 wooden splints + 1 paper sheet + 1 registration book + 1 pen + 1 t-shirt + 1 trainer standard first aid training >10 + 1 cost certificate + 1 food allowance</p>	<p>1 kit: 3.2 RCD 1 pair of latex gloves: 3.5 RCD 3 dressings: 2 RCD 1 mouth mask: 2 RCD 5 dolls: 12.5 RCD 1 laptop: 2.1 RCD 1 beamer: 2 RCD 1 flipchart: 4.5 RCD 1 splint: 0.15 RCD 2 wooden splints: 0.4 RCD 1 paper sheet: 5 RCD 1 registration book: 0.075 RCD 1 pen: 2.15 RCD 1 t-shirt: 0.43 RCD 1 trainer standard first aid training >10: 17 RCD 1 cost certificate: 0.65 RCD 1 food allowance: 4 RCD</p>	<p>61.66 RCD</p>	<p>/</p>	<p>2 (14 participants each) + 2 (11 participants each)</p>	<p>15 RCD per participant</p>
<p>First aid intervention</p>	<p>1 driver + 1 volunteer + 1 fuel + 1 consumable</p>	<p>1 driver: 6 RCD 1 volunteer: 11 RCD 1 fuel: 20 RCD 1 consumable: 40 RCD</p>	<p>77 RCD</p>	<p>1</p>	<p>1</p>	<p>100 RCD</p>

Table 20: Solution for the number of units produced and sold

Here is the solution for the income statement:

Revenue	
Sale of 3 basic first aid trainings for 8 participants	+480 RCD
Sale of 10 small first aid kits	+400 RCD
Sale of 2 standard first aid trainings for 11 participants	+330 RCD
Sale of a first aid intervention	+100 RCD
Sale of 3 small and 2 medium first aid kits	+240 RCD
Sale of 2 standard trainings for 14 participants and 3 medium first aid kits	+600 RCD
Sale of 2 small first aid kits	+80 RCD
Total revenue	+2,230 RCD
Costs	
Rent quarter 1	-150 RCD
Production of 10 small first aid kits	-280 RCD
Radio programme	-40 RCD
Staff salary quarter 1	-200 RCD
Rent quarter 2	-150 RCD
Emails sending	-0 RCD
Staff salary quarter 2	-200 RCD
Rent quarter 3	-150 RCD
Production of 5 small and 5 medium first aid kits	-365 RCD
Staff salary quarter 3	-200 RCD
Rent quarter 4	-150 RCD
Internet and telephone bills	-50 RCD
Staff salary quarter 4	-200 RCD
Total costs	-2,135 RCD
Profit/Loss	+95 RCD

Table 21: Solution for the income statement

6. Marketing

6.1. For You to Fill Out During the Presentation

What do you think of when you think of marketing?

What are the main reasons to outsource marketing?

1. Define your Goals and Objectives

What are important marketing key performance indicators (KPI's) according to you?

2. Set a Budget

What would be a realistic budget for your CoFA department?

3. Specify your Target Audience

Who is my customer?

What are their customer needs?

Who are my most important competitors?

Why would my customers choose my product/ service and not that of my customer?

4. The Five P's of Marketing

Product/service

What are the customer needs of people/organisations purchasing CoFA products?

Price

Discuss with another CoFA department what their pricing strategy is like. Is it different than yours? How?

Place

What different places can you think of? Think about third party sellers.



People

What do you need to do to maintain good customer relationships?

6.2. Supporting Materials for the Assignments

6.2.1. ASSIGNMENT 1: To Outsource or Not to Outsource?

Your department is fully set up and ready to get to work! However, it seems that not many companies know of the existence of your CoFA department offer yet, as there have not been many orders for first aid trainings, kits or other services so far. It might therefore be a good idea to invest in a marketing campaign.

You have done some research and you found a local company, **MarketForYou** that is well-known for its expertise in marketing promotions. You had a meeting with them yesterday, in which you discussed what content and channel are most effective for your current ideas and needs. You decided that distributing flyers is the way to go, and after some negotiation, you agreed on a price of **500 RCD**. For this price, they take care of everything for you. You have mixed feelings. On the one hand, you are happy with the price and agreement because 500 RCD was exactly the budget that was available for a marketing campaign. On the other hand, 500 RCD is a lot of money and you wonder whether this budget cannot be better spent somewhere else. After all, there are other ways to meaningfully spend it.

If you were to do the marketing campaign inhouse, you have only a smaller amount of choices of channels to use. You can choose to send people on their way to go from door to door presenting the products and services of your CoFA department, you can send out emails or you can use put a Facebook advertisement. You consult two of your employees, Isaro and Chatha, who would take up the task and who took part in marketing activities before. They tell you that out of the three channels you propose, **direct emailing** would be the most feasible one regarding the time and experience they have at hand.

Of course, you now want to know what this would cost your CoFA department. First, you estimate that Isaro and Chatha will spend around **12 hours each** on the campaign, as they will have to write a professional email, search companies they want to contact and adjust the content of the email to the specific interest of these companies. Isaro and Chatha cost you **10 RCD/hour** per employee. On top of that, you have to consider that these employees cannot do the work that they are supposed to do during this time. You estimate that this **loss of productivity** will cost you about **50 RCD**.

You realise that you cannot simply make the decision solely based on the cost of the campaign. You will also have to estimate how many potential customers you will reach. You did some research and made some estimation based on previous experience. MarketForYou convinced you that flyers could reach **500 companies** that are potential clients. You think Isaro and Chatha can reach **150 companies** with the time and resources available to them.

You want to know how much it costs you to reach one potential customer (= lead). Calculate whether it is more interesting to outsource by filling in the table.

Outsourcing MarketForYou		Not outsourcing	
Cost		Cost	
Companies reached		Companies reached	
Cost per lead		Cost per lead	

6.2.2. ASSIGNMENT 2: Creative Advertisement

It is up to you now! Come up with your own marketing campaign.

You only have a limited budget, so you can choose only one of the following media:

- Flyer
- Direct mail
- WhatsApp

It is important for your campaign that the following information is included:

- What are the customer needs or pains that our product and services answer to?
- How do our products and services relieve this pain?
- What makes our product and services so special?
- Where can our products and services be found?

Use the space below:

6.2.3. CoFA SIMULATION: Promote your CoFA Department

You already recruited a team, positioned yourself on the market and established a price for your products! However, clients do not come running to you themselves. In order to make your CoFA department and its products and services known, you have to promote it! Shortly, decide on the strategy you will use to make sure potential customers know, and potentially eventually buy your product.

There is a budget of 1,000 Red Cross Dollars available and now it is up to your team to put that money to good use. You will have to develop a complete marketing strategy. This means that you need to decide on the following topics:

Product

You decide on the quality of your first aid kits. If you use higher quality materials, this comes at a higher cost of course, but customers are also willing to pay more for higher quality products.

Quality
1
2
3
4
5

Price

Initial price: you decide on the initial price at which you want to sell your first aid kits. The combination of quality and price will impact the engagement rate of your advertisements.

If you do not offer enough value for money to your customers, they will not respond to the ad. If you offer a deal that seems too good to be true, they might get suspicious and also hesitate to respond. So, it is up to you to choose a price that is in line with the quality you are offering. You might have to experiment a bit to find the price that is just right.

Discount: The discount that you offer on the initial price will have an effect on the conversion rate of potential customers.

Generally, the higher the discount, the more positive its effect on the conversion rate, but be aware that a too high discount could also lead potential customers to suspect something is wrong with your first aid kits and therefore have a negative effect on the conversion rate.

Initial price
16
19
21
32
34

Discount
0%
5%
8%
12%
40%

Place

You decide whether you want to work with partners who help you sell your first aid kits. These partners will take a 20% cut on the revenues they generate for you (be aware that they will sell at the same conditions as you, so at the price after the discount).

Partner up?
Yes
No

Promotion

You decide which marketing channels you use. Not all marketing channels are as effective. It is up to you to figure out what mix of channels works best for selling first aid kits. Every marketing channel has its own specificities. They differ in:

- Awareness creation
- Engagement rate
- Conversion rate

You have a budget of 1,000 RCD that you can allocate to ten different marketing channels:

Channels		
Flyers	Radio	Facebook ads
Billboards	Trade fairs	WhatsApp
Television	Ads in magazines	Ads on websites
	SMS	

Take into account that it is best to use a few different marketing channels. Do not put all your eggs in the same basket, but at the same time you should also not put any money in those channels that are completely inefficient.

People

You have to decide if you invest in training your sales representatives. The more you train them, the better they will become at closing deals. In other words, this training will increase the conversion rate of your advertisements.

Training
0
50
100
150
200

Operating procedure

You will play the game four times. Only the fourth time will be graded, so you can use the first three rounds to experiment and figure out what works best.

All you have to do in the Excel file is look at the input sheet and either fill in a value in the green cells or choose a value from the dropdown list in these cells.

To see the results of your decisions, you can look at the results sheet, but you can only look at this sheet once the round is ended. If you do so earlier, this will be considered cheating and you will be disqualified from the game.

Decisions you have to make:

- You allocate the 1,000 RCD you received over the different marketing channels by typing an amount between 0 and 1,000 next to each marketing channel. The total sum should not exceed 1,000 RCD, but it is also not wise to spend less than 1,000 RCD. Continue until the leftover budget is zero.
- You choose a quality level from the dropdown list, you will notice that this leads to a different product cost.
- For the price, you choose a product price from the dropdown list. Then, you also choose a discount from the dropdown list.
- Choose whether or not to partner up. Remember that partners take a 20% cut on the revenues they generate for you, which means that if your margins are too low, you might lose money on working together with them.

Some concepts explained

Awareness factor	Number of views / RCD spent	Number of people that saw the add per RCD that you have spent on the add
Engagement rate	Number of leads / view	The percentage of companies who viewed the add, and that reached out to you because they are interested in buying a kit from you
Conversion rate	Number of customers / lead	The percentage of leads (companies that reached out to you) that decides to buy from you (become a customer)

Table 22: Overview of the marketing metrics

Choice parameters

	Promotion										Product	Price		Place	People
	Offline channels						Online channel				Quality level	Price	Discount	Partner up?	Training budget?
	Flyers	Bill-boards	TV	Radio	Trade fairs	Maga-zines	Face-book	Whats App	Website ads	Bulk SMS					
Round 1															
Round 2															
Round 3															
Round 4															

Outcome parameters

	Total profit	Profit per customer	Awareness factor	Engagement rate	Conversion rate
Round 1			Total: Channel with best score:	Total: Channel with best score:	Total: Channel with best score:
Round 2			Total: Channel with best score:	Total: Channel with best score:	Total: Channel with best score:
Round 3			Total: Channel with best score:	Total: Channel with best score:	Total: Channel with best score:
Round 4			Total: Channel with best score:	Total: Channel with best score:	Total: Channel with best score:

6.3. Key Take-Aways of the Module

1. A first step in developing a marketing campaign is to think of the objectives of the campaign. Set some goals, and think of the parameters (KPI's) you can use to measure it at the end.
2. Secondly, you will have to look at the budget that is available for a marketing campaign. This can already limit your choice by excluding ways to reach the customers that are too expensive. It helps you to plan the campaign in a realistic way.
3. As a third step, you will have to think about who you want to reach with this campaign. Who is your customer? Then think about what the needs of these customers are. Also, find out who your main competitors are and what they do. Now why would customers choose your product or service instead of that of your competitors?
4. A fourth step is to think about the Five P's for the campaign. Start with the product or service. Think back about the needs of the customers and how your product or services answer to those needs. Then, third about the price. What does it reflect and how does it affect customers? Thirdly, think about how you will get your product or service to your customer? What place will you use to sell your product? Will you make use of third-party sellers? Fourthly, think about your own employees, and how they can optimise the customers experience and satisfaction. Last, think about the promotion. What content will you develop, and what channel will you use to communicate it?
5. The fifth and last step of a marketing campaign follows after the campaign is launched. Look back at the objectives and KPI's you established in the beginning and how the campaign succeeded to reach the goals.
6. Three important KPI's to remember are the following: the awareness factor is the amount of views the campaign generated per amount of money spend. The engagement rate is the number of leads resulted from the campaign, compared to the total amount of views. The conversion rate is the number of people that actually bought from you (= became customers) after reacting to your campaign (= leads).
7. Outsourcing marketing is subcontracting marketing activities to a third-party company. The most important reasons why you would outsource marketing is that marketing companies are specialised in these activities, so they could possibly decrease your marketing costs or improve the quality.
8. **Next steps:** revise your marketing plan and rephrase your marketing materials.

7. Sales Hunting

7.1. Supporting Materials for the Assignments

7.1.1. ASSIGNMENT 1: The Ten Commandments of Success

The man in the video tried to sell something. What do you think he did well?

Did you also see some things that he did wrong? Did he make mistakes?

How would you have done it differently?

7.1.2. ROLEPLAY: Cold Calling

This is a two-party conversation between a 'gatekeeper' and a CoFA sales representative. An observer will be there to oversee this conversation. The sales representative needs to convince a secretary (the gatekeeper) to set a meeting with their boss. The sales representative wants to sell a first aid kit to the company, but the secretary will only set a meeting with their boss when they really believe that the meeting will be of interest.

Prepare yourself for one of the three roles. For the part of the CoFA sales representative, think about the arguments you can use. What do you think the secretary wants to hear? For the secretary, what criteria will you use to decide whether or not to let the salesperson go past your 'gate', and meet your boss? The observer can think about the criteria they will use to evaluate the way the two parties (inter)act. You can make use of the observer's sheet at the end of this booklet.

7.1.3. ASSIGNMENT 2: Introduction to CRM

Now that you have received a short explanation of what a Customer Relationship Management (CRM) tool is and what it is used for, we want you to discover the advantages of such a tool yourself! The following exercise allows you to do so. Below, you can find a logbook of Beck Awan Deng and Adah. Help them to structure their activities by completing the CRM in excel, the prospect list and the company information sheet, so that it is easy to follow up on.

3/01/2030

Beck Awan Deng thought to himself: *'It is a new year, so it is time for a new start. Last year, my sales were a bit disappointing even though I worked so hard. This year I should probably think more strategically about which companies I want to talk to, to increase my success rate.'*

Beck did some research and identified Naspers, Firststrand and Sasol as promising new clients. Here is what he found about these companies:

Naspers

Naspers is a large media company. On LinkedIn he found that Jengo Abara is the head of Nasper's safety department. He could not find Jengo's contact details, so wrote down the company's general contact details: info@naspers.com and 0468/851584².

Firststrand

Firststrand is a large company in the financial services industry. The company makes a lot of profit, but it has come in the news twice last year with the sad news that two of its employees died from a heart attack. On Google, Beck found the contact details of Ebo Abebe, a Firststrand employee who works for the company's Corporate Social Responsibility (CSR) department. His contact details are ebo.abebe@firststrand.com and 0496/231578.

Sasol

Sasol is a large chemicals company. Beck read that the chemicals industry is the leading sector when it comes to the number of work-related accidents. Beck could not find who is responsible for the safety department within Sasol, so he wrote down the company's general contact information: info@sasol.com and 0415/857496.

Adah heard from one of her clients that South 32 might be interested in working together with the Red Cross. This would be amazing news. South 32 is one of the biggest mining companies and the company's regional Chief Executive Officer (CEO) is a close friend of one of Adah's

² Everything in this case is fictive. This includes phone numbers, email addresses, people, facts etc.

other clients. He received the CEO's contact details: Mme. Dominique Acheampong, regional CEO, dominique.acheampong@south32.com, 0487/547898.

4/01/2030

Beck decides to give Naspers a call. Unfortunately, the secretary told him that Mr. Abara was not in the office. She asked him to call again later.

Beck also gives Firststrand a call. Mr. Abebe says he is not interested in working together with the Red Cross and puts down the phone. Beck decides to try and talk to someone else next time.

Adah Telila has a phone call with Safaricom to ask them if they were happy with the training they received on the 27th of December. Adah talked to Mr. Abioye, the head of the CSR department and he told Adah that the training did not live up to her expectations. As a result, they were re-evaluating their partnership with the Red Cross. He asked Adah to call him again in two weeks. Then he would let him know, whether he wanted to continue the relationship.

5/01/2030

Adah sends Mr. Acheampong, from South 32, an email as she heard from his friend that he prefers to be contacted that way. Mr. Acheampong responds that same day that he is interested, but does not have the time to take care of this himself, so she gave the contact details of the person responsible for first aid within South32: Mr. Abimbola, 0485/125796.

Beck calls Firstrand and asks the receptionist to put him on the phone with someone who is responsible for the safety of Firststrand's employees. The receptionist says that person is too busy for now and puts down the phone.

Beck calls Sasol and the receptionist puts him in contact with someone from the CSR department. Mr. Abiodun thinks his boss might be interested to hear what Beck has to say and gives him his contact details: Mr. Kanye, head of CSR, Alissa.kanye@sasol.com.

6/01/2030

Adah calls Mr. Abimbola from South 32 and it appears she called him at the exact right time. He just got off the phone with Primo Ayuda to tell them that he no longer wanted to cooperate with them. Mr. Abimbola invites Adah over for a meeting the next week.

Beck calls Mr. Kanye. Mr. Kanye tells Beck that Primo Ayuda, the Red Cross's main competitor, will organise a training at their premises next week. So, for now she does not need Becks help. However, she asks Beck to contact her again in two weeks, because he might be interested in meeting with him, if Primo Ayuda's training does not live up to his expectations.

12/01/2030

Beck tries his luck again with Firststrand and asks the receptionist to put him on the phone with someone who is responsible for the safety of Firststrand's employees. The receptionist calls him off again. She says they are organising these trainings themselves and do not need outside help.

Beck calls again to Naspers, this time he catches Mr. Abara on the phone, but he says he is not interested in the moment, since he already works together with another company. He asked to contact him again three months from now. He gives Beck his personal contact details so that he can reach him easier next time: jengo.abara@naspers.com and 0482/213598.

13/01/2030

Adah goes to the meeting with Mr. Abimbola from South 32. What Mr. Abimbola missed in the first aid trainings of Primo Ayuda was that they were not tailored to the mining industry. In the mining industry there are four types of accidents that are most common, so Mr. Abimbola believed that a good and useful first aid training should focus on offering help in case of such an accident. What he did like about the trainings of Primo Ayuda was that they were very hands-on. He decides to buy his next first aid training from the Red Cross if Adah can promise him that he would take his wishes into account. Adah closes the contract that same day: the training will take place on 13/02/2030.

20/01/2030

Beck sends Mr. Kanye an email to ask him if he was satisfied with the training of Primo Ayuda. Mr. Kanye tells Beck that it was not bad, but that he believes it could be done better. He invites Beck over for a meeting one month from now.

Beck is not ready to give up on Firststrand yet. He found the contact details of Mr. Abebe's boss, Mr. Ele online and decides to give him a call on his cell phone: 0489/512564. Mr. Ele picks up the phone and tells Beck that they have put in a lot of effort to create their own first aid training and that they are not interested in working with a partner. He lets Beck know that there is no point in reaching out again to Firststrand. If at some point in the future they would want his help, they would reach out, but he should not count on it.

22/01/2030

Adah called Mr. Abioye from Safaricom. She had an entire apology prepared and promised that he wanted to do everything in her power to make the next training a success, but Mr. Abioye was not interested in continuing with the Red Cross. As a matter of fact, he already

reached out to Primo Ayuda. Adah was not happy with this phone call, but she did everything she could. Sometimes, things like this just happen. It is part of the game.

14/02/2030

Adah calls Mr. Abimbola from South 32 to hear if he was happy with the training. He said he was, but that were some minor things he would like to change next time. Adah proposes to meet again in one week to discuss what could be done better next time.

21/02/2030

Adah meets with Mr. Abimbola from South 32. Overall, he was very happy with the training, but next time he would like to have an extra trainer at the premises and he did not like the location too much, last time the room was a bit small to accommodate so many people.

10/04/2030

Beck calls Mr. Abara from Naspers, but his call reaches voicemail.



Prospect List

Company name	Sector	Size	Contact person	Role	Phone number	Email

South 32 Company Information

1. General company information

Company name:

Sector:

Size:

Address:

Responsible Sales Representative:

2. Contacts

Name:

Name:

Name:

Function:

Function:

Function:

Email:

Email:

Email:

Phone:

Phone:

Phone:

3. Contact moments

Date:

Person contacted:

Short summary of the conversation:

Follow-up:



Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:



Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Naspers Company Information

1. General company information

Company name:

Sector:

Size:

Address:

Responsible Sales Representative:

2. Contacts

Name:

Name:

Name:

Function:

Function:

Function:

Email:

Email:

Email:

Phone:

Phone:

Phone:

3. Contact moments

Date:

Person contacted:

Short summary of the conversation:

Follow-up:



Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Firststrand Company Information

1. General company information

Company name:

Sector:

Size:

Address:

Responsible Sales Representative:

2. Contacts

Name:

Name:

Name:

Function:

Function:

Function:

Email:

Email:

Email:

Phone:

Phone:

Phone:

3. Contact moments

Date:

Person contacted:

Short summary of the conversation:

Follow-up:



Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Sasol Company Information

1. General company information

Company name:

Sector:

Size:

Address:

Responsible Sales Representative:

2. Contacts

Name:

Name:

Name:

Function:

Function:

Function:

Email:

Email:

Email:

Phone:

Phone:

Phone:

3. Contact moments

Date:

Person contacted:

Short summary of the conversation:

Follow-up:



Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Safaricom Company Information

1. General company information

Company name:

Sector:

Size:

Address:

Responsible Sales Representative:

2. Contacts

Name:

Name:

Name:

Function:

Function:

Function:

Email:

Email:

Email:

Phone:

Phone:

Phone:

3. Contact moments

Date:

Person contacted:

Short summary of the conversation:

Follow-up:



Date:

Person contacted:

Short summary of the conversation:

Follow-up:

7.1.4. CoFA SIMULATION: Prepare a Sales Pitch for a First Aid Training

Finally! After a lot of blood, sweat and tears, you are now ready to face your customers. Your motivated and engaged team is ready to start selling! A first step that is important in sales, is also referred to as hunting. Reach out to companies and try to get past the secretary that takes the calls, in order to set a meeting with one of the managers of the company.

This is a two-party conversation with a third person that acts as an observer. The first party is a 'gatekeeper' and the second a CoFA sales representative. The goal is for the salesperson to convince the secretary to set up a sales meeting for a first aid training.

Prepare yourself to take all three different roles. For the part of the gatekeeper, think about which criteria will make him decide about whether or not to invite the sales representative over. Prepare a sales pitch for the salesperson. Think of relevant criteria you will use as the observer, to evaluate the way the two opposing parties (inter)act. You can make use of the observer's sheet at the end of this booklet.

7.2. Key Take-Aways of the Module

1. Know your service in terms of the customer's need to buy. You want to find out what problem they face and how your service could resolve this. Ask about their experience with first aid, what they want to achieve, what they want to avoid by organizing first aid trainings. All they care about is how you can solve their problem.
2. Create a very short sales pitch: explain the person on the other end of the line in 30 seconds who you are, the company you work for and why it is important that you speak to their boss. Stress the benefits of your service, not its features: tell them how your service can help them.
3. It is very plausible that you do not get past the gatekeeper, so always try to have something: the name of the one who decides on the sale, their phone number, their email, when you can best call them again...
4. Be persistent. Dare to call again until you know for sure the sale will never happen. Try to use different modes of contacting: try calling three times, if that does not work send an email, if that does not work try a letter, try reaching out on a platform like LinkedIn, call again... but avoid looking pushy and desperate! It is a fine line.
5. Keep track of your sales efforts with a simple CRM tool.
6. Your sales portfolio will look like a funnel. You will have a lot of prospects, fewer leads, fewer first-time customers and the smallest category is the one of your recurring customers.
7. It takes a long time to convert a prospect into a customer, and a lot of companies will never want to buy from you. So, do your research beforehand! Look for the most promising prospects to reach out to and do not waste your time on going after the wrong leads.
8. **Next steps:** use the CRM tool to organise your sales efforts and revise your sales pitch.

8. Sales farming

8.1. Supporting Materials for the Assignments

8.1.1. ROLEPLAY: How to Handle the First Sales Meeting

This is a two-party conversation with a third person that acts as an observer. One person will take the role of a CoFA sales representative, trying to sell a first aid kit. The second person will play the role of a potential client. The goal of the sales representative is to convince the potential customer to buy from him.

Prepare yourself for one of the roles. For the part of the sales representative, think about customer needs. As a potential client, think about what you want to know or hear that would convince you. What does your company need, and what needs does this product answer? For the observer, think of relevant criteria you will use to evaluate the way the two opposing parties (inter)act. You can make use of the observer's sheet at the end of this booklet.

8.1.2. ASSIGNMENT: Tips & Tricks for Maintaining a Good Customer Relationship

Think about the answer to following questions.

What is the easiest way to increase revenues?

Work out the idea you had with your group. How would you go about in doing this?

8.1.3. CoFA SIMULATION: Sell a First Aid Training

Congrats, your arguments have convinced the secretary of your target company to pass you on to a manager in the company that can make the decision whether to buy from you. However, now the hard work comes. Managers do not like to spend too much money and can ask very critical questions. Try to convince this person too of the value your CoFA department can add for the company! Now you can start farming.

This is a two-party conversation with a third person that acts as an observer. One person will take the role of a CoFA sales representative, trying to sell a first aid training. The second person will play the role of a potential client. The goal of the sales representative is to convince the potential customer to buy from him.

For the sales representative, why does the potential client need such a training and when you have convinced them of that, why should they buy from you? For the client, what do you want to hear and what you want to know, before you consider buying such a training? For the observer, think of relevant criteria you will use to evaluate the way the two opposing parties (inter)act. You can make use of the observer's sheet at the end of this booklet.

8.2. Key Take-Aways of the Module

1. Ask the right questions: Ask your lead if e.g. they currently organise first aid trainings, what they want to accomplish with them, what they want to avoid, what their experience is so far. With these questions you want to find out their true problem.
2. Close the deal: Based on all the answers you received, it is now time for your sales pitch. Tell the prospect exactly how you can solve all the problems they are currently facing. Think of your unique selling points in terms of the customer need. Do not talk about features of your product that the potential customer is not interested in.
3. Think about customer lifetime value. Getting a company to buy your service takes a lot of effort. It is therefore really important that you get the most out of your current customer base. You not only want to sell to them again, you also want them to refer new potential clients to you. Foster the relationship with your customers, make them loyal to you.
4. Assessing customer satisfaction is not easy. Very often customers have a hard time putting into words what they liked and disliked about a product or service. That is why we developed a simple survey that asks just the right questions to help them put their thoughts on paper. Give this survey along with your trainers and let the participants of their trainings fill it in.
5. After each sale you should follow up with your clients: ask them how it was, what they liked and what could have been done better. This not only shows the customer that you care about them, but it will also lead to more sales in the future because it will only improve your service.
6. Call your customers on a regular basis just to ask how theyr are doing and whether or not you can help them with anything (if they need another training next month, you want to be the first one they think about).
7. **Next steps:** use the customer satisfaction survey to get a better idea of how happy your customers are.

9. Negotiation

9.1. Supporting Materials for the Assignments

9.1.1. ROLEPLAY: First Aid Kits

This is a two-party negotiation between Dr. Uwimana and Dr. Ingabire.

You will receive a case from your instructor(s) with confidential information for the party that you are playing. Do not share this information with the other party, as this will be to your disadvantage.

The observer can make use of the observer's sheet at the end of this booklet.

9.1.2. CoFA SIMULATION: Negotiate a CoFA Contract

What a bummer! Just now you thought nothing could prevent you from making a big sale, all of a sudden, the client wants to renegotiate. However, not all hope is lost. The manager has agreed to schedule another meeting with you to negotiate on the terms of the contract.

This is a two-party negotiation between a CoFA agent and a potential client.

You will receive a case from your instructor(s) with confidential information for the party that you are playing. Do not share this information with the other party, as this will be in your disadvantage. You will negotiate six topics. Each topic has been assigned a point value. The number of points you can obtain for each topic is listed in the payoff table in the case. Your goal is to get the highest number of points.

Prepare yourself for the case by thinking about a best-case scenario and a bottom line.

Best case scenario	Value	Points
Discount on price		
Amount of days of training		
Quality of equipment used		
Number of employees per training		
Purchase of first aid supplies		
Duration of the contract		
Total score		3,900

Bottom line	Value	Points
Discount on price		
Amount of days of training		
Quality of equipment used		
Number of employees per training		
Purchase of first aid supplies		
Duration of the contract		
Total score		

After the negotiation, fill out following table with the solution you eventually agreed on.

Result	Value	Points
Discount on price		
Amount of days of training		
Quality of equipment used		
Number of employees per training		
Purchase of first aid supplies		
Duration of the contract		
Total score		

For the grading of this exercise, fill out the following table. Your instructor(s) will tell you more about it.

Individual grades

You are graded on the three aspects of a negotiation	Score
People. Grade received from observer	/10
Process. Observer gives grades on the preparation	/10
Problem. Grades from points in game	/10
Average total grade	/10

	CoFA agent	Client
Grade = 4/10 if	0 to 1,800 points	0 to 1,400 points
Grade = 6/10 if	1,801 to 3,000 points	1,401 to 2,500 points
Grade = 8/10 if	3,001 to 4,300 points	2,501 to 3,400 points
Grade = 10/10 if	4,301 to 5,700 points	3,401 to 4,800 points

Table 23: Overview of the grading system

9.2. Key Take-Aways of the Module

1. When negotiating, there are three aspects to consider: the people you deal with, the process you go through and the problem you are negotiating about.
2. The people are the most important aspect, they should be central. 96% of conversations end the way they started!
3. The process, is the second most important. Preparation is key to make the process run smoothly: think about who the other participants are and what their goals are, think about what the issues actually are, think about what possible solutions could be and think about you own position.
4. When preparing the process, it is important to think about your own position. What would the best possible outcome be for you (= best case scenario)? What would the minimum outcome that you would consider accepting be (= bottom line)? What would your alternative be when you end up with no agreement at all (= Best Alternative to a Negotiated Agreement (BATNA))?
5. Think about the kind of behaviour you will show during the negotiation. Will you be competing, collaborating, compromising, avoiding or accommodating?
6. Of the three aspects of a negotiation, the problem is only the last one in terms of importance. If you developed a good relation with the other participants, and you know how you want to handle the process, you can be sure that the problem will be handled well. Central to the problem is discovering the underlying needs and interests of the other participants of the negotiation.
7. Distinguish distributive, compatible and integrative issues. Distributive problems are problems in which one party can only gain what the other party loses. Compatible issues are interests that are common for both parties. Try to find these issues in which both parties want the same thing and put an emphasis on them. Integrative issues are interests that are valued differently by the different parties.
8. **Next steps:** Look for win-win solutions the next time you are negotiating and focus not only on the result, but also on the process and the people.

10. The Observer's Role

Here is a template that can be used by an observer when assessing a negotiation:

Case name:	
Participants name:	
Relationship competencies 1. Creates an environment conducive to value-creating negotiation 2. Engages with counterpart to develop communication and interaction	1 <input style="width: 100px; height: 20px;" type="text"/> 10 1 <input style="width: 100px; height: 20px;" type="text"/> 10
Process competencies 3. Establishes and maintains structure 4. Manages the process actively and systematically	1 <input style="width: 100px; height: 20px;" type="text"/> 10 1 <input style="width: 100px; height: 20px;" type="text"/> 10
Content competencies 5. Enables parties to broaden perspectives, generate ideas and move forward 6. Enables flow of information	1 <input style="width: 100px; height: 20px;" type="text"/> 10 1 <input style="width: 100px; height: 20px;" type="text"/> 10
Average total score	/10



Case name:	
Participants name:	
Relationship competencies	
1. Creates an environment conducive to value-creating negotiation	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
2. Engages with counterpart to develop communication and interaction	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
Process competencies	
3. Establishes and maintains structure	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
4. Manages the process actively and systematically	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
Content competencies	
5. Enables parties to broaden perspectives, generate ideas and move forward	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
6. Enables flow of information	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
Average total score	/10



Case name:	
Participants name:	
Relationship competencies	
1. Creates an environment conducive to value-creating negotiation	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
2. Engages with counterpart to develop communication and interaction	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
Process competencies	
3. Establishes and maintains structure	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
4. Manages the process actively and systematically	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
Content competencies	
5. Enables parties to broaden perspectives, generate ideas and move forward	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
6. Enables flow of information	1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10
Average total score	/10

Relationship competencies	
1. Creates an environment conducive to value-creating negotiation	2. Engages with counterpart to develop communication and interaction
<ul style="list-style-type: none"> • conveys energy & personal warmth • appears confident and acts confidently • sets a productive tone • appears relaxed, alert and well-prepared • communicates in an assured, open manner both verbally and non-verbally • defuses damaging tensions • is sensitive to the dynamics of the process • adapts to different cultures • helps counterpart save face where necessary • is ethical 	<ul style="list-style-type: none"> • establishes and maintains rapport • accepts and values contributions from counterpart • encourages parties to talk about interests and needs through open questions • demonstrates active listening through full attention, prompting, paraphrasing and reflecting • picks up on verbal and non-verbal cues • demonstrates understanding of counterpart's situation • allows for expression of emotion by recognising, respecting and responding appropriately to them • is trustworthy
Process competencies	
3. Establishes and maintains structure	4. Manages the process actively and systematically
<ul style="list-style-type: none"> • displays good process management skills • uses mostly positive behaviours and tactics • is well prepared • is structured • opens the process well with clarity about goals, concerns and approach to the process • handles challenges calmly and thoughtfully • proposes ground rules • aware of the importance of first moves 	<ul style="list-style-type: none"> • appropriately displays both assertive and collaborative behaviours • actively tries to 'expand the pie' by seeking integrative opportunities • uses strategies to overcome deadlock • probes issues to discover what matters to counterpart • makes appropriate concessions without being over-accommodating • asks for concessions in return
Content competencies	
5. Enables parties to broaden perspectives, generate ideas and move forward	6. Enables flow of information
<ul style="list-style-type: none"> • helps everyone focus on interests, needs, priorities and options • keeps options open, avoiding premature commitment to solutions • generates atmosphere of creative problem-solving • establishes common ground • focuses on creating value first on financial and non-financial items • manages expectations • helps move process towards closure 	<ul style="list-style-type: none"> • uses effective questioning techniques to probe for information (open-ended & closed questions) • discloses relevant information to move process forward • encourages brainstorming • systematically focuses on understanding interests and needs before moving to finding solutions • uses standards and norms to justify proposals



Table 24: Overview of the explanation factors

11. Field Visit Checklist

A. What I saw

1. Are the different products and services the CoFA department offer clearly visible for customers?
2. How does the CoFA department display all the different products and services they offer to the customer? (e.g. posters, display case, etc.)
3. Where does the CoFA department meet with customers?
4. What does this meeting space look like?
5. Who receives the CoFA department's customers?
6. What training facilities does the CoFA department offer?
7. Is the office orderly and clean?
8. Are files classified according to a system?
9. Are there telephones?
10. Is there WIFI?
11. Are there computers to do the work on? How do they display all the different products they offer?

B. What I heard

1. Which products and services does this CoFA department offer?
2. How many people work for the CoFA department? How many First Aid trainers are available to the CoFA department?
3. Which tools does the CoFA department use to support their work? E.g. a sales tool, an accounting tool...
4. Which marketing channels does the CoFA department use? E.g. flyers, billboards, radio...
5. How does the CoFA department measure customer satisfaction?
6. Which types of customers does the CoFA department sell to?
7. Does the CoFA department tailor their offer to customers' demands?

C. Reflection

1. What are the most important differences between this CoFA department and my own?
2. What are the most important similarities between this CoFA department and my own?
3. What would you compliment this CoFA department on?
4. Is there anything this CoFA department does that would like to implement in your CoFA department?
5. Is there anything you do in your CoFA department that might be useful for the CoFA department you visited?

12. Take Home Help Tools and Exercises

To help you implement some of the support tools discussed during the CoFA Business Game, you can find below:

- **Strategy Home Exercise:** a checklist that is developed to help you formulate a strategy for your own CoFA department back home. You will recognise all of the concepts and questions that are asked. If you struggle or do not remember all things that well, look back at the part on strategy in section 4 of this booklet.
- **Prospect List and Template Company Information:** as you might remember from the sales hunting module, these templates allow you to keep track of the companies you are reaching out to or are in contact with. For filled in examples, you can look back at the exercises you made during this module, in section 7.1.3. of this booklet.
- **Customer Satisfaction Survey:** in the module on sales farming, the importance of retaining customers was discussed. To do so, active conversations with customers are necessary to constantly improve. A customer satisfaction survey is a great tool for this. Look back at section 8.1.2. of this booklet for more information.

12.1. Strategy Home Exercise

This checklist is developed to help you formulate a strategy for your own CoFA department back home.

1. Mission, Vision, Values

Think about who you are as a company and where you want to go by writing down your mission, vision and values.

Our Mission:

Our Vision:

Our Values:

2. Value Creation and Value Capture

Think about how much people are willing to pay for attending your first aid trainings and how much it costs you to organise them.

A. The willingness to pay for a first aid training

B. The cost of providing a first aid training

C. The price you charge for a first aid training

D. The value you create per first aid training (A-B)

E. The value you capture per first aid training (C-B)

F. The value your client captures per first aid training (A-C)

3. Choosing your position

What is your position on the spectrum? Are you more of a low-cost player or a premium player?



4. External Analysis. Part 1: PESTEL

Write down the long-term trends in your environment that could potentially affect your CoFA department.

A. Political trends

B. Economic trends

C. Societal trends

D. Technological trends

E. Environmental trends

F. Legal trends

5. External Analysis. Part 2: Customer Analysis

Write down all the different customer segments you are selling to and what specific needs they have.

A. Look at your different customer segments and compute how many companies you serve in every segment, what percentage of the revenues they represent and what percentage of the profits they account for.

Customer segment	Number of clients	% of revenues	% of profits
Total		100%	100%



B. Write down the specific needs of every type of customer segment.

Customer segment

Specific needs

Customer segment

Specific needs

Customer segment

Specific needs



Customer segment

Specific needs

Customer segment

Specific needs

C. Does your product offering match the specific needs of your most important customers?

Yes No

If No, what changes should you make?



6. External Analysis. Part 3: Competitor Analysis

A. Create a brief overview of your main competitors.

Competitor name

Key strengths

Key weaknesses

Competitor name

Key strengths

Key weaknesses

Competitor name

Key strengths

Key weaknesses

B. Position your competitors on the following graph.



7. Internal Analysis. Part 1: Unique Resources

What unique resources do you have that the competition does not have?

Tangible Resources

Intangible Resources

Human Resources

8. Internal Analysis. Part 2: Unique Capabilities

What unique capabilities do you have that enable you to offer a more valuable or cheaper service than the competition?

Remember: unique capabilities are things that you do significantly better than the competition and these result from the unique resources you have.

Unique capabilities:

9. Internal Analysis. Part 3: Weaknesses

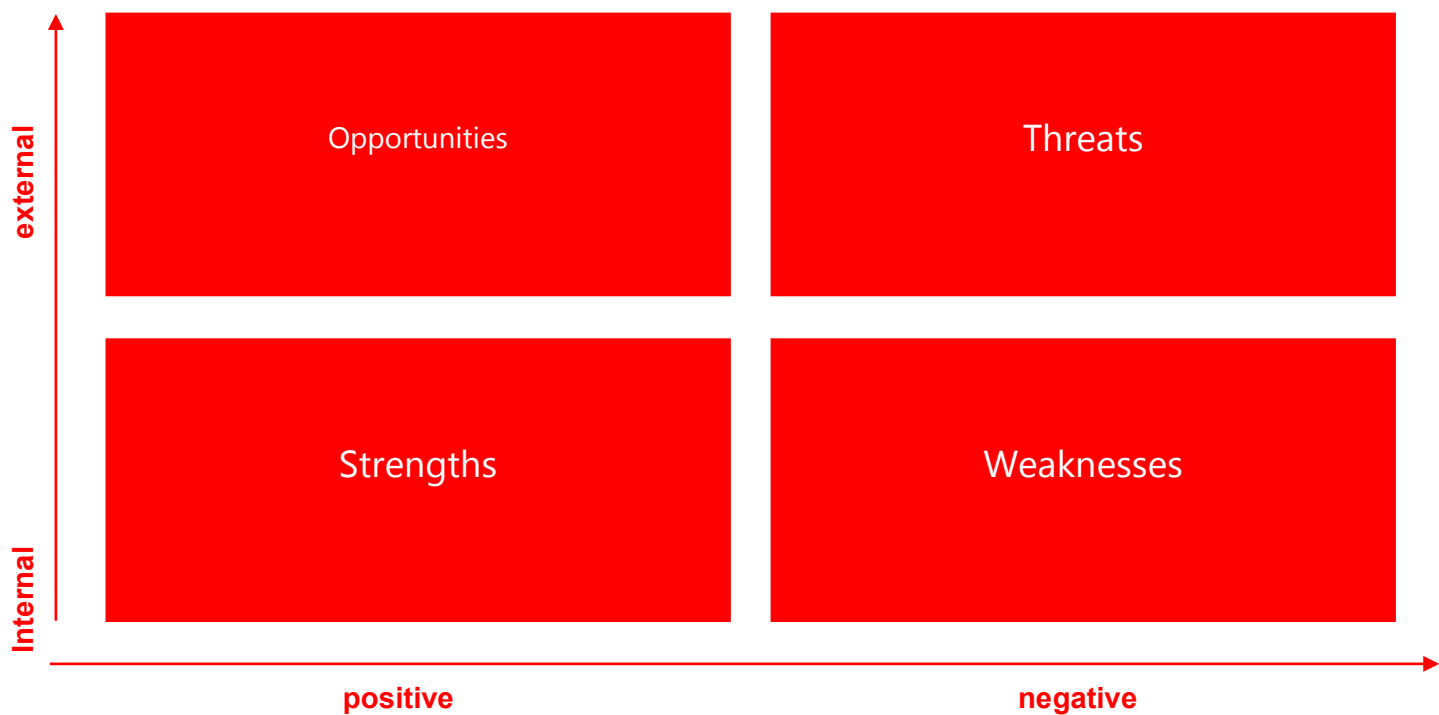
Are there any things that you are not so good at? Are there any capabilities that you lack?

Yes No

If Yes, what can you do about it? Is outsourcing this activity a viable option?

10. Summary Analysis: SWOT

Combine the results of your external and internal analysis into one framework: the SWOT-framework



11. Test Your Strategy

A. Does your positioning still makes sense now that you did all of these analyses?

Yes No

If No, what changes should you make:

B. Do you take advantage of the opportunities in the market and minimise the threats?

Yes No

If No, what changes should you make:

C. Do you play out your strengths and cope with your weaknesses?

Yes No

If No, what changes should you make:

12.3. Template Company Information

1. General Company Information

Company name:

Sector:

Size:

Address:

Responsible Sales Representative:

2. Contacts

Name:

Name:

Name:

Function:

Function:

Function:

Email:

Email:

Email:

Phone:

Phone:

Phone:

3. Contact Moments

Date:

Person contacted:

Short summary of the conversation:

Follow-up:



Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

Date:

Person contacted:

Short summary of the conversation:

Follow-up:

12.4. Customer Satisfaction Survey

1. What do you think we should stop doing?

--

2. What do you think we should do more of?

--

3. What do you think we should do less?

--

4. What should we definitely keep on doing?

--

5. What should we start doing?

--

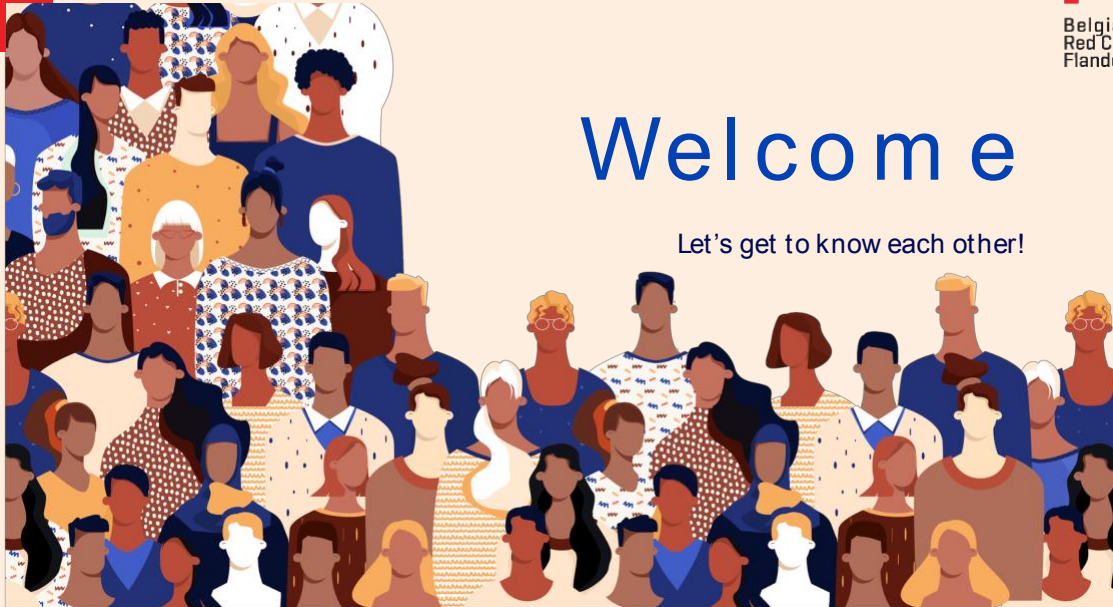
6. Overall, how happy were you with the first aid training?

Score:	/10	Comments:
--------	-----	-----------



Exhibit 3: PowerPoint Presentations per Module

Introductory session



1

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Welcome

Let's get to know each other!

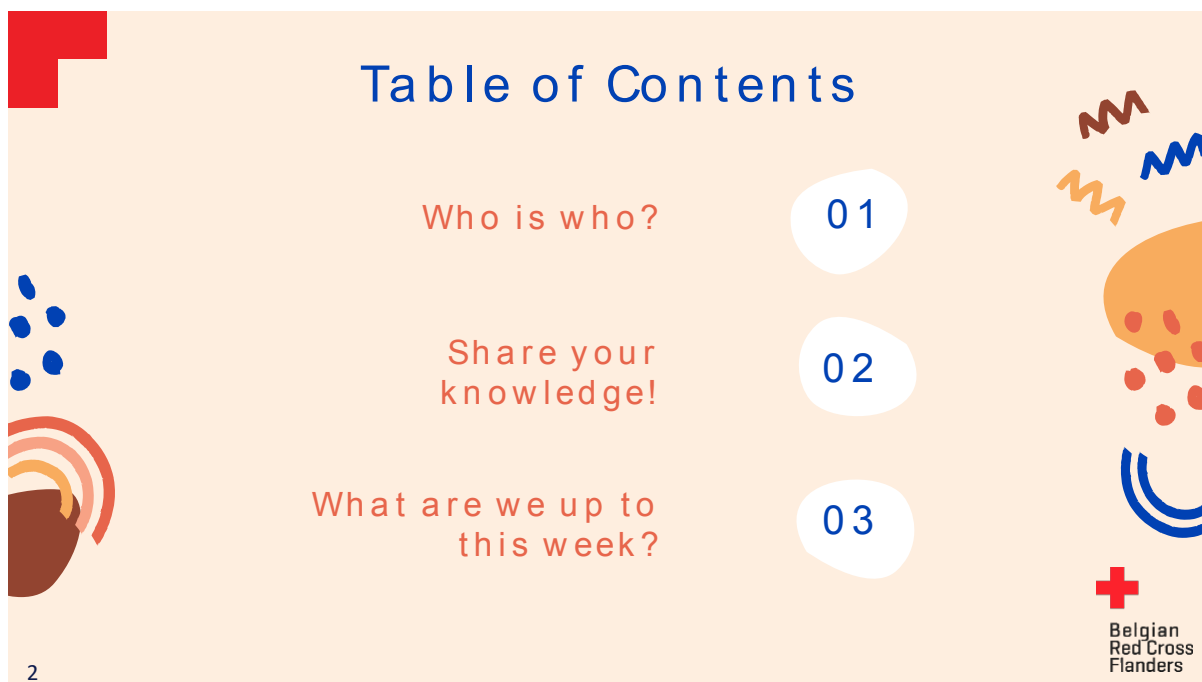


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Who is who?	01
Share your knowledge!	02
What are we up to this week?	03

2

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The Groundrules

- Respect the **start** and **end** times for sessions
- Respect the timeframes of the **breaks**
- Respect **each other** and each other's contributions
- Confidentiality**
- No mobile **phone** use during sessions (!)




3

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Share your knowledge!	02
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4

Present Yourself

Personal

What are your hobbies?
 What is your passion?
 What is your spirit animal?

Work

Where do you come from?
 What is your function?
 Why are you here today?

Surprise

Tell us something fun
 about yourself that no
 one could have guessed



5

Present your CoFA

Who?

Where is your CoFA from? How many people work for it?
 When was it founded? What makes it special?

Where?

What are your CoFA's main goals? What do you want to
 achieve in the short term? How do you see the future?

What?

How will this training week help you to achieve
 those? What do you hope to get out of this week?



6



Get to Know Each Other a Bit Better Now

Write down two atypical questions on a piece of paper that you want to ask your colleagues.




7






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8

What Does your CoFA Look Like?



Opportunities

What are the main opportunities for your CoFA?



Best practices

Are there any winning tips you want to give to your peers?



Challenges

What are the main challenges your CoFA faces?

9



'The only thing to do with good advice is to pass it on. It is never of any use to oneself.'

—Oscar Wilde

10

Key Learnings from your CoFA

02
Main successes
 Five things that have served you very well



01
Main mistakes
 Five things you want your colleagues to avoid

03
Surprises
 Five things that surprised you in a good or a bad way



11

Table of Contents

Who is who? **01**

Share your knowledge! **02**

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This Week's Story

You **choose a team** for your new CoFA department.

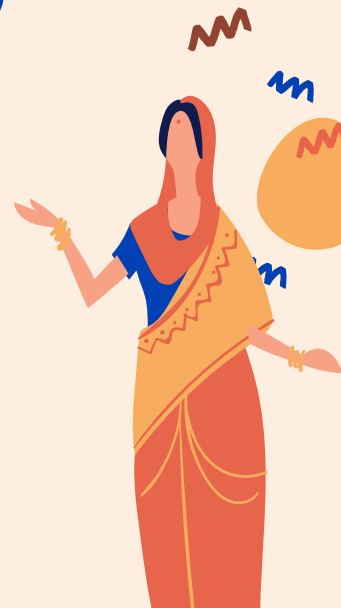
Then, you choose a **strategy** for your CoFA.

With the help of an **accounting tool**, you establish the price of your trainings and kits.

Afterwards, you develop a **marketing plan** to promote your products and services.

Now, you are ready to contact a potential client and make your **first sale**.

To end, you will **negotiate** on the contract with an important customer.



13

Key Topics



HR

Manage your workforce



Strategy

Decide where to go and how to get there



Marketing

Spread the word about your CoFA



Finance

Let's talk numbers



Sales

Close deals with ease



Negotiation

Think win-win, not win-lose



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Overview of the Week

Day 1	Day 2	Day 3	Day 4	Day 5
Introductory session (75 min)	Module 2: Strategy (120 min)	Field visit	Module 4: Marketing (150 min)	Module 7: Negotiation (120 min)
Tea break	Tea break		Tea break	Tea break
Welcoming session and CoFA presentations (75 min)	Module 2: Strategy (120 min)	Field visit	Module 5: Sales hunting (50 min)	Module 7: Negotiation (90 min)
Lunch	Lunch		Lunch	Lunch
Welcoming session and CoFA presentations (75 min)	Module 3: Accounting (120 min)	Field visit	Module 5: Sales hunting (120 min)	Closing session (120 min)
Tea break	Tea break		Tea break	Tea break
Module 1: HR (120 min)	Module 3: Accounting (120 min)	Closing of the day (40 min)	Module 6: Sales farming (120 min)	Closing session (120 min)
Closing of the day (15 min)	Closing of the day (15 min)		Closing of the day (15 min)	

15



Content of the Modules

Build up

Assignments
and roleplays



Why this part?

Learn by doing, apply theoretical
concepts in practice

Discussions



Learn from your peers: there is
often more than one right answer!

Theory



Get introduced to the latest business
theory

CoFA
Simulation



Finish each module with a graded game
related to the CoFA simulation
you will run this week

16



Structure of your Booklets

02
Tem p l a t e s
Templates for the assignments we will give you

01
Key take-aways

A brief overview of the main concepts you will learn each session

03
Notes
Some space to take notes during the lectures



17



18

Thanks



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Human Resources



Human Resources

Set up your team!



1



Table of Contents

- 01 Introduction
- 02 HR levels
- 03 CoFA simulation: Set up your own team



2



Expectations

What do you think of when you hear Human Resources?

What do you expect to learn?

3



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- 01 **Introduction**
- 02 HR levels
- 03 CoFA simulation: Set up your own team

4

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5



6

The Paper Company

You and your friend started a paper company five years ago and it has grown steadily into a mature company with eight employees. Until now, you just hired new people when the workload became too big, without really assigning them a specific role. However, recently you noticed that the size of your team has become too big to easily manage itself. You realize that you need a structure where everybody knows what their responsibilities are and who they have to report to.

Assignment

1. Structure the different functions in your company into the organigram to get a clear overview of who reports to who.
2. You need a second sales representative. Six people apply. Choose the best fit.

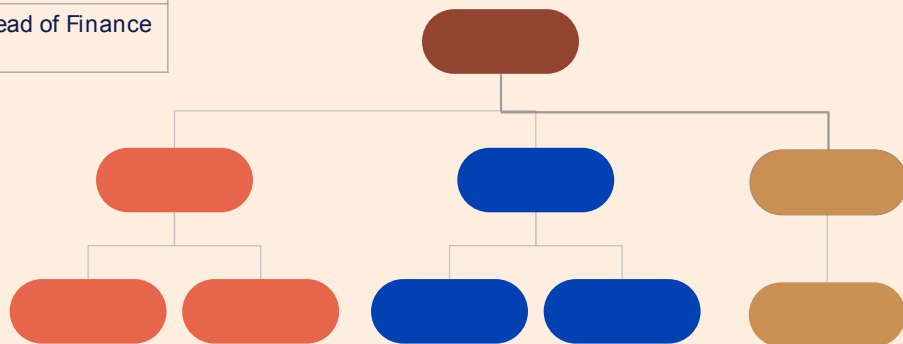


7



Organigram

Sales Manager	Accountant
Head of Marketing	Operations Manager
Head of Manufacturing	Sales Representative
Purchasing Agent	Head of Finance



8

Sales Representative Profile

Sales Representative



Background	accounting / sales / management / retail
Skills	organized, ambitious, entrepreneurial
Experience	at least 5 year working experience, preferably in sales



9

Applicants

Amara

Female
22 years old
Management degree
1 year sales experience
Eager to learn, organized, social, driven

Kwame

Male
50 years old
No degree
35 years sales experience
Team player, pro-active, confident

Zane

Male
25 years old
No degree
7 years sales experience
Ambitious, thinks outside of the box, structured

Ekon

Male
33 years old
Engineering degree
15 years experience (not sales)
Organized, hard working, problem solving

Zuri

Female
46 years old
Communication degree
10 years sales experience
Social, flexible, verbal and written communication

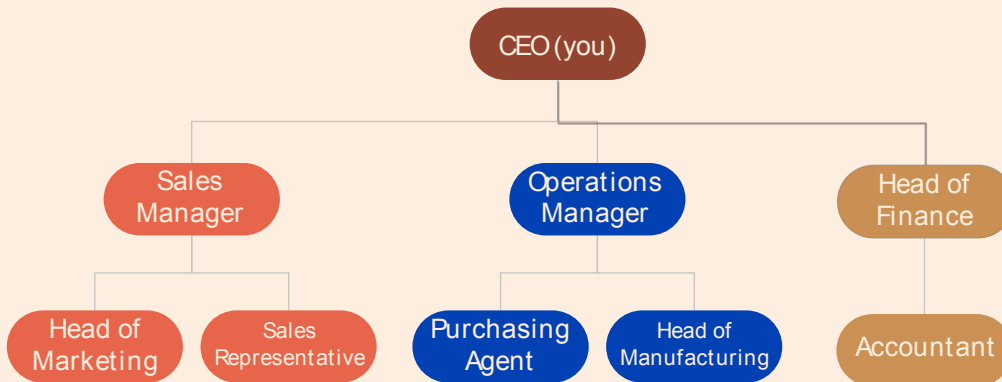
Zola

Female
68 years old
No degree
52 years sales experience
Kind, good with people, organised, efficient

10



Solutions (Organigram)



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- 01 Introduction
- 02 **HR levels**
- 03 CoFA simulation: Set up your own team



12



The Three Levels of HR



13

The Cost and Added Value of the HR Levels



! This will be changing in the future due to automatization and outsourcing



14

Tasks of the Operational Level



15



HR Basics

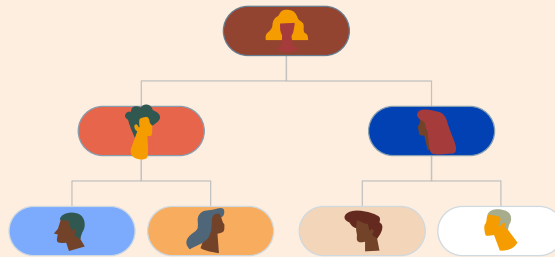


<https://www.youtube.com/watch?v=9MWFkH4xb3U&feature=youtu.be&t=20>

16



Organisation and Job Design



Development and Training



Betterment of people and performance

Compensation and Rewards



Financial and non-financial tools

17

Talent Management



Recruit and select



Retain



How to recruit:

- Provide information
- Fair assessment
- Transparent selection

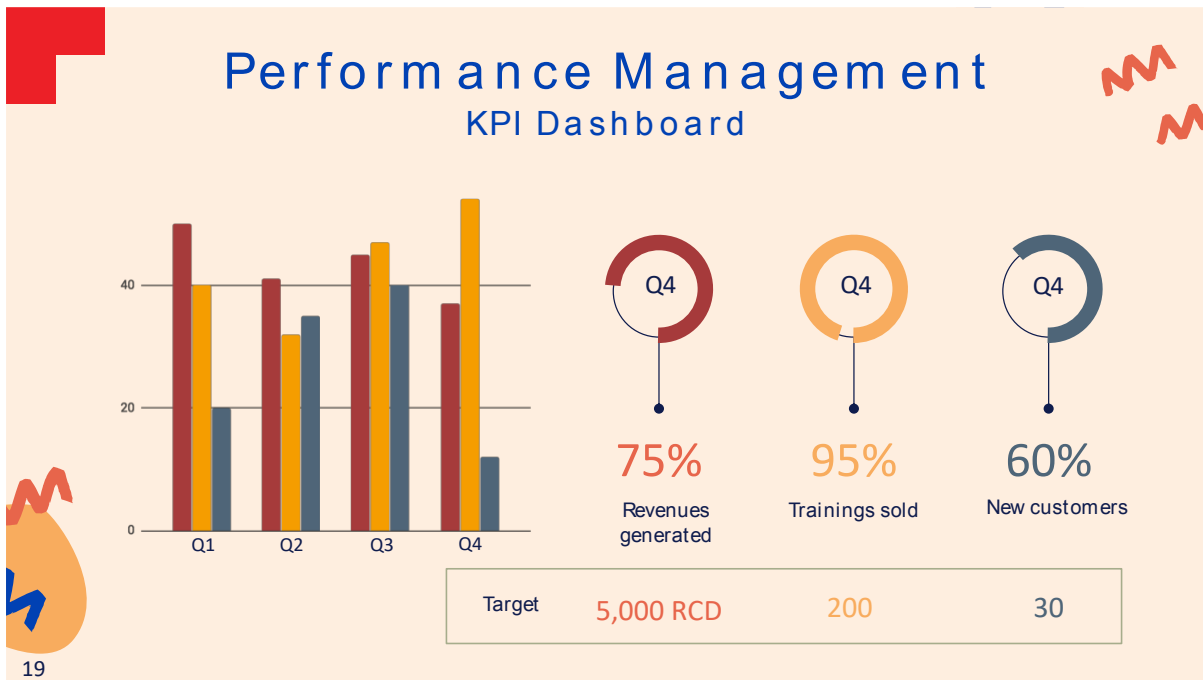
What to look for:

- Education
- Work experience
- Personality
- Interests
- Fit with the company

Motivate and engage employees:

- Supportive leadership
- Empowerment of individuals
- Encourage teamwork
- Create a nice working environment
- Recognize and reward the right people
- Internal rotation and promotion policy
- Job crafting

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Performance Management

Next to company KPIs, there are also individual KPIs

Can you think of some individual KPIs for sales representatives?

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Performance Management

What if Someone Doesn't Do So Well?

Suppose you are a manager and you manage twenty people. One of your reports, Zayn, is a very good employee. He prepares files for you that are on your desk every day by lunch, which are well-prepared and faultless. However, some employees have recently talked to you about the fact that Zayn is reading the newspaper at work. Every morning before he starts, he spends an hour reading the paper.

You must have a conversation with him and make it clear: reading the newspaper in the office is not allowed!

21



Performance Management

Giving Negative Feedback

Always constructive!

Some tips

- Make negative feedback unusual
- Start of with a compliment
- Face to face conversation
- Uncover the root of the problem
- Listen actively
- Accept feedback too



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01

Introduction

02

HR levels

03

CoFA simulation: Set up your own team



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Set Up your Own Team

You and your team are setting up a CoFA department.

You calculated that you have a budget to take on eight employees. Think about what the most important functions are. Draw an organigram in which you give all eight people a place.

Develop two different profiles of functions you need in your team. You can decide which two. Think of the following parameters:

- Hard skills: experience and background/ education
- Soft skills: skill or quality that can be classified as a personality trait or habit



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Thanks



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Strategy



1

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Strategy

Where are you going and how to get there?





Table of Contents

- Basics of strategy 01
- External & internal analysis 02
- Summary and CoFA simulation: position your CoFA 03



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2



Expectations

What do you already know about these topics?

What do you hope to learn?

3

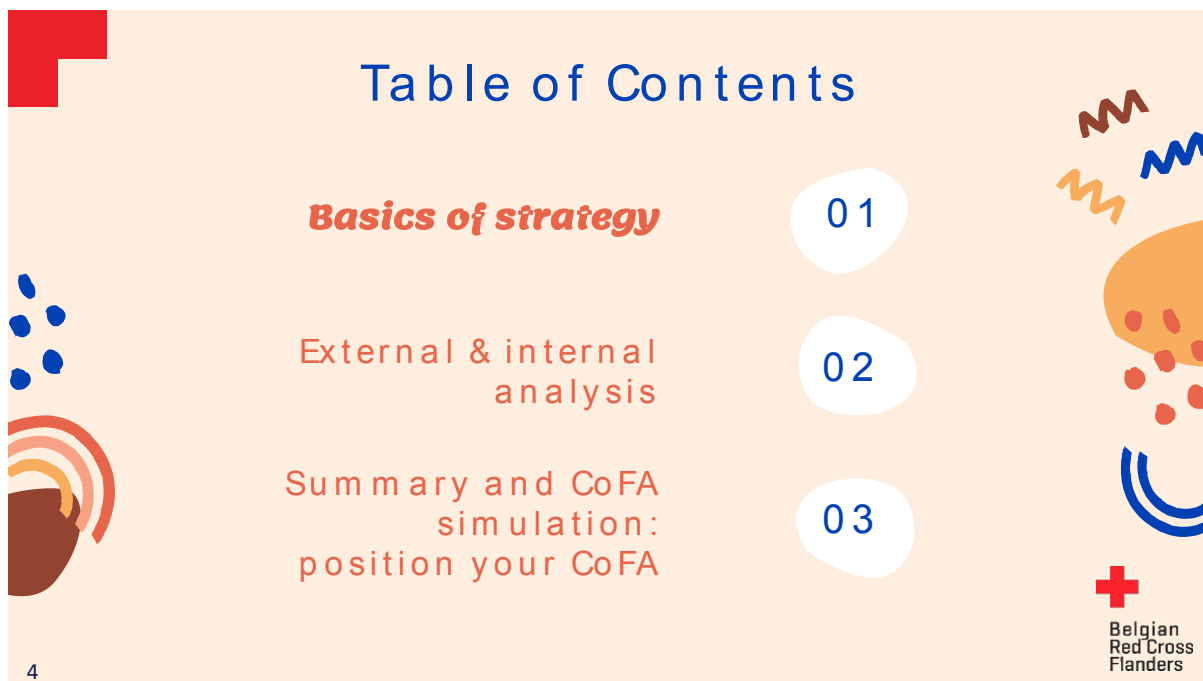

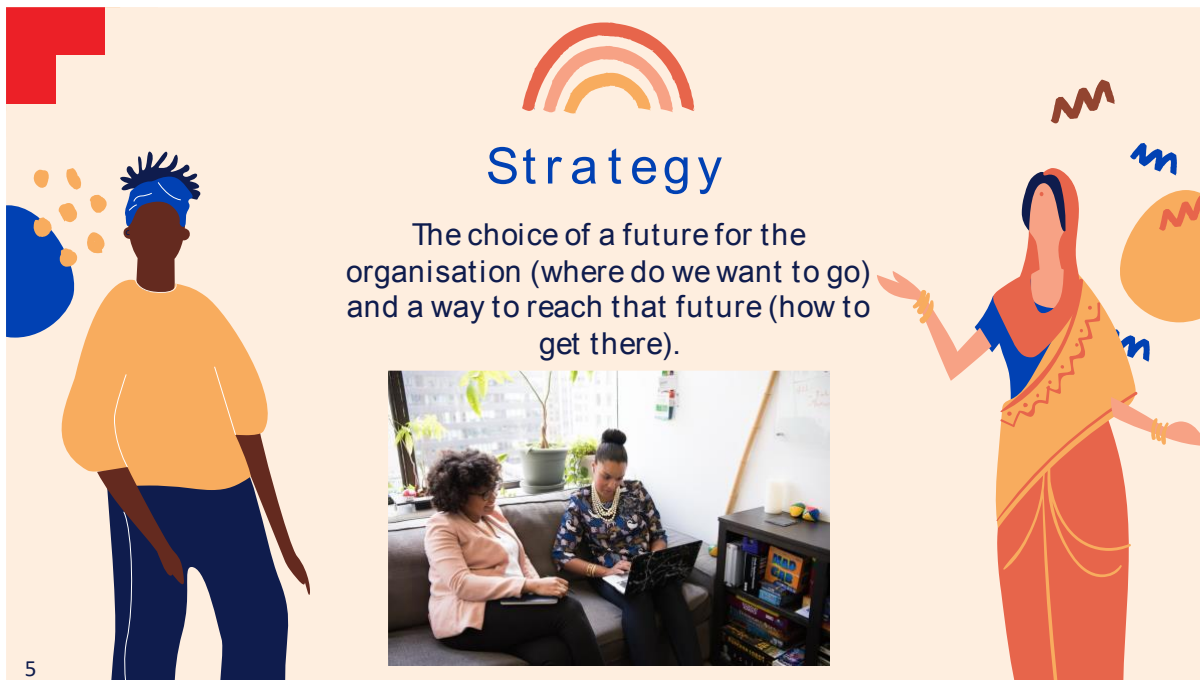


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4



Strategy

The choice of a future for the organisation (where do we want to go) and a way to reach that future (how to get there).




5

Mission, Vision and Values


Mission

Why does your company exist? How does its existence contribute to society?




Vision




What do you want the organisation to become in the distant future?



Values

What are the values that your company lives by every day?



6

Example Coca Cola

Mission

Inspiring moments of happiness

Vision

Create a portfolio of drinks that people love and produce them in the most sustainable way possible

Values

Curiosity, empowerment, inclusion

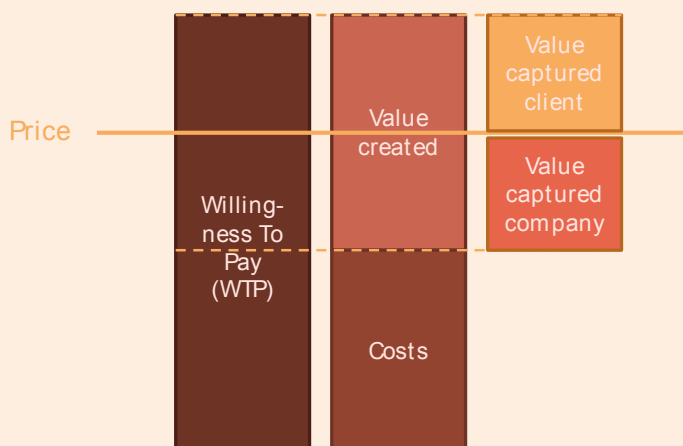


7



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Value Creation & Value Capture



8



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Example Value Creation & Capture

A can of Coca Cola is sold for 3 RCD
 A can of Coca Cola is produced for 1RCD
 A customer wants to pay 4 RCD for a can

The value created by Coca Cola = the willingness to pay of customers – the costs to produce.
 The value created by Coca Cola = 4 RCD – 1RCD = 3 RCD

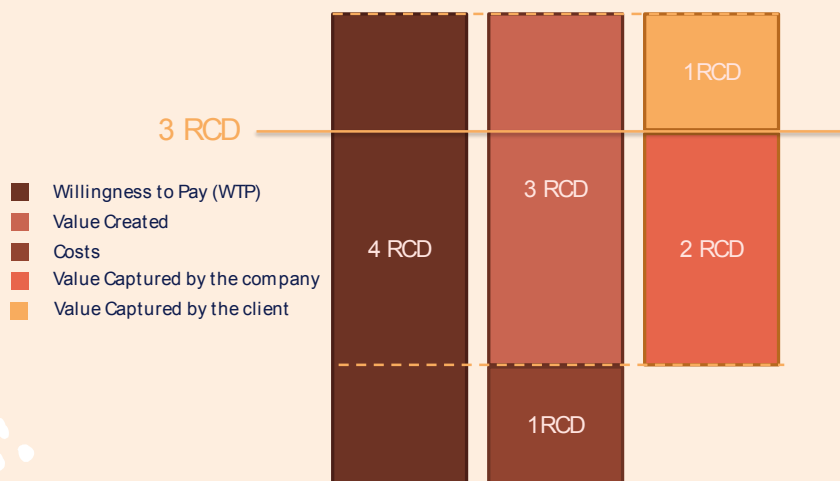
The value captured by customers = their willingness to pay for that can – the price they have to pay.
 The value captured by the customer = 4 RCD – 3 RCD = 1RCD

The value captured by Coca Cola = the price that a can is sold for – the cost to produce it.
 The value captured by Coca Cola = 3 RCD – 1RCD = 2 RCD

9



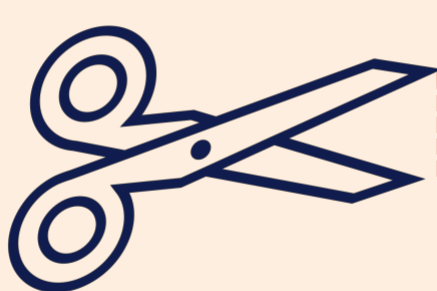
Value Creation & Value Capture



10



Value Creation



$$\text{WTP} - \text{Costs} = \text{Value Created}$$



11



Levers of WTP & Costs



Levers of WTP

- Quality of your product
- Customer service
- Design of your product
- Brand name
- Innovativeness of your product
- ...

Levers of Costs

- Raw materials
- Employee costs
- Marketing costs
- Production efficiency
- Economies of scale
- Learning economies
- ...

12



Positioning your Company

Premium



Low Cost



13



Positioning your company

Premium

You decide to offer a product or service that is so unique, of such high quality, with such a good brand name that people are willing to pay more for it.

You focus on increasing the willingness to pay of your customers, so that you can charge a higher price.

Low Cost

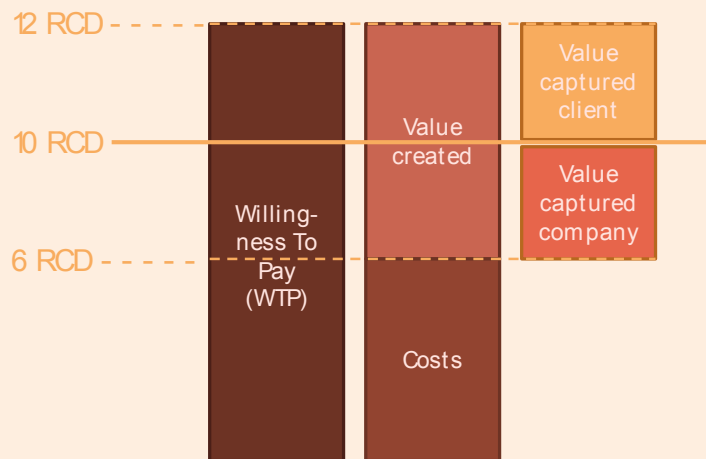
You decide to offer a product or service that is so cheap to produce/offer that there is no other company that can offer a similar product/service at a lower price.

You focus on keeping your costs as low as possible, so that you can offer the cheapest product.

14

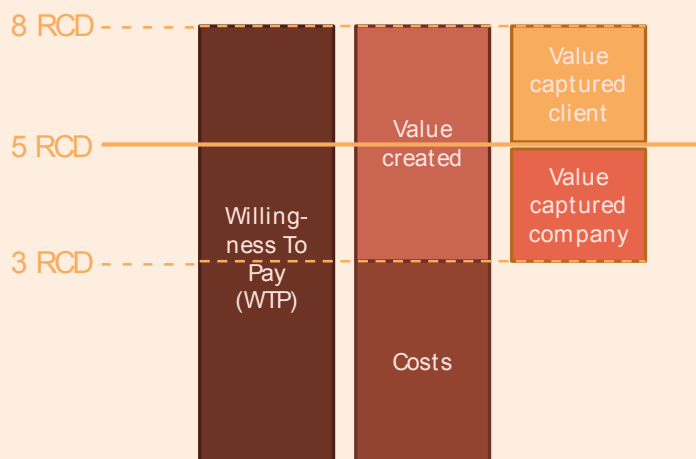


Example Premium



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Example Low Cost



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Basics of strategy

01

**External &
internal analysis**

02

Summary and CoFA
simulation:
position yourself

03

17



Analysing your Environment

1. What long term trends will impact your business?
2. Who are your customers?
3. Where are your competitors?



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1. What Long-term Trends Impact You

- Political
- Economic
- Societal
- Technological
- Environmental
- Legal



Think about trends on 6 different levels (PESTEL)



2. Who Are your Customers?

1. Who are my customers?
2. What do they care about?



3. Who and Where Are your Competitors?



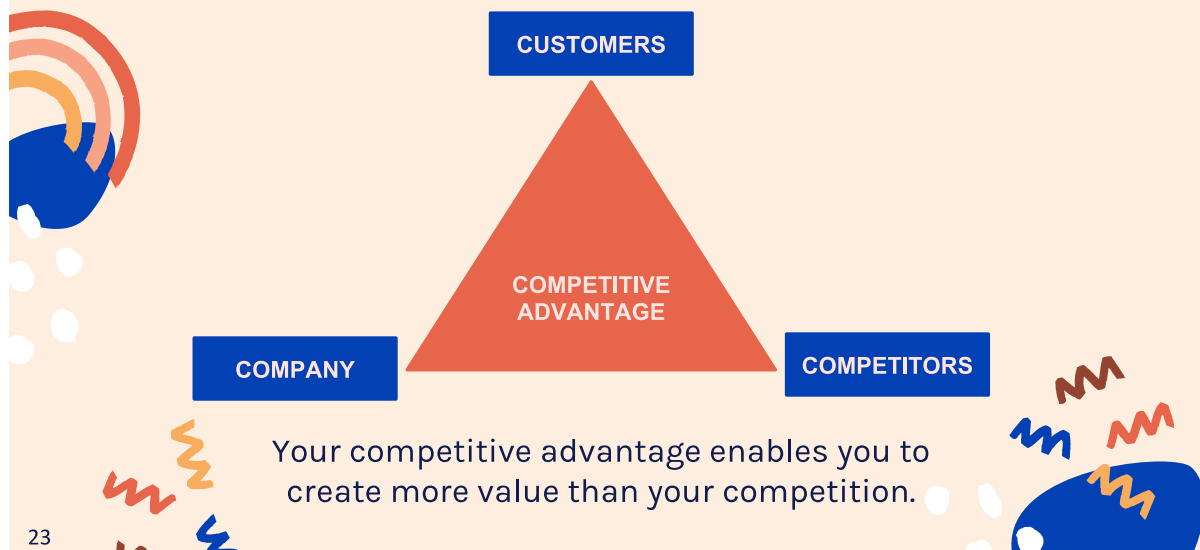
21

Competitive Advantage

The resources and capabilities that make it possible for you to offer a product/ service at a lower cost or a more valuable product.

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Competitive Advantage



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Internal Analysis

1. What resources give you an advantage?
2. Which capabilities give you an advantage?
3. Does it make sense to outsource an activity?



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Resources

What resources do you have that your competition does not?

- Tangible resources: plant, equipment, ...
- Intangible resources: technology, relationships, culture, brand name, ...
- Human resources: skills, know-how, ...

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Capabilities

- Capabilities come from the resources you identified before.
- Are there any things that you do considerably better than your competition?
- This could be marketing, customer service, delivering the trainings, ...

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Outsourcing

- Focus your limited time on those activities that set you apart from the competition.
- Are there any activities that someone else could help you with?
- If a partner could do something cheaper and/or better, it might be a good idea to outsource this.

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Basics of strategy

01

External & internal analysis

02

Summary and CoFA simulation: position your CoFA

03

28



External & Internal Analysis Combined (SWOT)



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Test your Strategy

Does your position (low-cost or premium) still make sense now that you conducted your internal and external analysis?

Do you take advantage of your strengths and cope with your weaknesses?

Do you take advantage of the opportunities in the market and deal with the threats?



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Position your CoFA

Come up with a strategy for the CoFA department you will be running this week.



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Thanks



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+
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Red Cross
Flanders

Accounting


Let's talk numbers!

1



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Production costs and CoFA simulation	01
Income statement, cashflow statement and CoFA simulation	02
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2



Expectations

What do you already know about accounting?

What do you expect to learn?

3



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Why Keeping Records?



01
Improving
decision
making

02
Cost planning



5



Co FA Costs



Salary costs



Production costs



Material costs



Rent costs



Electricity/
water/...
bills

6



Co FA Costs



Salary costs



Production costs =
Cost of Goods Sold (COGS)



Material costs



Rent costs



Electricity/
water/...
bills

7



Co FA costs



Salary costs



Production costs =
COGS

= sum of the price of each component included in the service/product sold



Material costs



Rent costs



Electricity/
water/...
bills

8



Identify the COGS to Set Up a Selling Price

COGS

COGS = selling price

Breakeven situation → no profit



Selling price: 28 RCD

0 RCD profit

COGS: 28 RCD



9

COGS < selling price

Profitable situation → profit



Selling price: 40 RCD

12 RCD profit

COGS: 28 RCD



! profit ≠ cash !

Calculation Time

Identify the COGS of first aid kits, trainings and interventions



10

The products/services sold and their components

Products/services sold*	Components (units)*
Small first aid kit	1small blank kit + 1small replenishment
Medium first aid kit	1medium blank kit + 1medium replenishment
Basic first aid training <10	1kit + 1pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1laptop + 1beamer + 1flipchart + 1splint + 2 wooden splints + 1 paper sheet + 1registration book + 1pen + 1 t-shirt + 1trainer basic first aid training <10 + 1cost certificate + 1food allowance
Standard first aid training >10	1kit + 1pair of latex gloves + 3 dressings + 1 mouth mask + 5 dolls + 1laptop + 1beamer + 1flipchart + 1splint + 2 wooden splints + 1 paper sheet + 1registration book + 1pen + 1 t-shirt + 1trainer standard first aid training >10 + 1cost certificate + 1food allowance
First aid intervention	1driver + 1volunteer + 1fuel + 1consumable

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*Abstraction based on the Rwandan Red Cross Society.



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The price of the components

Components (units)*	Price*
1small blank kit	13 RCD
1medium blank kit	25 RCD
1small replenishment	15 RCD
1medium replenishment	20 RCD
1kit	3.2 RCD
1pair of latex gloves	3.5 RCD
3 dressings	2 RCD (for 3 dressings)
1mouth mask	2 RCD
5 dolls	12.5 RCD (for 5 dolls)
1laptop	2.1 RCD
1beamer	2 RCD
1flipchart	4.5 RCD
1splint	0.15 RCD
2 wooden splints	0.4 RCD (for 2 wooden splints)
1paper sheet	5 RCD
1registration book	0.075 RCD
1pen	2.15 RCD
1t-shirt	0.43 RCD
1trainer basic first aid training <10	12 RCD
1trainer standard first aid training >10	17 RCD
1cost certificate	0.65 RCD
1food allowance	4 RCD

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*Abstraction based on the Rwanda Red Cross.



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Flanders

Solutions (Production Costs and Selling Price)

Products/ services sold	COGS
Small first aid kit	28 RCD
Medium first aid kit	45 RCD
Basic first aid training <10	56.66 RCD
Standard first aid training >10	6166 RCD
First aid intervention	77 RCD

Products/ services sold	Selling price to breakeven	Selling price to be profitable
Small first aid kit	28 RCD	>28 RCD
Medium first aid kit	45 RCD	>45 RCD
Basic first aid training <10	56.66 RCD	>56.66 RCD
Standard first aid training >10	6166 RCD	>6166 RCD
First aid intervention	77 RCD	>77 RCD

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What can be done with the generated profit to further sustain the CoFA activities?



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Production costs and CoFA simulation

01

**Income statement,
cashflow statement and
CoFA simulation**

02

Costing tool workshop

03

The Income Statement

Sample Products Co. Income Statement For the Five Months Ended May 31, 2018		
Sales	\$100,000	
Cost of goods sold	75,000	
Gross profit	<u>25,000</u>	
Operating expenses		
Selling expenses		
Advertising expense	2,000	
Commissions expense	5,000	7,000
Administrative expenses		
Office supplies expense	3,500	
Office equipment expense	2,500	6,000
Total operating expenses	<u>13,000</u>	
Operating income	<u>12,000</u>	
Non-Operating or other		
Interest revenues	5,000	
Gain on sale of investments	3,000	
Interest expense	(500)	
Loss from lawsuit	<u>(1,500)</u>	
Total non-operating	<u>6,000</u>	
Net Income	<u>\$ 18,000</u>	

+ Revenues/ Sales
- COGS
- Salary costs
- Electricity/internet/ telephone/ water/ ... bills
- Rent costs
- Material costs
= Income



The Income Statement Indicates your Performance

+ Revenues/Sales
- COGS
- Salary costs
- Electricity/internet/telephone/water/... bills
- Rent costs
- Material costs
= Income

If positive income = profit → ability to invest
this money in the business' activities =
profitability

If negative income = loss

The revenues/sales are therefore not equal
to the income

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The Cashflow Statement

Cash Flow Statement	
For the Year Ended December 31, 2016	
Cash Flow from Operations	
Cash receipts from customers	86,772
Cash paid for inventory	(7,400)
Cash paid for wages	(53,000)
Net Cash Flow from Operations	26,372
Cash Flow from Investing	
Cash receipts from sale of property and equipment	13,500
Cash paid for purchase of equipment	(17,500)
Net Cash Flow from Investing	(4,000)
Cash Flow from Financing	
Cash paid for loan repayment	(5,000)
Net Cash Flow from Investing	(5,000)
Net Increase in Cash	17,372

+ Cash entering the company (cash inflow)

- Cash leaving the company (cash outflow)

= **Cash balance**

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QUARTER 1	First day of the quarter: it is time to pay your quarterly rent!	To be ready for future orders, you need to produce 10 small first aid kits and you therefore pay directly for the production materials needed.	To promote the sale of your kits, you launch a radio advertisement. You have to pay for it in cash directly.	A mining company is very interested in your basic first aid trainings for 8 employees. They book 3 of them and pay you in cash directly.	The radio programme was a good promotion idea: a private company wants to buy 10 small first aid kits. They pay you in cash directly.	Last day of the quarter: it is time to pay your staff!
Last day of the quarter: it is time to pay your staff!	The city is organising a football contest and they would like your CoFA department to take care of first aid interventions. They pay you in cash directly.	The printer of the CoFA department is broken. You need to buy a new one and find one in a shop nearby; you need to pay for it in cash directly. You depreciate it over one year.	You send emails to advertise your first aid products. These emails are free.	A transport company calls you. They would like 2 standard first aid trainings for 11 employees. They will pay you next quarter.	First day of the quarter: it is time to pay your quarterly rent!	QUARTER 2
QUARTER 3	First day of the quarter: it is time to pay your quarterly rent!	The transport company pays you in cash for the 2 standard first aid trainings for 11 employees you sold them in quarter 2.	You run out off kits. You produce 5 small and 5 medium first aid kits. You will pay for the production materials needed next quarter.	You've met your yearly targets! To congratulate you, the BRC-FL donates to your CoFA department.	Following your email, a private company wants to buy 3 small first aid kits and 2 medium first aid kits from you. They pay you in cash directly.	Last day of the quarter: it is time to pay your staff!
Last day of the quarter: it is time to pay your staff!	You need to pay the internet and telephone bills of this fiscal year. You pay in cash directly.	You still have 2 small first aid kits ready to sell. A school in the neighbourhood buys both of them and pay you in cash directly.	A fruit company orders 2 standard trainings for 14 employees and 3 medium first aid kits from you. They pay you in cash directly.	You pay for the production materials you bought in quarter 3 for the production of the small and medium first-aid kits.	First day of the quarter: it is time to pay your quarterly rent!	QUARTER 4

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Staff input – Property, Plant and Equipment – External input

Staff input	Price
Quarterly salary for the entire CoFA unit	200 RCD
Property, Plant and Equipment input	Price
Printer	50 RCD
External input	Price
Quarterly rent	150 RCD
Radio programme	40 RCD
Yearly internet consumption	20 RCD
Yearly telephone bills	30 RCD
Donation	600 RCD

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Accounts Receivable and Payables

Quarter 2



Accounts receivable
 New sale → income statement
 No cash movement → cashflow statement

Quarter 3



Accounts payable
 New costs → income statement
 No cash movement → cashflow statement

Quarter 3



Accounts receivable
 No sale → income statement
 Cash movement → cashflow statement

Quarter 4



Accounts payable
 No costs → income statement
 Cash movement → cashflow statement

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Donations



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Donation
 No sale → income statement
 Cash movement → cashflow statement

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Solutions (Cashflow Statement Quarters 1 & 2)

	Cash inflow	Cash outflow	Cash balance
QUARTER 1			
Cash outflow for the rent quarter 1		150 RCD	-150 RCD
Cash outflow for the production of 10 small first aid kits		10 x 28 RCD = 280 RCD	-430 RCD
Cash outflow for the radio programme		40 RCD	-470 RCD
Cash inflow for the sale of 3 basic first aid trainings for 8 participants	8 x 3 x 20 RCD = 480 RCD		+10 RCD
Cash inflow for the sale of 10 small first aid kits	10 x 40 RCD = 400 RCD		+410 RCD
Cash outflow for the staff salary quarter 1		200 RCD	+210 RCD
QUARTER 2			
Cash outflow for the rent quarter 2		150 RCD	+60 RCD
Sale of 2 standard first aid trainings for 11 participants*			+60 RCD
Sending of advertising emails			+60 RCD
Cash outflow for the new printer		50 RCD	+10 RCD
Cash inflow for the sale of a first aid intervention	100 RCD		+110 RCD
Cash outflow for the staff salary quarter 2		200 RCD	-90 RCD

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Solutions (cashflow statement quarters 3 & 4)

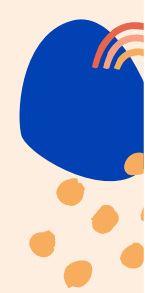
	Cash inflow	Cash outflow	Cash balance
QUARTER 3			
Cash outflow for the rent quarter 3		150 RCD	-240 RCD
Cash inflow for the sale of 2 standard first aid trainings for 11 participants*	2 x 11 x 15 RCD = 330 RCD		+90 RCD
Production of 5 small and 5 medium first aid kits**			+90 RCD
Cash inflow through donation	600 RCD		+690 RCD
Cash inflow for the sale of 3 small and 2 medium first aid kits	(3 x 40 RCD) + (2 x 60 RCD) = 120 RCD + 120 RCD = 240 RCD		+930 RCD
Cash outflow for the staff salary quarter 3		200 RCD	+730 RCD
QUARTER 4			
Cash outflow for the rent quarter 4		150 RCD	+580 RCD
Cash outflow for the production of 5 small and 5 medium first aid kits**		(5 x 28 RCD) + (5 x 45 RCD) = 140 RCD + 225 RCD = 365 RCD	+215 RCD
Cash inflow for the sale of 2 standard trainings for 14 participants and 3 medium first aid kits	(2 x 14 x 15 RCD) + (3 x 60 RCD) = 420 RCD + 180 RCD = 600 RCD		+815 RCD
Cash inflow for the sale of 2 small first aid kits	2 x 40 RCD = 80 RCD		+895 RCD
Cash outflow for the internet and telephone bills		20 RCD + 30 RCD = 50 RCD	+845 RCD
Cash outflow for the staff salary of quarter 4		200 RCD	+645 RCD
FINAL CASH BALANCE		+645 RCD	

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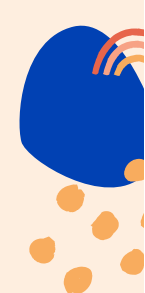
Solutions (Units Produced and Sold)

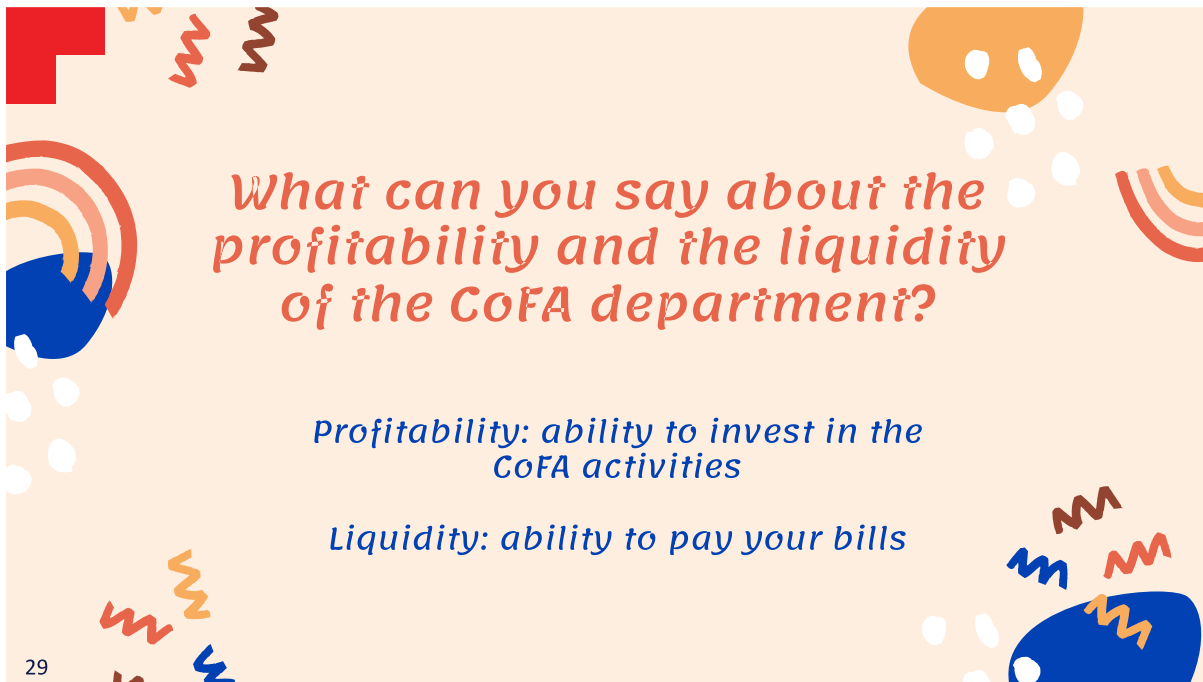
Products/ services	Component(s)	Price of the component(s)	Price of 1unit produced	Unit(s) produced	Unit(s) sold	Selling price
Small first aid kit	1small blank kit + 1small replenishment	1small blank kit: 13 RCD 1small replenishment: 15 RCD	28 RCD	15	15	40 RCD
Medium first aid kit	1medium blank kit + 1medium replenishment	1medium blank kit: 25 RCD 1medium replenishment: 20 RCD	45 RCD	5	5	60 RCD
Basic first aid training <10	1kit + 1pair of latex gloves + 3 dressings + 1mouth mask + 5 dolls + 1laptop + 1 beamer + 1flipchart + 1splint + 2 wooden splints + 1paper sheet + 1registration book + 1pen + 1t-shirt + 1trainer basic first aid training <10 + 1cost certificate + 1 food allowance	1kit: 3.2 RCD 1pair of latex gloves: 3.5 RCD 3 dressings: 2 RCD 1mouth mask: 2 RCD 5 dolls: 12.5 RCD 1laptop: 2.1 RCD 1beamer: 2 RCD 1flipchart: 4.5 RCD 1splint: 0.15 RCD 2 wooden splints: 0.4 RCD 1paper sheet: 5 RCD 1registration book: 0.075 RCD 1pen: 2.15 RCD 1t-shirt: 0.43 RCD 1trainer basic first aid training <10: 12 RCD 1cost certificate: 0.65 RCD 1food allowance: 4 RCD	56.66 RCD	/	3 (8 participants each)	20 RCD per participant
Standard first aid training >10	1kit + 1pair of latex gloves + 3 dressings + 1mouth mask + 5 dolls + 1laptop + 1 beamer + 1flipchart + 1splint + 2 wooden splints + 1paper sheet + 1registration book + 1pen + 1t-shirt + 1trainer standard first aid training >10 + 1cost certificate + 1 food allowance	1kit: 3.2 RCD 1pair of latex gloves: 3.5 RCD 3 dressings: 2 RCD 1mouth mask: 2 RCD 5 dolls: 12.5 RCD 1laptop: 2.1 RCD 1beamer: 2 RCD 1flipchart: 4.5 RCD 1splint: 0.15 RCD 2 wooden splints: 0.4 RCD 1paper sheet: 5 RCD 1registration book: 0.075 RCD 1pen: 2.15 RCD 1t-shirt: 0.43 RCD 1trainer standard first aid training >10: 17 RCD 1cost certificate: 0.65 RCD 1food allowance: 4 RCD	61.66 RCD	/	2 (14 participants each) + 2 (11 participants each)	15 RCD per participant
First aid intervention	1driver + 1volunteer + 1fuel + 1 consumable	1driver: 6 RCD 1volunteer: 11 RCD 1fuel: 20 RCD 1consumable: 40 RCD	77 RCD	1	1	100 RCD



Solutions (Income Statement)

Revenue	
Sale of 3 basic first aid trainings for 8 participants	+480 RCD
Sale of 10 small first aid kits	+400 RCD
Sale of 2 standard first aid trainings for 11 participants	+330 RCD
Sale of a first aid intervention	+100 RCD
Sale of 3 small and 2 medium first aid kits	+240 RCD
Sale of 2 standard trainings for 14 participants and 3 medium first aid kits	+600 RCD
Sale of 2 small first aid kits	+80 RCD
Total revenue	+2,230 RCD
Costs	
Rent quarter 1	-150 RCD
Production of 10 small first aid kits	-280 RCD
Radio programme	-40 RCD
Staff salary quarter 1	-200 RCD
Rent quarter 2	-150 RCD
Emails sending	-0 RCD
Staff salary quarter 2	-200 RCD
Rent quarter 3	-150 RCD
Production of 5 small and 5 medium first aid kits	-365 RCD
Staff salary quarter 3	-200 RCD
Rent quarter 4	-150 RCD
Internet and telephone bills	-50 RCD
Staff salary quarter 4	-200 RCD
Total costs	-2,135 RCD
Profit/Loss	+95 RCD





What can you say about the profitability and the liquidity of the CoFA department?

Profitability: ability to invest in the CoFA activities

Liquidity: ability to pay your bills

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The Excel costing tool

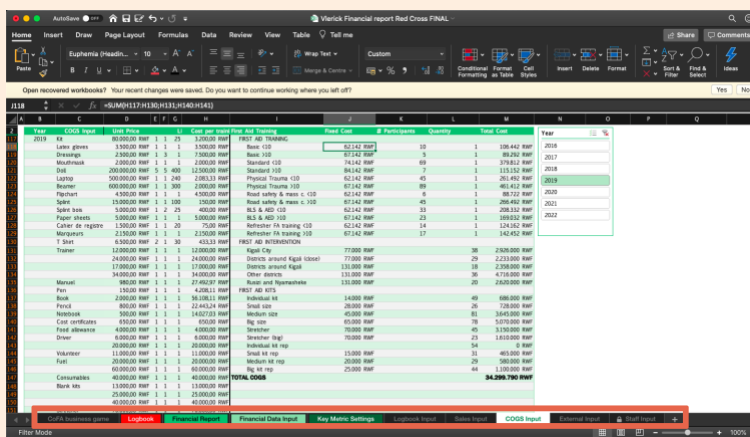
+ Revenues/ Sales
- COGS
- Salary costs
- Electricity/internet/telephone/water/... bills
- Rent costs
- Material costs
= Income



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The Excel costing tool sheets



Sheets we'll be working in:

- Financial Report
- Logbook
- COGS Input
- CoFA Business Game

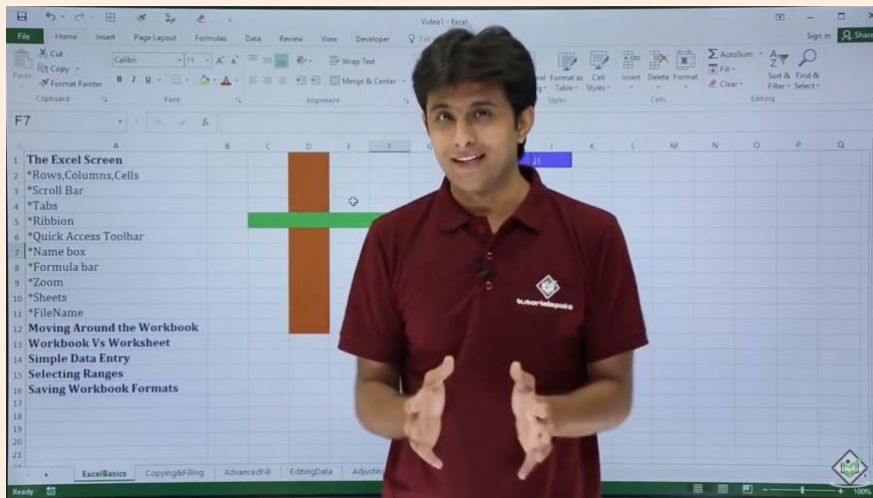
Sheets we should never modify and that are hidden:

- Financial Data Input
- Staff Input
- Key Metric Settings
- Sales Input
- Logbook Input
- External Input



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Excel Basics

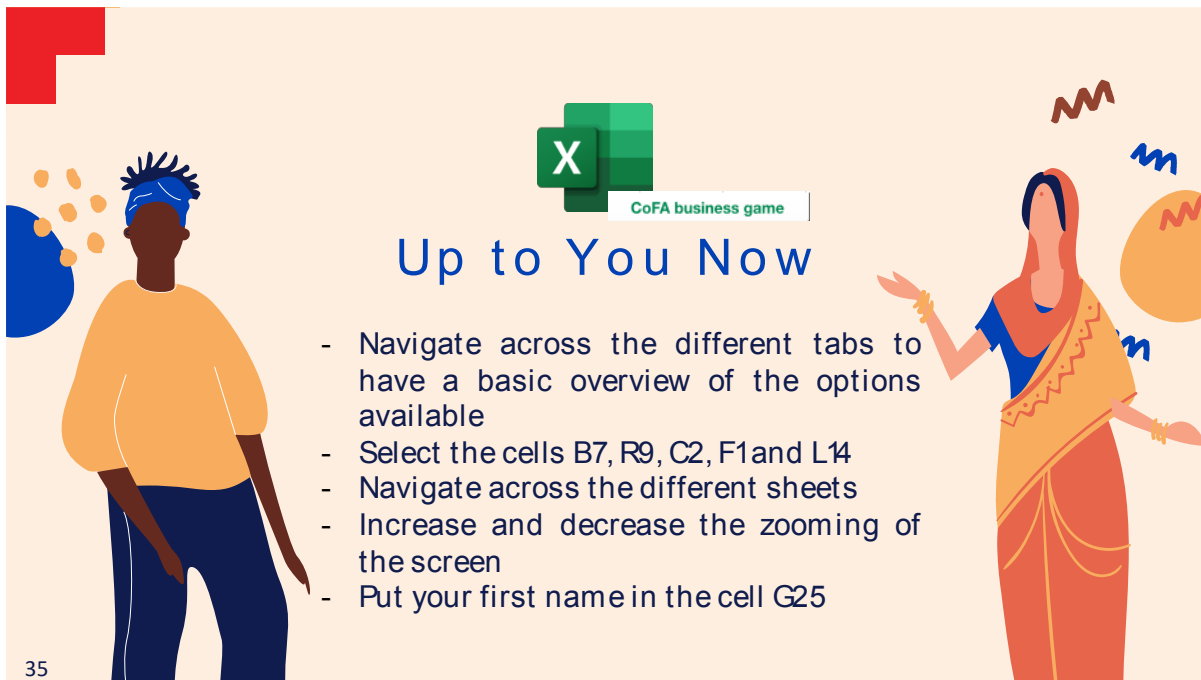



<https://www.youtube.com/watch?v=JPWi5x0g3l&list=PLWPrh4EWFpEpO6NjjWLBKSCb-wx3hMql&index=3&t=0s>

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CoFA business game

Up to You Now


- Navigate across the different tabs to have a basic overview of the options available
- Select the cells B7, R9, C2, F1 and L14
- Navigate across the different sheets
- Increase and decrease the zooming of the screen
- Put your first name in the cell G25

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Edit in Excel



<https://www.youtube.com/watch?v=ZnXYEjreIM&list=PLWPirh4EWFpEpO6NjjWlbKSCb-wx3hMql&index=5>



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Up to You Now

- Search with CTRL + F your first name (based on the previous exercise)
- Replace your first name by the name of the neighbour on your left
- Sum the following numbers with the SUM formula:

10
23
45
89
1
34

- Add 20 to the previous sum
- Undo the previous adding

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Identification of the COGS



The COGS Input sheet includes:

- 1-The categories of products/services sold (first aid kits, first aid trainings and first aid interventions) and their subcategories (e.g. first aid training basic <10, small first aid kit)
- 2-The components of each product/service sold
- 3-The price of the components

=SUM(H117:H130;H131;H140:H141)						
E	F	G	H	I	J	
			LI	Cost per traini	First Aid Training	Fixed Cost
1	1	25	3.200,00 RWF		FIRST AID TRAINING	
1	1	1	3.500,00 RWF		Basic <10	62.142 RWF
1	3	1	7.500,00 RWF		Basic >10	67.142 RWF
1	1	1	2.000,00 RWF		Standard <10	74.142 RWF

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=SUM(number; [number2]; [number3]; [number4];...)						
COGS Input	Unit Price	LI	Cost per traini	First Aid Training	Fixed Cost	
Kt	80.000,00 RWF	1 1 25	3.200,00 RWF		FIRST AID TRAINING	
Latex gloves	3.500,00 RWF	1 1 1	3.500,00 RWF		Basic <10	H131;H140;H141
Dressings	2.500,00 RWF	1 3 1	7.500,00 RWF		Basic >10	67.142 RWF
Mouthmask	2.000,00 RWF	1 1 1	2.000,00 RWF		Standard <10	74.142 RWF
Dot	200.000,00 RWF	5 5 400	12.500,00 RWF		Standard >10	84.142 RWF
Laptop	500.000,00 RWF	1 1 240	2.083,33 RWF		FIRST AID KITS	
Beamer	600.000,00 RWF	1 1 300	2.000,00 RWF		Individual kit	28.222 RWF
Flipchart	4.500,00 RWF	1 1 1	4.500,00 RWF		Small size	56.443 RWF
Splint	15.000,00 RWF	1 1 100	150,00 RWF		Medium size	41.520 RWF
Splint bois	5.000,00 RWF	1 2 25	400,00 RWF		Big size	4.858 RWF
Paper sheets	5.000,00 RWF	1 1 1	5.000,00 RWF		TOTAL COGS	
Cahier de registre	1.500,00 RWF	1 1 20	75,00 RWF			
Marqueurs	2.150,00 RWF	1 1 1	2.150,00 RWF			
T Shirt	6.500,00 RWF	2 1 30	433,33 RWF			
Trainer	12.000,00 RWF	1 1 1	12.000,00 RWF			
	24.000,00 RWF	1 1 1	24.000,00 RWF			
	17.000,00 RWF	1 1 1	17.000,00 RWF			
	34.000,00 RWF	1 1 1	34.000,00 RWF			
Manuel	980,00 RWF	1 1 1	27.492,97 RWF			
Pen	150,00 RWF	1 1 1	4.208,11 RWF			
Book	2.000,00 RWF	1 1 1	56.108,11 RWF			
Pencil	800,00 RWF	1 1 1	22.443,24 RWF			
Notebook	500,00 RWF	1 1 1	14.027,03 RWF			
Cost certificates	650,00 RWF	1 1 1	650,00 RWF			
Food allowance	4.000,00 RWF	1 1 1	4.000,00 RWF			
Drner	6.000,00 RWF	1 1 1	6.000,00 RWF			
	20.000,00 RWF	1 1 1	20.000,00 RWF			

You remember? This is exactly what we did manually during the first game of the session!

Let's now use Excel to automatically compute the second game!

40

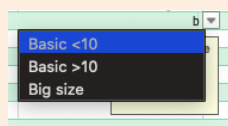
Computation of the COGS in the Income Statement



Logbook

The **Logbook sheet** includes the **sales made**. For each product/service sold, it should be specified:

- 1-The date
- 2-The product/service



- 3-The number of participants/kits sold
- 4-The client name
- 5-The name of the facilitators

The **COGS** are automatically computed in the **Financial Report sheet** that includes the income statement.



Financial Report



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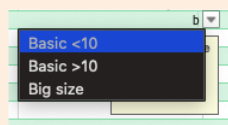
Computation of the Sales in the Income Statement



Logbook

The **Logbook sheet** includes the **sales made**. For each product/service sold, it should be specified:

- 1-The date
- 2-The product/service



- 3-The number of participants/kits sold
- 4-The client name
- 5-The name of the facilitators

The **sales** are automatically computed in the **Financial Report sheet** that includes the income statement.



Financial Report



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Computation of the Profit in the Income Statement



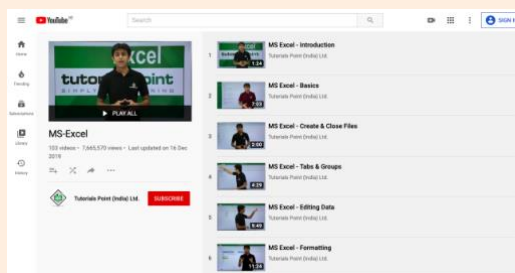
We have so far computed automatically:
 1- The sales
 2- The COGS

METRIC	THIS YEAR (2018)
SALES	32,640,000.00 RWF
COST OF GOODS SOLD	10,935,816.67 RWF
GROSS MARGIN	21,704,183.33 RWF
EXTERNAL SERVICES	0.00 RWF
VALUE ADDED	21,704,183.33 RWF
STAFF COSTS	27,198,201.11 RWF
OTHER OPERATING COSTS	0.00 RWF
EBITDA	-5,494,017.78 RWF
DEPRECIATION & AMORT.	0.00 RWF
EBIT	-5,494,017.78 RWF
FINANCIAL COSTS	0.00 RWF
PRE-TAX PROFITS	-5,494,017.78 RWF
TAXES (0%)	0.00 RWF
NET PROFIT	-5,494,017.78 RWF

Allowing us to automatically compute the net profit

Willing to learn more? Check this link!

<https://www.youtube.com/playlist?list=PLWPirh4EWFpEpO6NjjWLbKSCb-wx3hMqI>





Thanks



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Marketing



1

Belgian Red Cross Flanders

Marketing

Promote your products and services



2

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- 02 To outsource or not to outsource?
- 03 Steps of a marketing campaign
- 04 CoFA simulation: promote your CoFA

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Expectations

What do you already know about marketing?

What do you expect to learn?

3



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- 03 Steps of a marketing campaign
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 Belgian Red Cross Flanders

Marketing

Designing, developing, promoting and improving products and/or services tailored to the needs and demands of the users



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Outsourcing


You want to have a marketing campaign. You can develop this either inhouse, or you can outsource it to a marketing company.

Read the instructions in your booklet. Compare your two options and make a decision.

7

Solutions (Outsourcing)

Outsourcing MarketForYou		Not outsourcing	
Cost	500 RCD	Cost	240 RCD + 50 RCD = 290 RCD
Companies reached	500	Companies reached	150
Cost per lead	1RCD/lead	Cost per lead	193 RCD/lead



8

Outsourcing Marketing

Why? Most businesses are structured to offer their products and services but are not often formed to be content publishers

Three main reasons to outsource:

- Increase efficiency
- Decrease costs
- Improve quality

Risks of outsourcing

- Hiring marketing company that doesn't understand your product
- Miscommunicating with the marketing company

How to cope with these risks

- Choose the marketing company wisely and communicate
- Have a clear idea of what you want and follow up regularly



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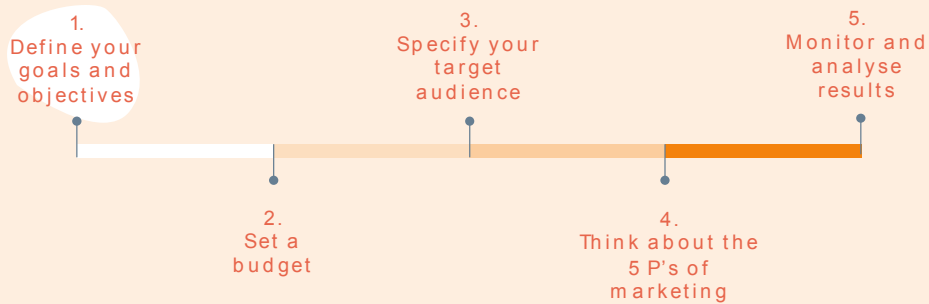
Steps of a marketing campaign

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How to Develop a Marketing Campaign?



11

1. Define your goals and objectives

This will help align all of your efforts and make sure that your team is on the same page every step of the way

KPIs: **Key Performance Indicators** help you prioritise and set achievable targets

Examples of KPIs for marketing:

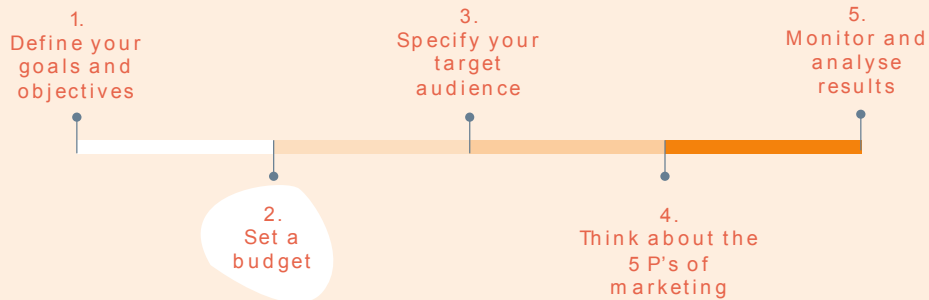
- Number of new customers acquired
- Return on Investment for ad-spend
- Increase in sales

What are important KPI's according to you?



12

How to Develop a Marketing Campaign?



13



2. Set a Budget

How much money will be available for marketing?

A budget will limit your choices and obliges you to think about realistic options for your particular campaign. It helps you to plan wisely

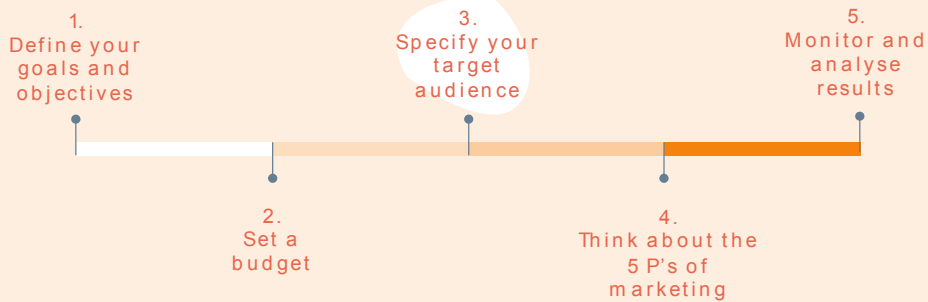
!! The marketing budget is a cost that can be included in your costing tool !!



What would be a realistic budget for your CoFA?

14

How to Develop a Marketing Campaign?



15



3. Specify your Target Audience

? *Who is my customer?*

B2C: Business to Customer

- Age
- Gender
- Income

B2B: Business to Business

- Industry
- Size

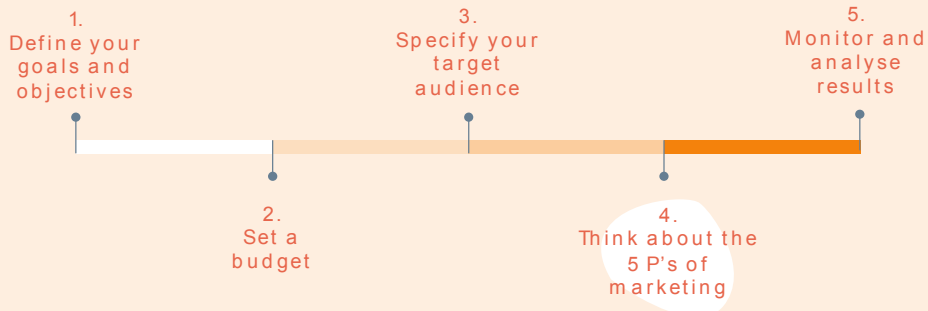
? *What are the key needs of my customer?*

? *Who are my most important competitors?*

? *Why would my customer choose my product / service and not that of my customer?*

16

How to Develop a Marketing Campaign?



17



4. The 5 P's of Marketing



18



Product/Service

Products and services offered by a business

Also: function, packaging, warranty, quality, ...

Customer needs and wants: the customers need to understand the advantages and benefits that can be enjoyed by buying the good or service

For CoFAs:

- Products
 - Manuals
 - First Aid Kits
- Services
 - First Aid Training
 - First Aid Coverage

What are the customer needs of these products?



19

Price

Pricing strategy and how it will affect customers

Also: discounts, payment arrangements, credit terms, or any other price-matching services offered

Always consider the business's position in the current marketplace

I.e. If the business is advertised as a high-quality provider of mechanical equipment, the price should reflect that

Discuss with another CoFA department what their pricing strategy is like. Is it different than yours? How?



20

Place

Where is the product/service sold or distributed

Ways of **getting the product to target customers**

The product or service must be available to customers at the right time, at the right place, and in the right quantity

What different places can you think of?

Some examples: e-commerce site, retail store, third-party distributor, industry association, government, First Aid Blended Learning



21

People

The staff, salespeople, and those who work for the CoFA business

These people are important to guarantee customer service and satisfaction. This gives extra value to your product!



Can you think of three ways to improve customer satisfaction?



22

Promotion

Activities that make the business more known to consumers

It includes sponsorships, advertising, public relations activities, ...

Promotion costs can be substantial, so it is essential to conduct a break-even analysis when making promotion decisions. It is important to understand the value of a customer and whether it is worth conducting promotions to acquire them

Consists of two aspects: the content and the medium

23



Channels and Medium Offline

*Can you think of some offline
marketing methods?*

24

Print



25

Billboards



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TV



<https://www.youtube.com/watch?v=ACRgcdETlw>

27

Radio



28

A Creative Idea



29

Or a Stunt



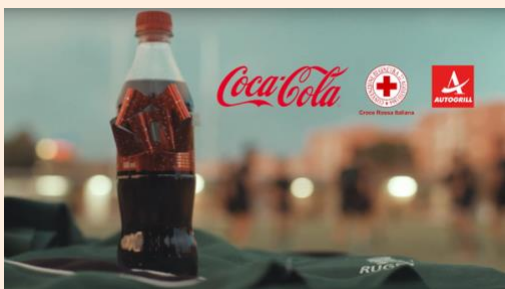
(Cape Town, South Africa)

Everything is possible!



30

Collaboration in Campaigns Crossbranding



The Red Cross Red Crescent & Coca-Cola

Guidelines:
Building collaboration and disaster preparedness
Joint advance planning – for faster and more effective collaboration in response to disasters

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Others



Door to door visits



Flyers



Trade fairs



Commercial shows



Belgian Red Cross Flanders

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Red Cross Example: Country and Culture Specific



(Comic sticker sale, Belgium)

33

Channels and Medium Online

Can you think of some online marketing methods?

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Digital Advertising



35

Digital Advertising


Instagram


WhatsApp


Facebook


Website


Direct mail


Bulk SMS

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Digital Advertising and Influencers



(Cristiano Ronaldo, Portuguese football player)



(Rihanna, famous singer)

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Creative Advertisement

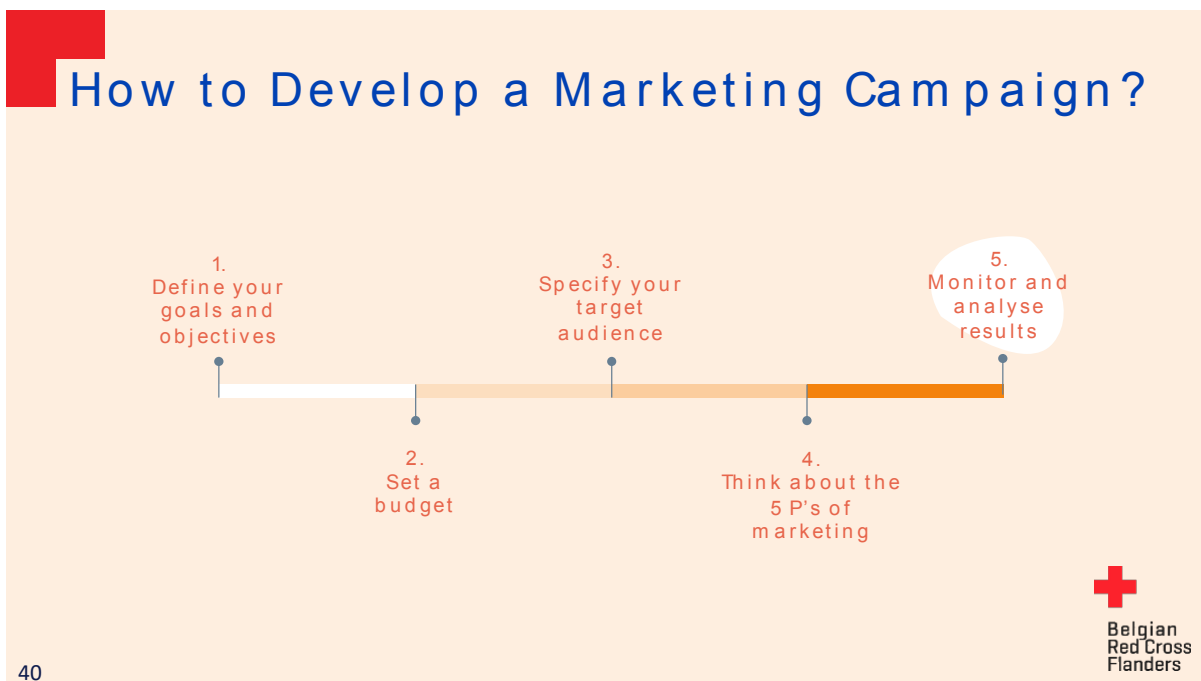
Come up with your own marketing campaign.

You only have a limited budget, so you can choose only one of following media to use:


- Flyer
- Direct mail
- WhatsApp

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How to Develop a Marketing Campaign?



1. Define your goals and objectives
2. Set a budget
3. Specify your target audience
4. Think about the 5 P's of marketing
5. Monitor and analyse results


 Belgian Red Cross Flanders

40

5. Monitor and analyse results

Start from the objectives and goals (KPIs)

Analyse parameters

- Views / \$ spent = awareness factor
- Number of leads / view = engagement rate
- Number of customers / lead = conversion rate

What worked and what did not?
Takeaways for future campaigns!



Lead: Consumer interest in products or services

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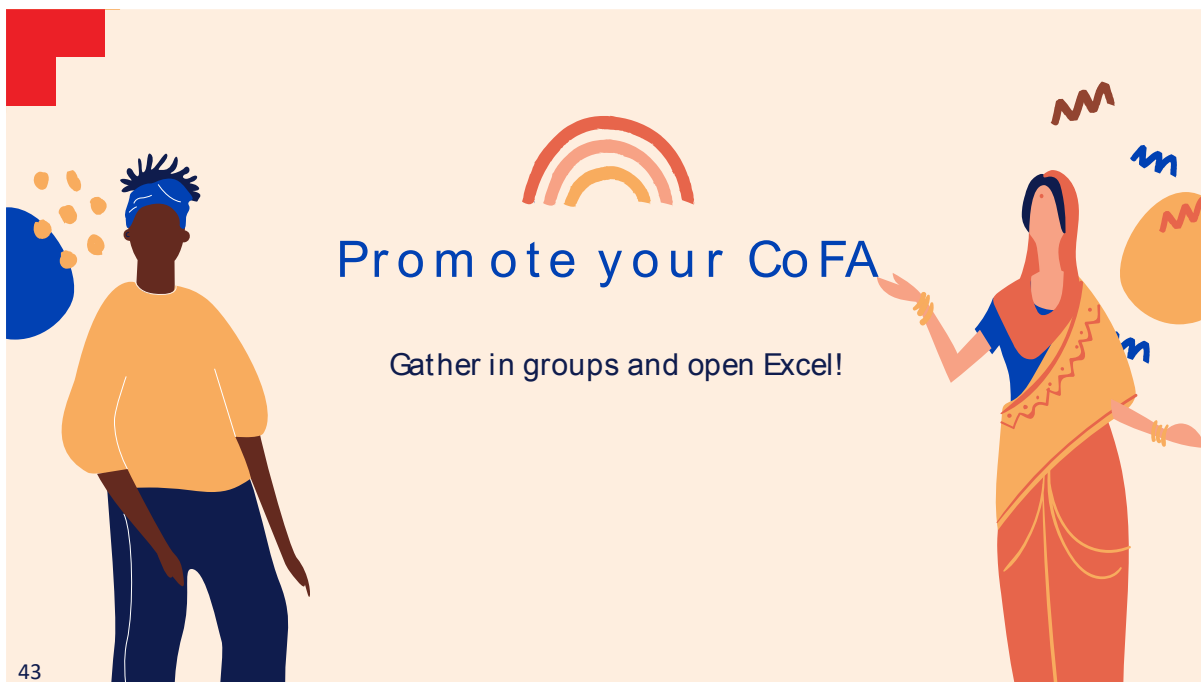
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CoFA simulation: promote your CoFA



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Promote your CoFA

Gather in groups and open Excel!

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Thanks



Belgian
Red Cross
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Sales hunting



Sales Hunting

The basics of sales & bringing in new leads

Belgian Red Cross Flanders

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How You Won't Make Any Sales



5

<https://youtu.be/5y8nrKhGPAw>



Ten Rules for Success



Approach

Be friendly, enthusiastic, confident and prepared.



Believe

Believe in yourself, your company & your service.



Engage

Try to find common ground & befriend the prospect.



Observe

Look around for interesting topics of conversation.



Discover

Find out their motives for buying.



Ask

Find out how you can solve their problem.

6



Ten Rules for Success



Own

Always think what you could do better.



Protect

The relationship is the most important.



Prove

People believe people, referrals work.



Dare

Set yourself apart from other sales representatives.



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7

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Belgian Red Cross Flanders

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Cold Calling

Try to get past the 'gatekeeper' and secure yourself a first aid kit sales meeting.

9

A Nine-step Approach (1)

Steps	How?
1. Create a prospect list	Think which companies might be interested.
2. Find the decision maker	Try to find out who decides on this type of purchase.
3. Write down your reasons	Know all that is good & bad about your service.




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10

A Nine-step Approach (2)

Steps

How?

- | | | |
|-------------------------------|---|---|
| 4. Create a good sales pitch |  | Explain in thirty seconds who you are and how you can help. |
| 5. Pick up the phone and call |  | Find out their true needs, pitch your service and qualify. |
| 6. Never leave empty-handed |  | If you did not get to their boss, get something else. |




11



A Nine-step Approach (3)

Steps

How?

- | | | |
|---------------------------------|---|---|
| 7. Be persistent and creative |  | Don't stop reaching out, try different modes of contacting. |
| 8. Secure a meeting & qualify |  | Try to find out who decides on this type of purchase. |
| 9. You will fail, don't give up |  | Always think what you could do better next time, don't give up. |

12

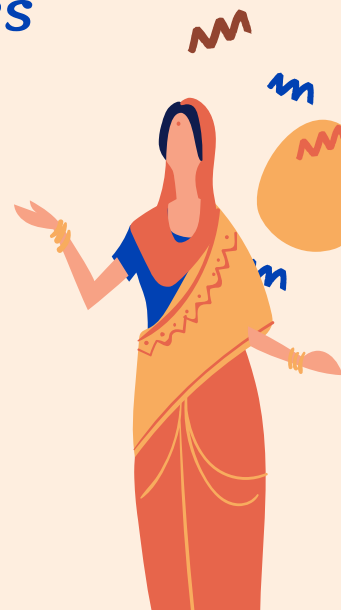


Door-to-Door Sales

Alternatively to cold calling you could also visit companies in person. Literally go out and knock on their door.

The same rules apply here, but don't forget to bring the following:

- Red Cross T-shirt
- CoFA flyer
- Recommendation letter by the secretary general
- Business card
- Notebook and pen



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What Can CRM Do?

02 Overview leads & customers

Keep track of who you are reaching out to

01

Setting up a prospect list

List down all the companies you want to talk to

03

Company information

Log everything you know about your leads & customers



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Time for a Demo

How to create a prospect list, how to log company information and how to get an overview of your sales efforts.



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How to Make CRM Work



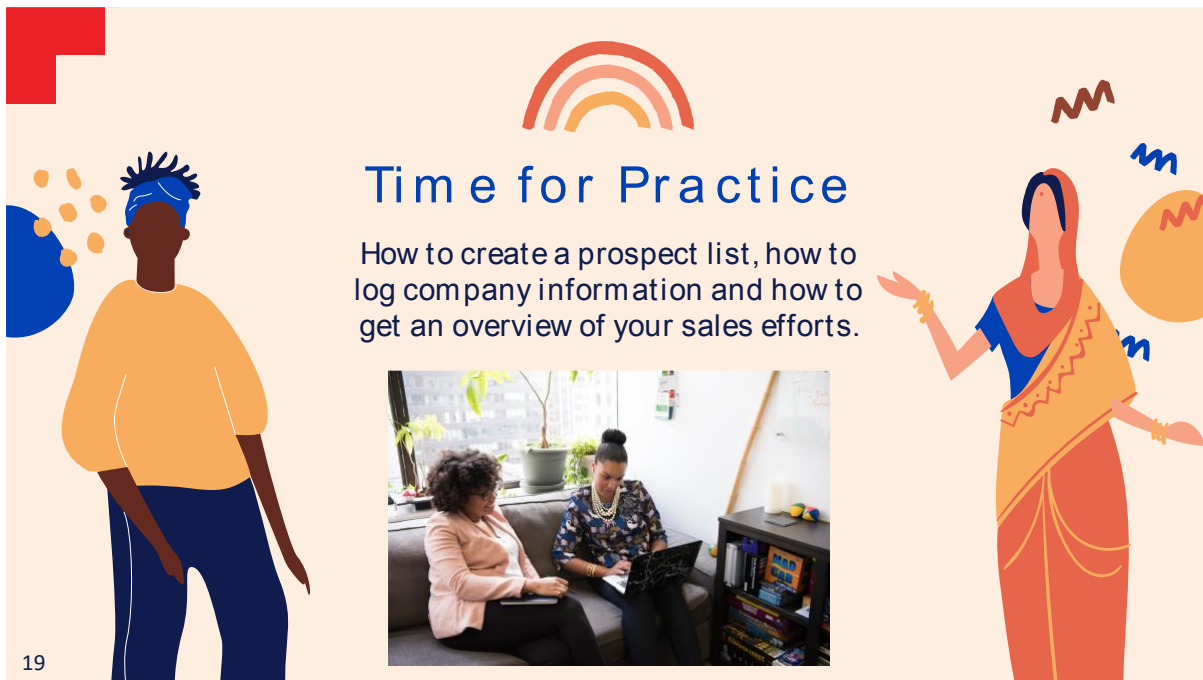
17

<https://youtu.be/xF53u7CFN60>

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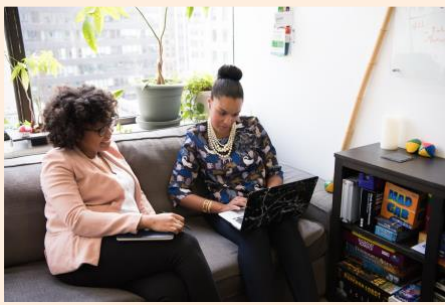
Up to You Now!

18

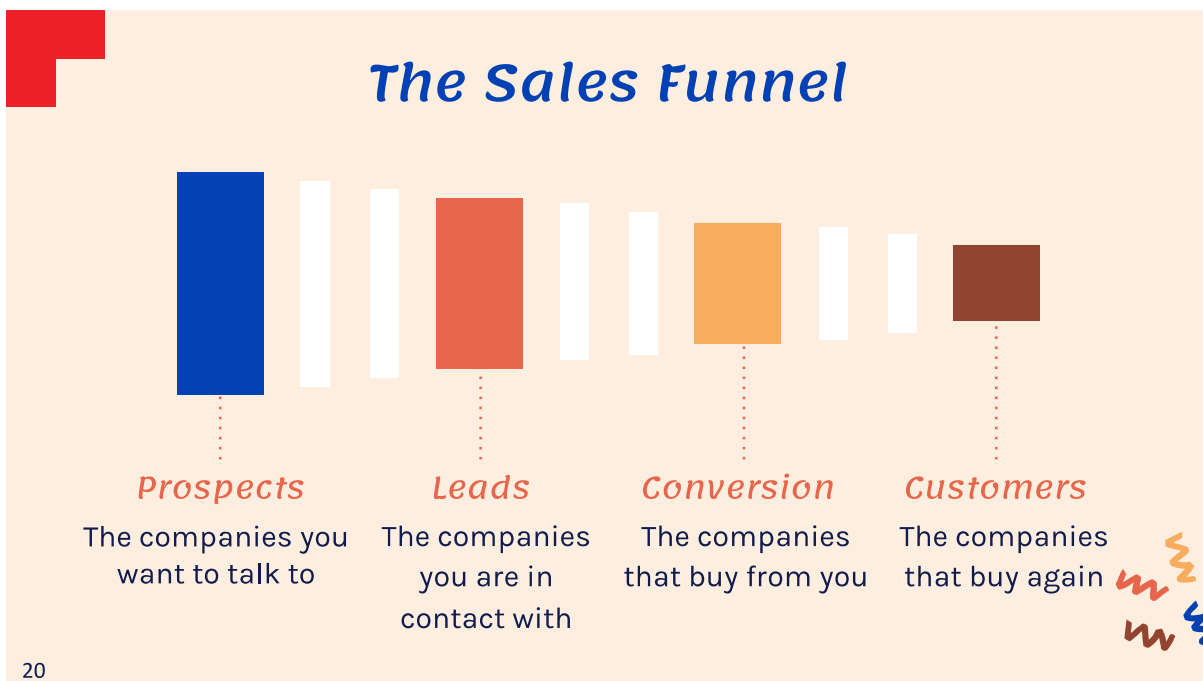


Time for Practice


How to create a prospect list, how to log company information and how to get an overview of your sales efforts.




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The Sales Funnel




Prospects
The companies you want to talk to



Leads
The companies you are in contact with



Conversion
The companies that buy from you



Customers
The companies that buy again

20

Three Tips Regarding the Funnel

The right leads

Do your research before and go after the companies that are most likely to buy.



The funnel is always full

Only a small percentage of your prospects become customers, so cold call every day.



Measure your success

Closely monitor your conversion rate. If it goes down, see what you can change.



21

Selecting the Right Prospects



Five simple questions can help you assess how likely it is that a prospect might be interested:

Are the prospects profitable? Can they afford such a training?

Are the prospects legally obliged to offer such a training?

Do the prospects have a lot of accidents?

Is it common to have first-aid trainings in this industry?

Are the prospects already buying from your competitors?

22



23

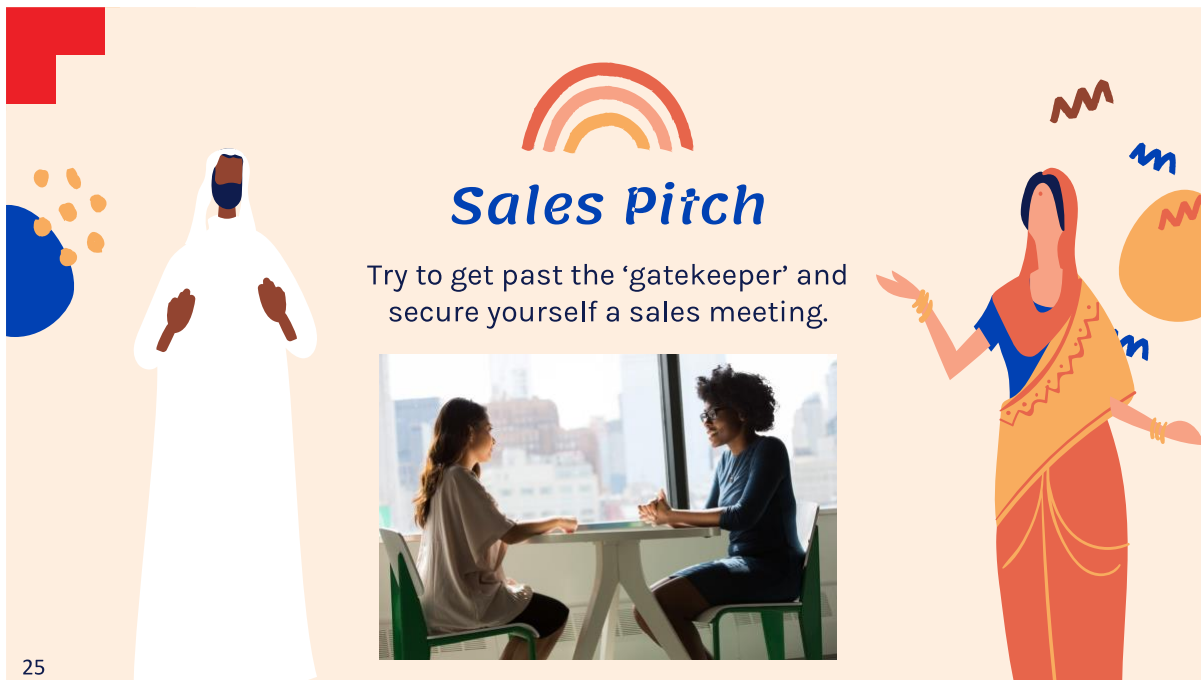
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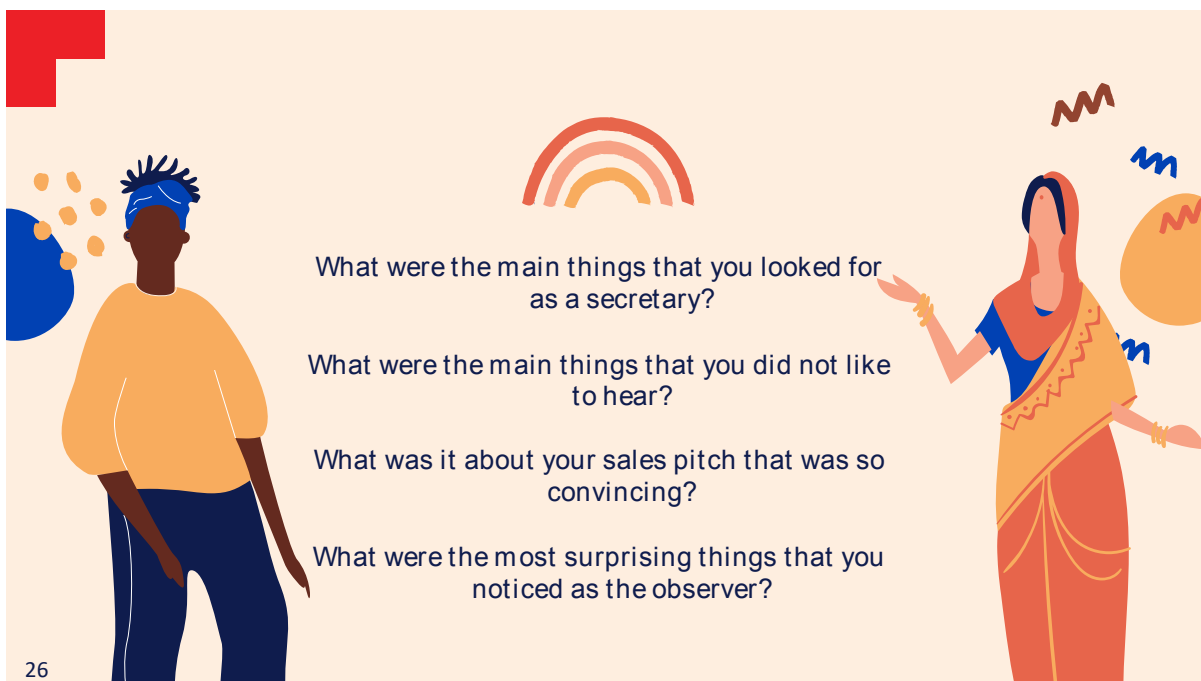


Sales Pitch

Try to get past the 'gatekeeper' and secure yourself a sales meeting.



25



What were the main things that you looked for as a secretary?

What were the main things that you did not like to hear?

What was it about your sales pitch that was so convincing?

What were the most surprising things that you noticed as the observer?

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Thanks



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Sales farming



Sales Farming

Sales meetings & customer relations

Belgian Red Cross Flanders

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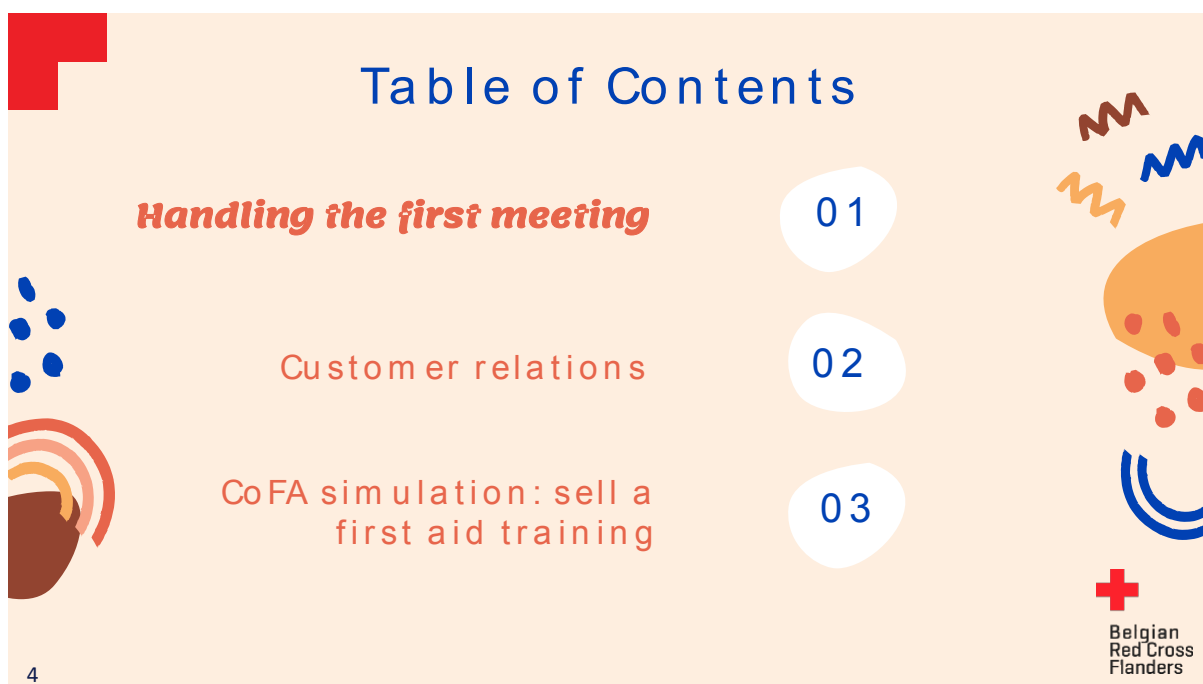




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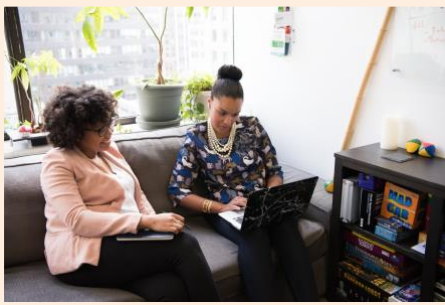


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4



Roleplay Time

Try to convince your potential customer to buy a first aid kit.

5

How to Handle that First Meeting



To-the-point

Be convincing and to-the-point. Don't let the person in front of you think they are wasting their time. Only mention those things that they cares about.



Chit-chat

Don't start selling right away. Use the first 5-10 minutes to chit chat and find common ground. People want to do business with friends.



Learn

Ask smart questions that will give away their true needs, the things they value and what they do not like at all.



Closing time

Tell them how you can solve the problems they are facing. Think of your unique selling points in terms of the customer needs. Base your pitch on the answers they just gave.

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Handling the first meeting

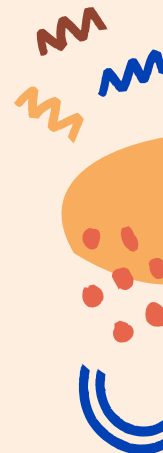
01

Customer relations

02

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03





What is the Easiest Way to Increase your Revenues?

The collage features five articles:


- 15 Surefire Ways to Increase Revenue in Your Business** (with a line graph showing revenue growth)
- 8 Surefire Ways to Earn More from the Customers You Already Have** (with a photo of a woman in a shop)
- How to Increase Revenue Without Acquiring Customers** (from Quicksprout)
- 7 Strategies to Increase Revenue from Existing Customers** (from Market Maven)
- 5 Unique Ways to Increase Customer Retention (and Increase Profits!)** (with a green background and white text)

Relationships First

Think about the customer lifetime value! Always serve your customer in the best way possible, even if that means foregoing some short-term profit.

? Customer lifetime value: a prediction of the net profit attributed to the entire future relationship with a customer.



9

Measuring Customer Satisfaction


Customer Satisfaction Survey

1. What do you think we should stop doing?
2. What do you think we should do more of?
3. What do you think we should do less?
4. What should we definitely keep on doing?
5. What should we start doing?
6. Overall, how happy were you with the first aid training?
Score: /10 Comments:

Measuring customer satisfaction is important!

This survey can be handed over to the customer by:

- Trainers after each course
- Sales representatives on a regular basis



10

Maintaining the Relationship

After-sales

After each sale ask your clients if they are happy, what they liked and what could have been better.



Follow-up

Call your clients on a regular basis to see if there is something you can help them with.



Referrals

Ask your customers to refer you to their colleagues, friends... if they are happy with your service.



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'Forget about your competitors. Just focus on your customers.'

—Jack Ma, founder Alibaba



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Roleplay Time

Try to convince your potential customer to buy a CoFA training.



14



- What were great questions that gave you a lot of insight?
- How did you experience being the client? What were the main things you looked for?
- What was it about your sales pitch that was so convincing?
- What were the most surprising things that you noticed as the observer?

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Thanks




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Negotiation



1

Belgian Red Cross Flanders

Negotiation

Become a negotiation master!



2

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Expectations

What do you think of when you hear negotiation?

What do you expect to learn?

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Negotiation

Negotiation is a decision-making process in which we engage other people to try to satisfy our interests through give and take



5



Up to You Now!

6

First Aid Kits

Read your case and start a conversation with the other party



7



Discussion

How did you divide the First Aid Kits?

How satisfied are you with the outcome of the negotiation?

How would you describe the approach of each of the parties (including yourself):
collaborative or competitive?



8



Debrief



By collaborating, both parties get all their needs satisfied, while being able to share the cost

= compatible issue

Who of you discovered this?



9



Beyond Win-win



<https://www.youtube.com/watch?v=v8hR7ZFAAmA&feature=youtu.be&t=15>

10



Discussion

What do you think went wrong?

What goals did both parties have? Were they fully transparent on what their needs were?

Explain your thinking: how did you arrive at this outcome?

Did you change your strategy as the game progressed? If so, why?

What does this game teach you about approaches to negotiation and the pros and cons of each?



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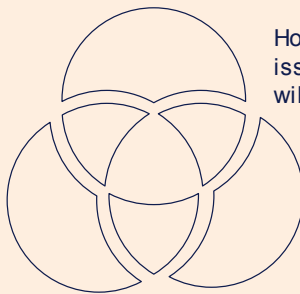
CoFA simulation:
negotiate a
contract



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Three Aspects to a Negotiation

Problem
What are the real needs and interests?



Process

How do we deal with the issues? What behavior will get us there?

People

Who are we (and they) dealing with? Emotional or relationship issues?



13

Problem

It is important to focus on the content: not just the parties' positions but also their underlying motivations, interests, needs, fears and concerns. The 'PIN' diagram provides a useful reminder of where the focus of a negotiation should preferably be: on the parties' underlying needs and interests



Common and complementary interests at the bottom

Focus on these and search for balance between the various interests!



14

Problem

Interests or issues come in three forms



What one party gains, the other party loses

Example:



Salary



Both parties want the same thing

Example:



Personal growth



Issues that are valued differently by the parties

Example:



Coffee at work



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Process: Preparation Help Tool



Process: Deal Parameters

Example: buying a car



Best-case



Bottom line

What is the minimum you accept?



BATNA

If below your bottom line ... and you decide to walk away ... where do you walk to?



17

Process: Create a Pleasant Climate

SCARF STANDS FOR:

STATUS CERTAINTY AUTONOMY RELATEDNESS FAIRNESS

				
SENSE OF PERSONAL WORTH	SENSE OF WHAT THE FUTURE HOLDS	SENSE OF CONTROL OVER LIFE	SENSE OF SAFETY WITH OTHERS	SENSE OF FAIRNESS

<https://www.youtube.com/watch?v=qMejNf0dL2g&feature=youtu.be&t=82>



18

Process: Tactics and Behaviour

Competing



Compromising



Accommodating



Collaborating



Avoiding



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People



1. Building a relationship

2. Be trustworthy



1. Active listening

2. Asking questions



1. Taking perspective



1. Managing emotions

2. Thinking before acting or speaking

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**CoFA simulation:
negotiate a
contract**



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Negotiate your CoFA Contract

A CoFA representative wants to sell to a potential client.
Discuss the contract.



22

Discussion

How satisfied are you with the outcome of the negotiation?

Was it helpful to develop a best-case scenario and a BATNA?

What is the combined score you attained? Did you take this into account?

Did you discover the different kinds of issues: distributive, compatible and integrative?

Did you take into account the people, process and problem? What did you prioritize?

Did you pay extra attention to the atmosphere that you created? Do you believe in the 96% rule?

Do you feel it went better than in the first game? Why do you think it was (not)?



23



CoFA Simulation Grading

You get grades on the three aspects of negotiation:

Three aspects of a negotiation	Score
People. Grade received from observer	/ 10
Process. Observer gives grades on the preparation	/ 10
Problem. Grades from points in game	/ 10
Average total grade	/ 10

The score for people and the process you get from the observer. The grade for the problem is based on your outcome of the game, and is as follows:

	CoFA agent	Client
Grade = 4/ 10 if	0 to 1800 points	0 to 1400 points
Grade = 6/ 10 if	1801 to 3,000 points	1401 to 2,500 points
Grade = 8/ 10 if	3,001 to 4,300 points	2,501 to 3,400 points
Grade = 10/ 10 if	4,301 to 5,700 points	3,401 to 4,800 points



24



Final Reflection

What were your main learnings?

What advice would you give yourself to assist you in your future negotiations?

Which aspects of your ability to negotiate have improved after this module?

Which aspects of negotiation do you still need to work on?



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Thanks



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Closing session



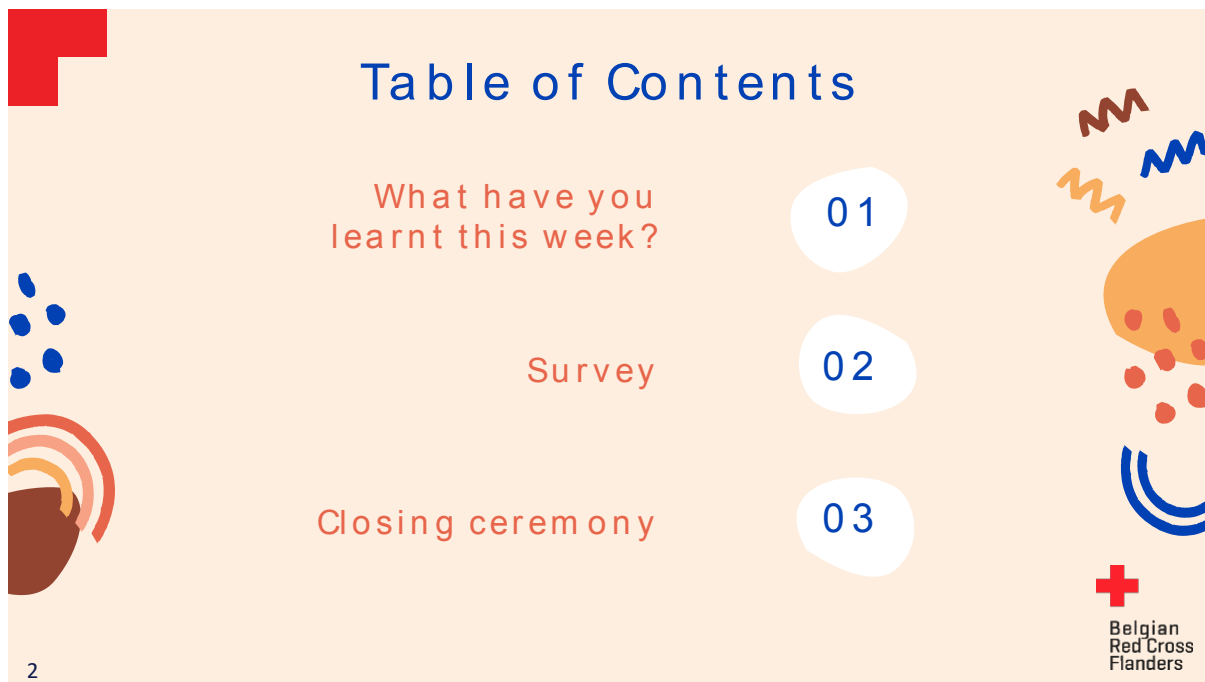
1

Belgian Red Cross Flanders

Closing Time

Time to say goodbye

This slide features a large, colorful illustration of a diverse group of people of various ages and ethnicities. The text 'Closing Time' is prominently displayed in blue, with the subtitle 'Time to say goodbye' below it. The Belgian Red Cross Flanders logo is in the top right corner, and a small number '1' is in the bottom left corner.



2

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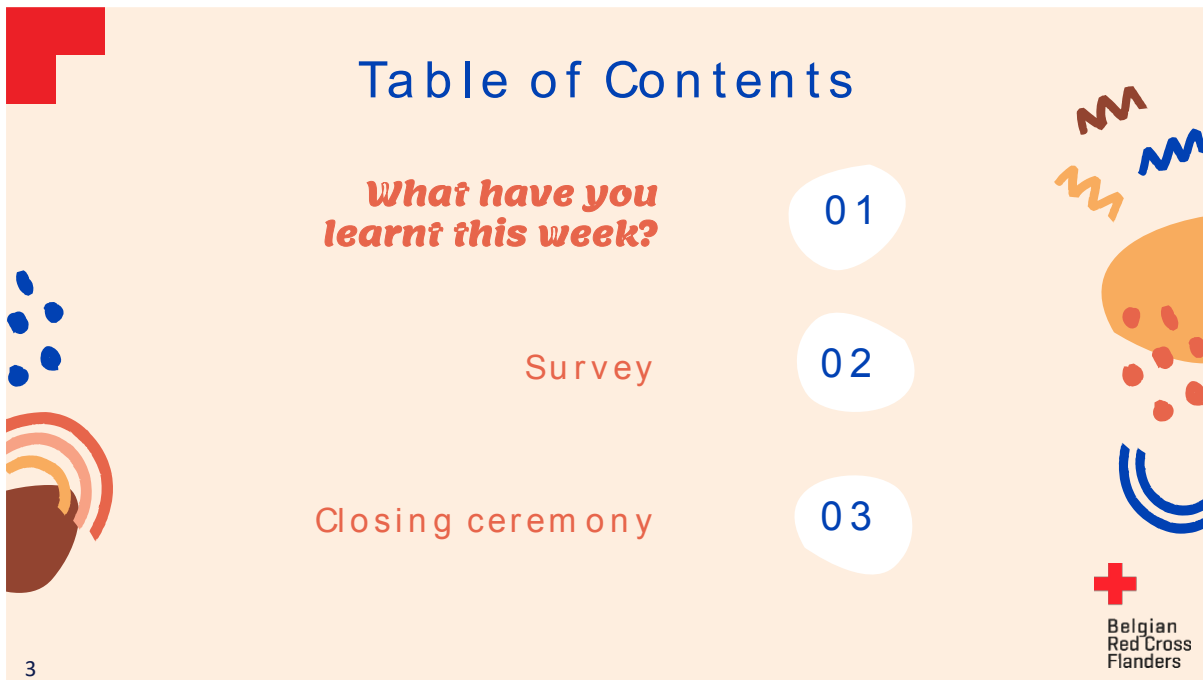
What have you learnt this week?	01
Survey	02
Closing ceremony	03

Belgian Red Cross Flanders

This slide contains a 'Table of Contents' with three items. The text is in a reddish-brown color. The numbers 01, 02, and 03 are inside white circles. The slide is decorated with colorful abstract shapes like dots, lines, and a stylized face on the right side. The Belgian Red Cross Flanders logo is in the bottom right corner, and a small number '2' is in the bottom left corner.

Table of Contents

<i>What have you learnt this week?</i>	01
Survey	02
Closing ceremony	03



Belgian Red Cross Flanders

3

You Learned a Lot!

8 Modules

You learned about all the most important business aspects

32 hours

You did all of this in a short, but intense week



4

Our Week (1)

Introduction

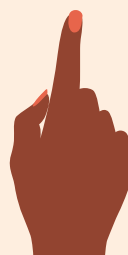
What will you take away from this?

Human Resources

What will you take away from this?

Module 1

Module 2



Our Week (2)

Strategy

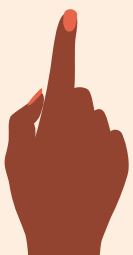
What will you take away from this?

Marketing

What will you take away from this?

Module 3

Module 4



Our Week (3)

Accounting

What will you take away from this?

Sales hunting

What will you take away from this?

Module 5

Module 6



Our Week (4)

Sales farming

What will you take away from this?

Negotiation

What will you take away from this?

Module 7

Module 8

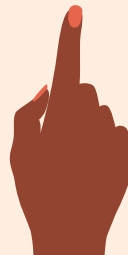
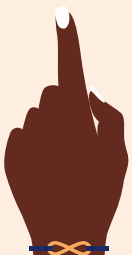


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Belgian
Red Cross
Flanders



*Your feedback is
valuable to us!*

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What have you learnt this week?

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Belgian Red Cross Flanders

Great Job from All of You!

We hope you have learned some lessons that will enable you to grow your CoFA even more



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Belgian Red Cross Flanders

You Created an Entirely New CoFA



Setting up

You selected a team and structured it.



Where to go

You wrote a strategic plan for your CoFA department.



Keep the books

You kept track of your CoFA department's revenues and costs.



Spread the word

You developed a marketing plan for your CoFA department.



Close the deal

You set a salesmeeting and convinced a lead to buy from you.



Give and take

You negotiated a sales contract with your customer.



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Belgian
Red Cross
Flanders



CERTIFICATE OF ACHIEVEMENT



Belgian
Red Cross
Flanders



This certificate is awarded to:

From:

In recognition of the achievement of
the CoFA business game

Signature

Date

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Winners

02
Team B
Almost perfect!

01
Team A
You were amazing!

03
Team C
Great job!



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Belgian
Red Cross
Flanders



*What will you do
differently after
this workshop?*

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Thanks



Belgian
Red Cross
Flanders





Exhibit 4: Ex-Ante Survey

Ex-ante Survey

This questionnaire asks about your experience and expectations. The goal is to gauge your interests and see whether these coincide with the topics covered during the CoFA Business Game. It is important that you answer honestly, there is no right or wrong answer.

Age:

Educational background and experience:

Function within the Red Cross:

Your daily tasks:

General questions

1. What are your expectations for the CoFA Business Game?

2. Have you ever participated in a business game before? Yes No

- If Yes, how many times and on what topics?

3. What kind of content would you like to see during the Business Game?

What topics would you like to be included in the CoFA Business Game?

- Strategy
- Human Resources
- Marketing
- Negotiation
- Sales
- Accounting
- Sustainability
- Presentation skills
- Other

If other, please describe

4. What kind of teaching methods are you expecting? E.g. cases, lectures, simulations...

Your opinion

How much do you agree with the following statements on a scale of 1-5. Once again, it is important that you answer honestly since there is no right or wrong answer.

Human Resources

It is important to have a clear structure for your CoFA department.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important that everyone has a clear role in the team so that everyone knows what their responsibilities are.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to set realistic goals for your CoFA department through KPI's.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to have almost unreachable KPI's for everyone in the team so that they work harder.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to give negative feedback in a harsh way so that your employees will not make the same mistake again.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strategy

It is important to know the mission, vision and values of your CoFA department.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The only thing you should look at when setting a price for your trainings is how much it costs you to deliver them.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to know the strengths and weaknesses of your CoFA department.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to keep an eye on important trends that might affect your CoFA department.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

You should try to offer trainings that are both of the highest quality and the cheapest in the market.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to know who your competitors are, how they position themselves and what their strengths and weaknesses are.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Marketing

Outsourcing marketing is never a good idea. I know best how to promote my trainings.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to phrase the advantages of your CoFA offering in terms of the customer needs and how your CoFA products and services can solve them.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is a good idea to put all your money only in the most effective marketing channel (examples of marketing channels are flyers, billboards, radio etc.)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to think about who your customers are, what they need, what they want and also what they do not like.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to group your customers into different customer segments.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is a good idea to look for partners who can help you to sell your products.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

You cannot train your people to become good salespersons. They are born with this skill.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to analyse the results of your marketing campaign to see what worked well and what did not work well.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Accounting

It is important to think about revenues and costs.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

If I look at my revenues and costs, I will see how much cash I have on my bank account.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to use an accounting tool or Excel to keep track of financials.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Sales

I can use the same sales pitch for every type of customer.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Do not ask too many questions during a sales call/meeting. People do not have time for this.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to keep track of your sales efforts with a CRM tool

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to monitor the success of your sales efforts so that you can change your approach if you notice something does not work.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to maintain a good customer relationship.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Negotiation

Negotiations are always a win-lose.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In a negotiation you should not only focus on the solution, but also on the process and the people.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is sometimes better to forego some short-term profit in a negotiation if that strengthens the relationship with your client.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

About your current knowledge

In this part of the survey we want to learn how familiar you are with certain topics. It is again very important to answer truthfully since we want to adapt our workshop as much as possible to your specific needs.

How much do you know about the following topics on a scale of 1-5?

Strategy:

Nothing	A little bit	Enough	A lot	I'm an expert
1	2	3	4	5

Human Resources:

Nothing	A little bit	Enough	A lot	I'm an expert
1	2	3	4	5

Marketing:

Nothing	A little bit	Enough	A lot	I'm an expert
1	2	3	4	5

Sales:

Nothing	A little bit	Enough	A lot	I'm an expert
1	2	3	4	5

Accounting:

Nothing	A little bit	Enough	A lot	I'm an expert
1	2	3	4	5

Negotiation:

Nothing	A little bit	Enough	A lot	I'm an expert
1	2	3	4	5



Exhibit 5: Mid-Term Evaluation per Module

Mid-Term Evaluation per Module

Were your expectations met?

What would you have liked to learn more about?

What did you think:

The content of the module:

You did not learn anything	You did not learn much	It met your expectations	You learned more than expected	You learned a lot
1	2	3	4	5

The level of difficulty of the module:

You could not follow	It was very difficult	The level was just perfect	It was easy	It was way too easy
1	2	3	4	5

The relevance of the module:

It was not relevant	It was often not relevant	It was rather relevant	It was almost always relevant	It was all very relevant
1	2	3	4	5

The teaching methods:

It was very passive	It was rather passive	Neutral	It was rather engaging	It was very engaging
1	2	3	4	5

Do you have any comments about the module for us?



Exhibit 6: Ex-Post Survey 1 (Closing Session)

Ex-post Survey 1 (Closing Session)

Evaluation of the Business game

What did you think of the CoFA Business Game?

What did you think of the teaching methods used during the CoFA Business Game?

	Very bad	Bad	Neutral	Good	Very good
Lectures	1	2	3	4	5
Cases	1	2	3	4	5
Simulations	1	2	3	4	5
Roleplays	1	2	3	4	5
Videos	1	2	3	4	5
Discussions	1	2	3	4	5
Presentations by other participants	1	2	3	4	5

Did you feel that the CoFA Business Game covered all necessary topics? Yes No

If No, what is missing?

Is there anything you would leave out of the CoFA Business Game? Yes No

If Yes, what?

How much did you like the different modules?

	Strongly disliked	Disliked	Neutral	Liked	Strongly liked
Introductory Session	1	2	3	4	5
Human Resources	1	2	3	4	5
Strategy	1	2	3	4	5
Marketing	1	2	3	4	5
Accounting	1	2	3	4	5
Sales Hunting	1	2	3	4	5
Sales Farming	1	2	3	4	5
Negotiation	1	2	3	4	5

What was (were) the most valuable module(s) for you?

Why was (where) this the most valuable module(s) for you?

How much do you agree with the following statements about the CoFA Business Game?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I learned a lot during this workshop.	1	2	3	4	5
The didactic materials were appropriately contextualised.	1	2	3	4	5
The participant's booklet was sufficiently clear.	1	2	3	4	5
The pace of the Business Game was appropriate.	1	2	3	4	5
I had fun during the learning process.	1	2	3	4	5
I would recommend the CoFA Business	1	2	3	4	5

Game to other National Societies.					
I will be able to apply what I learned in my own CoFA department.	1	2	3	4	5
The instructor explained everything very well.	1	2	3	4	5
The level of difficulty was appropriate.	1	2	3	4	5

Would you like the BRC-FL to develop similar training modules for other topics your National Society is working on? Yes No

If Yes, what other topics should we develop training modules for?

Evaluation of the instructors

Please evaluate your instructor truthfully. This will enable them to constantly improve themselves and their trainings.

How much do you agree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The instructor presented subject matters clearly.	1	2	3	4	5

The instructor was well-prepared.	1	2	3	4	5
The instructor was accessible to the participants.	1	2	3	4	5
The instructor displayed an understanding of the course content.	1	2	3	4	5
The instructor answered the participants' questions clearly.	1	2	3	4	5
The instructor went over the course material too fast.	1	2	3	4	5
Overall, I consider the instructor to be an effective teacher.	1	2	3	4	5

What tips do you have for your instructor?

What do you plan to change to your CoFA department when you go back home?

Specific opiniated questions

How much do you agree with the following statements on a scale of 1-5. Once again it is important that you answer honestly since there is no right or wrong answer.

Human resources

It is important to have a clear structure for your CoFA department.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important that everyone has a clear role in the team and that they know what their own responsibilities are.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to set realistic goals for your CoFA department through KPI's.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to have almost unreachable KPI's for everyone in the team so that they work harder.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to give negative feedback in a harsh way so that your employees will not make the same mistake again.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Strategy

It is important to know the mission, vision and values of your CoFA department.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The only thing you should look at when setting the price of your trainings is how much it costs you to deliver them.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to know the strengths and weaknesses of your CoFA department.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to keep an eye on important trends that might affect your CoFA department.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

You should try to offer trainings that are of the highest quality and the cheapest in the market.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to know who your competitors are, how they position themselves and what their strengths and weaknesses are.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Marketing

Outsourcing marketing is never a good idea. I know best how to promote my trainings.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to phrase the advantages of your CoFA offering in terms of the customer needs and how your CoFA department can solve them.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is a good idea to put all your money only on the most effective marketing channel (examples of marketing channels are flyers, billboards, radio, etc.)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to think about who your customers are, what they need, what they want and also what they do not like.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to group your customers into different customer segments.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is a good idea to look for partners who can help you to sell your products.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

You cannot train your people to become great salespersons. They are born with this skill.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to analyse the results of your marketing campaign to see what worked well and what did not.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Accounting

It is important to think about revenues and costs.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

If I look at my revenues and costs, I will know how much cash I have on my bank account.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to use an accounting tool or Excel to keep track of your financials.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Sales

I can use the same sales pitch for every type of customer.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Don't ask too many questions during a sales call/meeting. People don't have time for this.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to keep track of your sales efforts with a CRM tool

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to monitor the success of your sales efforts so that you can change your approach if you notice something does not work.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is important to maintain a good customer relationship.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Negotiation

Negotiations are always a win-lose.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In a negotiation you should not only focus on the solution, but also on the process and the people.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It is sometimes better to forego some short-term profit in a negotiation if that strengthens the relationship with your client.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5



Exhibit 7: Ex-Post Survey 2 (One Month After)

Ex-post Survey 2 (One Month After)

Implementation questions

With this questionnaire we would like to hear from you if there are any things that you learned during the CoFA Business Game that you plan to or that you have already put into practice. Please circle the correct box.

Human Resources

The organigram for my CoFA department has been created/ revised after the Business Game.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We defined the role description of every employee in my CoFA department, so that everyone knows what their tasks and responsibilities are.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We set realistic goals for our CoFA department through KPI's.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We set realistic KPI's for everyone in my CoFA department and we monitor closely if they reach them.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We try to give negative feedback in a constructive way.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

Strategy

We used the strategy template that was given to us during the Business Game.

We already used something similar	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
-----------------------------------	---	-------------------------------------	---

We looked at our price setting in detail. Not only did we look at our costs, but also the willingness to pay of my customers and the price of my competitors.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We conducted a SWOT analysis for my CoFA department.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We conducted a PESTEL analysis for my CoFA department.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We repositioned my own CoFA department. We went from low-cost to premium or vice versa.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We conducted a competitor and customer analysis.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We conducted an internal analysis and clearly defined the competitive advantage of my CoFA department.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

Marketing

We looked into outsourcing marketing.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We rephrased our marketing materials in terms of the customer needs and how we can solve them.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We looked at the different marketing channels we use/could use and monitored their effectiveness.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We looked for partners who could help us sell our first aid trainings.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We organized a training for our sales representatives to make them better at selling first aid trainings.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We had another look at our pricing strategy. More specifically, We looked into our base price and whether we should offer a discount to boost sales.

We already did that before the workshop and it met the requirements set out	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
---	---	-------------------------------------	---

in the Business Game			
----------------------	--	--	--

Accounting

We used the accounting tool that we worked with during the CoFA Business Game.

We already used something similar	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
1	2	3	4

We no longer look only at our profit, but also monitor our cashflow statement

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

Sales

We created a different sales pitch for every customer segment that we have.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

During sales meetings we try to speak less and ask more questions, so that we can discover the real customer needs.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We use the CRM tool that we discovered during the Business Game.

We already used something similar	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
-----------------------------------	---	-------------------------------------	---

We monitor the success of our sales efforts, so that we know if something is working or not.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

We monitor customer satisfaction and pay more attention to maintaining a good relationship.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

Negotiation

We use the negotiation preparation tool that we used during the Business Game.

We already used something similar	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
-----------------------------------	---	-------------------------------------	---

While negotiating we try to look for win-win solutions.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---

In a negotiation we try to pay more attention to the process and the people, not only the outcome.

We already did that before the workshop and it met the requirements set out in the Business Game	We plan to do this in the coming months	We have done this in the past month	This is not useful for my own CoFA department
--	---	-------------------------------------	---



Are there any other things that you learned during the CoFA Business Game that you already put into practice?

Are there any other things that you learned during the CoFA Business Game that you still plan to put into practice?

Did you struggle with the implementation of certain things? If so, what made it so hard?



Exhibit 8: Certificate of Achievement



Belgian
Red Cross
Flanders

CERTIFICATE OF ACHIEVEMENT

This certificate is awarded to:

From:

In recognition of the achievement of
the CoFA business game

Signature

Date





Exhibit 9: Negotiation Case: First Aid Kits

Negotiation Case: First Aid Kits (1)

Role information for Dr. Uwimana

This paper consists confidential information for you, so do not show it to the other party.

You are Dr. Uwimana, doctor at the Nairobi Neuropsychiatric Hospital. This hospital has built quite a reputation for its knowledge and work in surrounding countries, and is very successful in what it does. It is greatly acknowledged by the academic and medical world because of a breakthrough in research to a very rare but deadly disease a few years ago.

You have been working for the hospital for twenty years now, and you have given your heart and soul for this job and for this hospital. Your closest colleagues are like your family, and you have played an important mentoring role in the career of many young doctors who began to work in the hospital. Steadily, you have grown into a position which comes with a lot of respect, but also a lot of responsibility. You are amongst others the end responsible for the purchase of supplies. That is crucial, as a hospital cannot function without the suitable materials.

Due to the outbreak of a virus, the demand for first aid kits dramatically increased. Hospitals and care centres panicked and bought amazing amounts of first aid kits from the local First Aid Departments of the Red Cross. As you wanted to give every hospital the chance of purchasing enough supplies to survive this crisis, you bought only the amount of kits that would enable you to survive the first three months of the crisis. However, the virus has not slowed down and you are almost through the much-needed mouth mask that can only be found in the first aid kits. Last week however, when you asked one of the nurses to purchase more first aid kits, he said that they were totally out of kits.

In a bit of a distress, you told all of the nurses to start looking for kits. Only one of them came back with positive news: in two weeks, one of the first aid departments of a neighbouring country would receive 50 new kits. You desperately need these kits, as you would have to close the doors of the hospital without them. Closing the doors would mean that people cannot get their much-needed care anymore, which has disastrous potential consequences.

You've made quite the budget free (5,000 RCD) and you already contacted a salesperson at the department to secure the kits. You told him that you would need all 50 of them. However, he told you that he just received a phone call from Dr. Ingabire, who is also interested in buying all 50 of them. You ask one of the nurses to call Dr. Ingabire to set up a meeting. Dr. Ingabire agreed to meet you this afternoon, but you have no idea what you will encounter. However, you have heard that Dr. Ingabire is quite ruthless and very clearly wants the kits for his organization.

Negotiation Case: First Aid Kits (2)

Role information for Dr. Ingabire

This paper consists confidential information for you, so do not show it to the other party.

You are Dr. Ingabire and you work at TechnoGen in Lukasa. Your firm is the sub-Saharan African leader in biomedical technology and in the creation of "new" products for the health sciences. It has a few hundred thousand RCD annual budget for the development and testing of new products. You have been working for the company for ten years now, and you've given heart and soul to the work. The reward for your hard work has been worth it, because today you are the Head of Operations. That means you are managing around fifteen employees and you have responsibility over the processes: making sure everything runs smoothly.

Due to the virus disease that erupted three months, there has come a new priority: namely searching for a vaccine against this disease. You are steadily making progress in your research and have been praised by the national government for your efforts and contribution. You also collaborate with other local hospitals and smaller businesses, who are very dependent on you, knowing your size and support.

In one of the steps of your current research, your employees have to execute very precise and dangerous work. Therefore, first aid kits are purchased every half year, to guarantee the safety of everyone. One of your employees is responsible for ordering the kits and you have never had any problems, as this employee is competent and the supplier reliable. Last week, he noticed that the company ran out of the much-needed latex gloves that are in the kit, so he wanted to send a new order for the kits. However, the employee came up to you because the purchase failed: your first aid kit supplier has totally run out of kits. You are mad with yourself for not thinking about this before as you could have suspected that the demand for them would rise due to this crisis. But with all the stress and workload of the previous months, you quickly come to condone yourself and start thinking of solutions.

You call five other employees and order them to start looking for any first aid kits that they can lay their hands on. Only one of them came back with good news: in two weeks, one of the first aid departments of a neighbouring country would receive fifty new kits. You desperately need these kits, as without them you cannot continue your search for a vaccine against the virus.

Your company acknowledges the value of these kits for the research, and has made a budget of 8,000 RCD free to buy the kits! A few hours ago, you called the commercial first aid department that will have the fifty first aid kits in order to secure them. However, you now receive a call from Dr. Uwimana requesting a meeting, discussing the first aid kits problem.

You have agreed to meet him this afternoon, but you have no idea what you will encounter. However, you have heard that Dr. Uwimana is quite ruthless and very clearly wants the kits for his organization.



Exhibit 10: Negotiation Case: CoFA Contract

Negotiation Case: CoFA Contract

CoFA Agent

This is a two-party negotiation between a CoFA agent and a potential client.

Do not tell the other participant how many points you are getting or show your payoff table. This is your own confidential information.

You will negotiate six topics. Each topic has been assigned a point value. The number of points you can obtain for each topic is listed in the attached payoff table. Your goal is to get the highest number of points.

- **Discount on price:** a discount on the price can be given in order to establish a good customer relation between the CoFA department and the company. The CoFA department can give either 0%, 2%, 5%, 10% or 15%. The higher the discount, the lower their revenue so the lower the payoff will be.
- **Number of days of training:** this are the amount of days that employees of the CoFA department will be present at the company in order to give trainings. This can either be one, two, three, four days or a full week of five days. The CoFA department will get most value when they can give a full week of training, as this is their general program. A shorter period of days requires more work, as the program would have to be individually adjusted.
- **Quality of equipment used:** the company can choose what kind of equipment they want during the training. Equipment of higher quality gives more income to the CoFA department, however, if the company requires the highest quality, this would be less interesting for the CoFA department as this equipment is very expensive and needs very careful use.
- **Number of employees per trainer:** the number of employees attending the training divided by the number of trainers send by the CoFA department. More employees mean more money, but if there are too many, it will become very stressful for the trainers and the quality of the training will not be as good.
- **Purchase of first aid supplies from the CoFA department:** the company can choose whether to buy first aid kits from the CoFA department. The more the CoFA department can sell, the better.
- **Duration of the contract:** the company and the CoFA department can together decide on the length of the contract. The longer the duration of the contract, the better for the CoFA.

The pay-off table for the different outcomes of the contract for the CoFA agent can be found below.

CoFA agent's pay-off table

Points

Discount on price because of good customer relation	0%	900
	2%	700
	5%	500
	10%	100
	15%	0

Number of days of training	1 day	0
	2 days	200
	3 days	300
	4 days	400
	5 days	1,000

Quality of equipment used	Low quality	0
	Basic quality	300
	Silver quality	700
	Gold quality	200

Number of employees per trainer	5 employees	500
	8 employees	600
	10 employees	400
	15 employees	0

Purchase of first aid supplies from the CoFA department	0 RCD	0
	100 RCD	200
	500 RCD	800
	1,000 RCD	1,000

Duration of the contract	1 year	0
	2 years	400
	3 years	600
	4 years	1,000
	5 years	1,500

Total score

Client

This is a two-party negotiation between a CoFA agent and a potential client.

Do not tell the other participant how many points you are getting or show your payoff table. This is your own confidential information.

You will negotiate five topics. Each topic has been assigned a point value. The number of points you can obtain for each topic is listed in the attached payoff table. Your goal is to get the highest number of points.

- **Discount on price:** a discount on the price can be given in order to establish a good customer relation between the CoFA department and the company. The CoFA department can give either 0%, 2%, 5%, 10% or 15%. The higher the discount, the lower the price so the better.
- **Number of days of training:** this are the amount of days that employees of the CoFA department will be present at the company in order to give trainings. This can either be one, two, three, four days or a full week of five days. The company will get most value when they get a full week of training, as this covers all of the topics that are important in first.
- **Quality of equipment used:** the company can choose what kind of equipment they want during the training. The higher the quality of the equipment, the better the training will be.
- **Number of employees per trainer:** the number of employees attending the training divided by the number of trainers send by the CoFA department. More employees mean cheaper, but if there are too many, it will become the trainers will have to divide their attention over too many employees and the quality of the training will not be as good.
- **Purchase of first aid supplies from the CoFA department:** the company can choose whether to buy first aid kits from the CoFA department. It is useful for them to possess some first aid equipment. However, spending too much money on this equipment means that they would have an abundancy that will be rarely used.
- **Duration of the contract:** the company and the CoFA department can together decide on the length of the contract. A shorter duration of the contract would be more advantageous to the company, as they can discuss the terms of the contract again when establishing a new one.

The pay-off table for the different outcomes of the contract for the potential client can be found below.

Client's pay-off table

Points

Discount on price because of good customer relation	0%	0
	2%	300
	5%	800
	10%	1,000
	15%	1,500

Number of days of training	1 day	0
	2 days	400
	3 days	500
	4 days	600
	5 days	800

Quality of equipment used	Low quality	0
	Basic quality	300
	Silver quality	400
	Gold quality	700

Number of employees per trainer	5 employees	0
	8 employees	100
	10 employees	400
	15 employees	100

Purchase of first aid supplies from CoFA department	0 RCD	0
	100 RCD	600
	500 RCD	400
	1,000 RCD	100

Duration of the contract	1 year	800
	2 years	700
	3 years	300
	4 years	100
	5 years	0

Total score



Exhibit 11: Prospect List Example

Company name	Sector	Size	Contact person	Role	Phone number	Email
Naspers	Media	Large	Jengo Abara	Head Safety	0468/851584	info@naspers.com
Firststrand	Financial service	Large	Ebo Abebe	CSR	0496/231578	Ebo.abebe@firststrand.com
Sasol	Chemicals	Large	n.a.	n.a.	0415/857496	info@sasol.com
South 32	Mining	Large	Feechi Acheampong	Regional CEO	0487/547898	Feechi.acheampong@south32.com



Exhibit 12: Company Information Example

Template Company Information

1. General company information:

Company name: South 32

Sector: Mining

Size: Large

Address: n.a.

Responsible Sales Representative: Shiferaw

2. Contacts

Name: Mr. Feechi Acheampong

Function: Regional CEO

E-mail: feechi.acheampong@south32.com

Phone: 0487/547898

3. Contact moments

Date: 5/01/2030

Person contacted: mr. Acheampong

Short summary of the conversation:

Mr. Acheampong was interested, but did not have the time to follow up on this himself. He gave the contact details of mr. Abimbola: 0485/125796.

Follow-up: Call mr. Abimbola

Date: 6/01/2030

Person contacted: Mr. Abimbola

Short summary of the conversation:

Mr. Abimbola just decided to no longer work with Primo Ayuda and is looking for a replacement. He invites Shiferaw over for a meeting next week.

Follow-up: Send the details of the meeting to Mr. Abimbola

Date: 13/01/2030

Person contacted: Mr. Abimbola

Short summary of the conversation:

Mr. Abimbola had one main issues with the training of primo ayuda: they were not tailored to the 4 main accidents in the mining industry

What he did like about the trainings of Primo Ayuda is that they were very hands-on.

He decided to buy one first-aid training to start with. The training will take place the 13th

Follow-up: Send over the contract to Mr. Abimbola

Date: 14/02/2030

Person contacted: Mr. Abimbola

Short summary of the conversation:

Called mr. Abimbola to hear about his experience of the training he received. Overall he was very happy, but there were some minor things he wanted to change next time. He invited Shiferaw over for a meeting to discuss those details.

Follow-up: Send over the meeting details to Mr. Abimbola

Date: 21/02/2030

Person contacted: Mr. Abimbola

Short summary of the conversation:

Meeting to discuss the changes for the next training: an extra trainer and more space

Follow-up:

Add those details to the next training contract.

Exhibit 13: Videos Displayed in the Modules

HR Basics (HR Module)

<https://www.youtube.com/watch?v=9MWFkH4xb3U&feature=youtu.be&t=20>

Excel Basics (Accounting Module)

<https://www.youtube.com/watch?v=rJPWi5x0g3I&list=PLWPirh4EWFpEpO6NjjWLbKSCb-wx3hMql&index=3&t=0s>

Edit in Excel (Accounting module)

<https://www.youtube.com/watch?v=ZnXYEljreIM&list=PLWPirh4EWFpEpO6NjjWLbKSCb-wx3hMql&index=5>

Coca Cola TV Advertisement (Marketing module)

<https://www.youtube.com/watch?v=-ACRgcdETlw>

Bad Salesperson (Sales Hunting module)

<https://youtu.be/5y8nrKhGPAw>

CRM (Sales Hunting module)

<https://youtu.be/xF53u7CfN60>

Beyond Win-win (Negotiation module)

<https://www.youtube.com/watch?v=qMejNf0dL2g&feature=youtu.be&t=82>

SCARF (Negotiation module)

<https://www.youtube.com/watch?v=v8hR7ZFAmA&feature=youtu.be&t=15>

Exhibit 14: Videos Describing the Energisers

Shark Attack

<https://www.youtube.com/watch?v=xDhSkeU-RP8&list=PLEE902A6A1FCE0445&index=8>

Funga Alafia

<https://www.youtube.com/watch?v=LLVDe1OBH5g&list=PLEE902A6A1FCE0445&index=10>

Mosquito

<https://www.youtube.com/watch?v=DwE9iMcTMcc&list=PLEE902A6A1FCE0445&index=3>

People to People

<https://www.youtube.com/watch?v=jSVivxRjt40&list=PLEE902A6A1FCE0445&index=5>

Popcorns in the Popper

<https://www.youtube.com/watch?v=qNwnPe5jO80&list=PLEE902A6A1FCE0445&index=6>

Exhibit 15: The Marketing Simulation (Excel File)

Marketing campaign			
Budget:	1.000 RCD	Leftover budget:	0 RCD
Promotion			
Offline channels		Online channels	
Flyers	100 RCD	Facebook	200 RCD
Billboards	200 RCD	WhatsApp	100 RCD
Television	0 RCD	Website ads	0 RCD
Radio	100 RCD	Bulk SMS	100 RCD
Trade fairs	50 RCD		
Magazines	150 RCD		
Product			
Quality level	1 RCD		
Product cost	3 RCD		
Price			
Product price	34 RCD		
Discount	8%		
Place			
Do you want partners to help you sell your trainings? They will take 20% commission on the revenues they generate.			
Partner up?	Yes		
People			
How much do you want to invest in the training of your sales representatives?			
Training budget	150		

Results of your decisions

Marketing channel	Budget	Views	Leads	Customers	Awareness	Engagement	Conversion
Flyers	100	510	2	0	5	0%	14%
Billboards	200	420	2	0	2	0%	7%
Television	-	-	-	-	-	0%	0%
Radio	100	210	1	0	2	0%	18%
Trade fairs	50	95	1	0	2	1%	21%
Magazines	150	309	2	0	2	1%	17%
Facebook	200	950	7	1	5	1%	21%
WhatsApp	100	980	4	1	10	0%	14%
Website ads	-	-	-	-	-	0%	0%
Bulk SMS	100	1.000	2	0	10	0%	7%
Total	1.000	4.474	21	3	4	0%	16%

Profit per customer (marketingcost excluded)

Original price	34 RCD
Discount	3 RCD
New price	31 RCD
Product cost	3 RCD
Profit	28 RCD

Partnering up

Extra customers	1 Customers
Extra revenues	18 RCD
Extra profit	16 RCD

Training of sales representatives

Extra customers	1 Customers
Extra profit from the training	-124 RCD

Financials

Total revenues	118 RCD
Total profit	-43 RCD
Total profit after marketing cost	- 1.043 RCD



Exhibit 16: The CoFA Business Game Costing Tool (Excel file)

COFA BUSINESS GAME

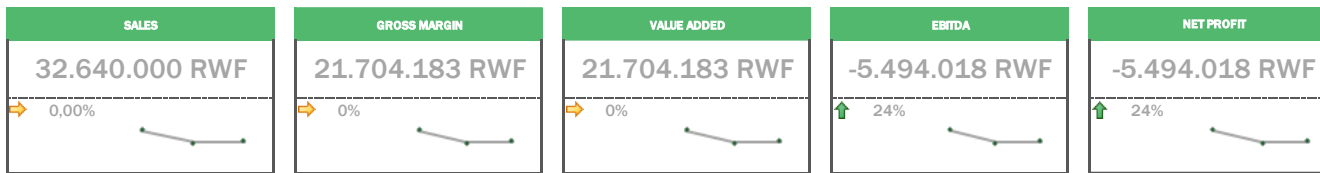
10
23
45
89
1
34

ANNUAL FINANCIAL REPORT Commercial First-Aid












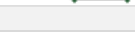
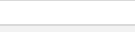
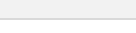
2018

Rwandan Red Cross

KEY METRICS



ALL METRICS

METRIC	THIS YEAR (2018)	LAST YEAR (2017)	% CHANGE	5 YEAR TREND
SALES	32.640.000,00 RWF	32.640.000,00 RWF	0,00%	
COST OF GOODS SOLD	10.935.816,67 RWF	10.935.816,67 RWF	0%	
GROSS MARGIN	21.704.183,33 RWF	21.704.183,33 RWF	0%	
EXTERNAL SERVICES	0,00 RWF	0,00 RWF		
VALUE ADDED	21.704.183,33 RWF	21.704.183,33 RWF	0%	
STAFF COSTS	27.198.201,11 RWF	26.152.116,45 RWF	4%	
OTHER OPERATING COSTS	0,00 RWF	0,00 RWF		
EBITDA	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
DEPRECIATION & AMORT.	0,00 RWF	0,00 RWF		
EBIT	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
FINANCIAL COSTS	0,00 RWF	0,00 RWF		
PRE-TAX PROFITS	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	
TAXES (0%)	0,00 RWF	0,00 RWF		
NET PROFIT	-5.494.017,78 RWF	-4.447.933,12 RWF	24%	

Year	COGS Input	Unit Price	Li	Cost per traini	First Aid Training	Fixed Cost	# Participants	Quantity	Total Cost
2019	Kit	80.000,00 RWF	1 1 25	3.200,00 RWF	FIRST AID TRAINING				
	Latex gloves	3.500,00 RWF	1 1 1	3.500,00 RWF	Basic <10	62.142 RWF		10	106.442 RWF
	Dressings	2.500,00 RWF	1 3 1	7.500,00 RWF	Basic >10	67.142 RWF		5	89.292 RWF
	Mouthmask	2.000,00 RWF	1 1 1	2.000,00 RWF	Standard <10	74.142 RWF		69	379.812 RWF
	Doll	200.000,00 RWF	5 5 400	12.500,00 RWF	Standard >10	84.142 RWF		7	115.152 RWF
	Laptop	500.000,00 RWF	1 1 240	2.083,33 RWF	FIRST AID KITS				
	Beamer	600.000,00 RWF	1 1 300	2.000,00 RWF	Individual kit	28.222 RWF		49	1.382.859 RWF
	Flipchart	4.500,00 RWF	1 1 1	4.500,00 RWF	Small size	56.443 RWF		26	1.467.524 RWF
	Splint	15.000,00 RWF	1 1 100	150,00 RWF	Medium size	41.520 RWF		81	3.363.120 RWF
	Splint bois	5.000,00 RWF	1 2 25	400,00 RWF	Big size	4.858 RWF		78	378.932 RWF
	Paper sheets	5.000,00 RWF	1 1 1	5.000,00 RWF	TOTAL COGS				7.283.133 RWF
	Cahier de registre	1.500,00 RWF	1 1 20	75,00 RWF					
	Marqueurs	2.150,00 RWF	1 1 1	2.150,00 RWF					
	T Shirt	6.500,00 RWF	2 1 30	433,33 RWF					
	Trainer	12.000,00 RWF	1 1 1	12.000,00 RWF					
		24.000,00 RWF	1 1 1	24.000,00 RWF					
		17.000,00 RWF	1 1 1	17.000,00 RWF					
		34.000,00 RWF	1 1 1	34.000,00 RWF					
	Manuel	980,00 RWF	1 1 1	27.492,97 RWF					
	Pen	150,00 RWF	1 1 1	4.208,11 RWF					
	Book	2.000,00 RWF	1 1 1	56.108,11 RWF					
	Pencil	800,00 RWF	1 1 1	22.443,24 RWF					
	Notebook	500,00 RWF	1 1 1	14.027,03 RWF					
	Cost certificates	650,00 RWF	1 1 1	650,00 RWF					
	Food allowance	4.000,00 RWF	1 1 1	4.000,00 RWF					
	Driver	6.000,00 RWF	1 1 1	6.000,00 RWF					
		20.000,00 RWF	1 1 1	20.000,00 RWF					
	Volunteer	11.000,00 RWF	1 1 1	11.000,00 RWF					
	Fuel	20.000,00 RWF	1 1 1	20.000,00 RWF					
		60.000,00 RWF	1 1 1	60.000,00 RWF					
	Consumables	40.000,00 RWF	1 1 1	40.000,00 RWF					
	Blank kits	13.000,00 RWF	1 1 1	13.000,00 RWF					
		25.000,00 RWF	1 1 1	25.000,00 RWF					
		40.000,00 RWF	1 1 1	40.000,00 RWF					
	Stretcher	70.000,00 RWF	1 1 1	70.000,00 RWF					
	Replenishment	15.000,00 RWF	1 1 1	15.000,00 RWF					
		20.000,00 RWF	1 1 1	20.000,00 RWF					
		25.000,00 RWF	1 1 1	25.000,00 RWF					

Year
2016
2017
2018
2019
2020
2021
2022

Exhibit 20: The Grading Tool (Excel File)

Business Game Score

for you to fill in:

Name	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Team 1	0	2	3	0	5	6	7
Team 2	0	5	8	0	7	8	10
Team 3	0	5	8	0	4	3	6
Team 4	0	4	8	0	1	2	3
Team 5	0	2	1	0	5	8	7
Team 6	0	5	4	0	2	1	9
Team 7							
Team 8							
Team 9							
Team 10							

Accumulated Score Business Game

Based on the input table:

Name	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Team 1	0	2	5	5	10	16	23
Team 2	0	5	13	13	20	28	38
Team 3	0	5	13	13	17	20	26
Team 4	0	4	12	12	13	15	18
Team 5	0	2	3	3	8	16	23
Team 6	0	5	9	9	11	12	21
Team 7	0	0	0	0	0	0	0
Team 8	0	0	0	0	0	0	0
Team 9	0	0	0	0	0	0	0
Team 10	0	0	0	0	0	0	0

