

Teambuilding event with SimTeam

Our partners can customise the course objectives, the list of focus topics and participants' learning outcomes according to the focus of their course.

Course objectives / Learning objectives

To break barriers of interpersonal relationships through group sessions, and to provide practical knowledge about effective strategic decision making, the power of teamwork and cooperation, as well as developing synergy and a good atmosphere among the participants.

The simulation develops balanced teamwork, as every participant is equally important when it comes to making corporate decisions. The simulation focuses on team management, team building, and the individual's roles within the team, as well as effective communication and shared problem solving. During the simulation, participants can be supplied additional tasks, such as presentations.

Topics covered

- The importance of shared goals among participants
- Team cohesion, utilizing individual abilities for the good of the team
- Key factors of an effective team and an optimized performance
- Solving internal conflicts among company departments
- Development of communication and presentation skills
- Building trust among participants



Participant Learning Outcomes

During the course the participants will:

- Improve interpersonal **communication**, and learn how to communicate effectively within the team
- Learn how to make efficient **group decisions** and learn how to effectively deal with **time pressure** in decision making
- Appreciate each other's roles in the group and understand the purpose and **structure of a working team** and the individual requirements which contribute to the team's success
- Develop effective **decision making processes** and understand how to solve problems within a team
- Learn how to create a supporting and beneficial atmosphere in the team
- Develop and practice **presentation skills** with additional tasks during the simulation
- Strengthen the **team dynamics** and the development of the group



Who should attend?

This course is mainly designed for people who lead a team or is part of a team, or who are required to be a team member, whether on corporate team or smaller groups of students at a business school or university.

Suggested training outline

The following structure is suggested for the course:

DAY 1

- Introduction to team functions and team development - (0,25-0,5 hour)
- Introduction of the learning environment; explaining the rules of the simulation - (0,5 - 1 hour)
- Setting the targets for the teams - (0,25 hour)
- Competitive simulation exercise - (5-6 hours or 2 sessions of 3 hours if the trainer uses two different case studies)
- During the simulation: exercises on focus topics (e.g. experiencing and overcoming resistance; communication exercises, presentation tasks)
- Evaluation and feedback - (0,5 - 1 hour)

DAY 2 (optional)

- Continuing a previously started simulation, or starting a new case study with different scenarios for problem solving and strategy making
- Review of key learning points

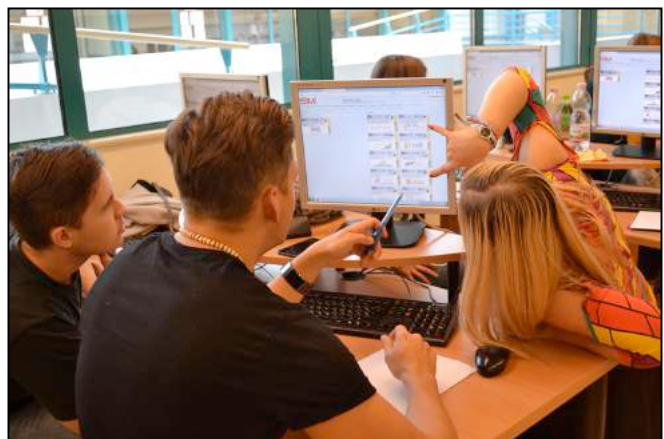
Total time requirement: 1-2 days

How can you use a SimTeam simulation during the course?

The prime reason for using the simulation is to exercise the new knowledge presented on the course. Simulations enhance the learning process.

Unlike lectures, where it is difficult to reflect and still listen to the lecturer, simulations provide opportunities for reflection with participants moving in and out of the discussion as required.

Simulations are **motivational events** and participants are **very involved** in the process. This is because participants usually see simulations as competitions. This motivates in-depth discussion among them, ensuring deep processing and therefore assimilation.



Studies show that different learning approaches have different **retention rates with practice** by doing (through simulation) delivering a seventy-five percent retention rate. ("Learning pyramid" - Motorola University: Creating Mindware for the 21st Century, Corporate University Xchange May/June 1996, Vol 2 No 3.). Simulations can be used to "revitalise" and motivate the group. This will also have a positive effect on the participants' absorption of knowledge.

Simulations can help linking theory with practice: the theoretical content must be complemented by sessions where participants **test their skills**.

When combined with traditional learning methods, business games increase efficiency of learning and help students make the connection between theoretical knowledge and professional challenges they will face in the real business world. Participants can experience the decision-making role of managers. As participants make actual business decisions and deal with the consequences of their mistakes, their knowledge retention increases exponentially.

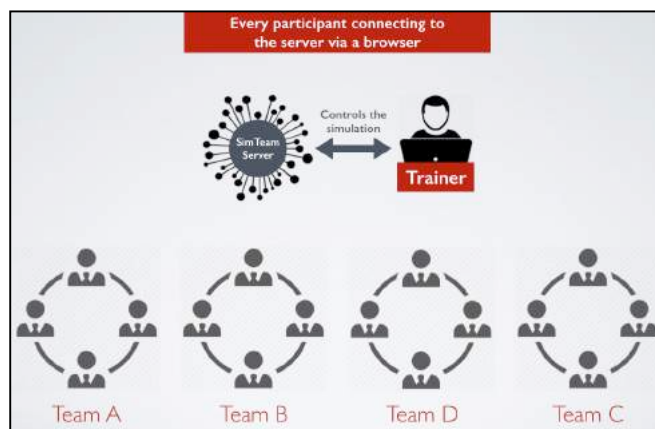


The simulation provides an **engaging platform for the participants**, where communication, shared problem solving and harnessing individual abilities for the team's success are crucial for effective team dynamics. This will keep the audience members interacting with each other and with the content.

About SimTeam simulation

SimTeam is a business simulation platform that models the operation of project-based enterprises. During the simulation participants form teams representing different model corporations. The participants act in different managerial roles inside the model corporations. The software simulates a competitive market where the model companies compete. In the course of the contest the participants learn how to formulate a corporate strategy and how to create an effective and efficient organisation to achieve their strategic goals.

SimTeam has automated financial functionalities (general ledger; balance sheet, profit and loss account, cash flow overview) according to generally accepted accounting rules.



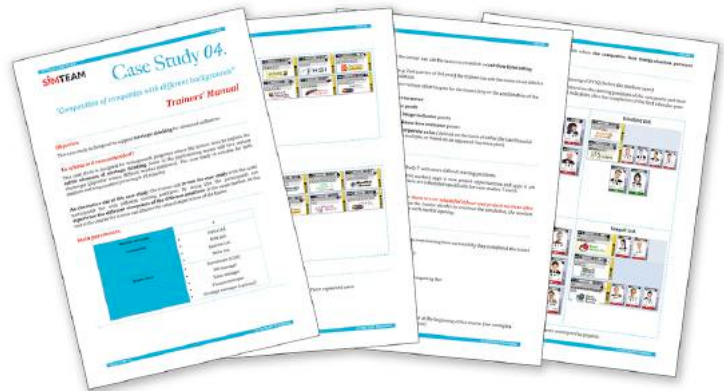
Each team operates a model corporation, where this they will face immense market driven (external) challenges (which vary in the different case studies) and operational challenges arising from their available manpower and their cash flow situation. The trainer can assign individual missions and personal goals to the participants based on their managerial role in the simulated organisation. These individual missions and goals can be conflicting, which could lead to arguments among the team members similarly to a real life change management situation.

The trainer can also provide exercises for the teams (e.g. review and present strategy) in the course of the simulation.

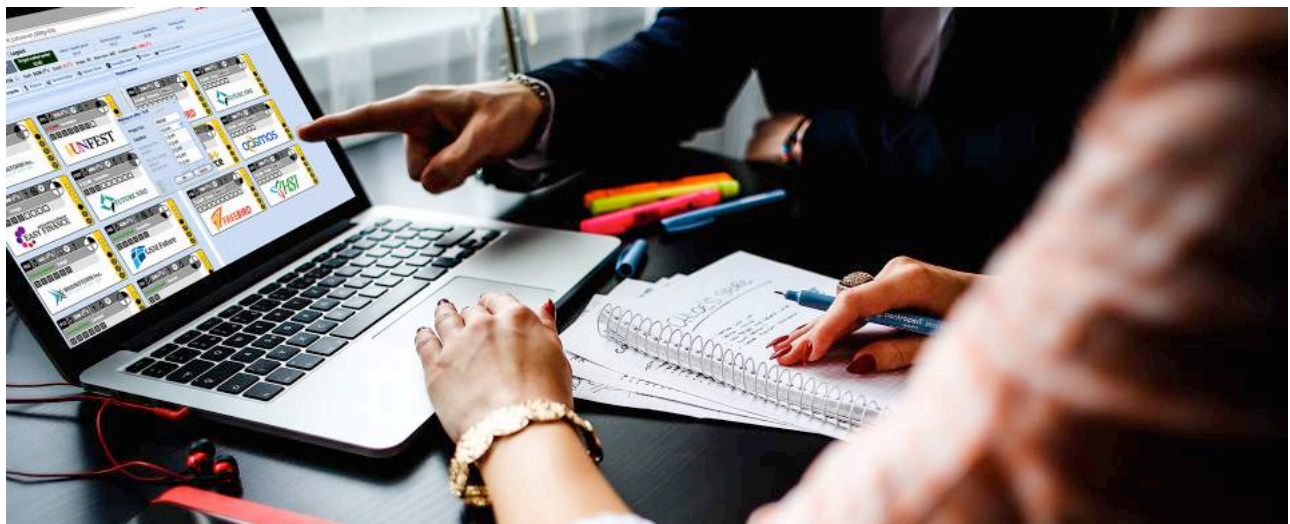
Using case studies during the simulation

During the training, the trainers can use different case studies. Case studies are precisely constructed educational programs with specific initial conditions, scripted market events, and defined goals for the participants.

Case studies can be tailored to fit the goals of the training and the number of participants. Teams usually form their virtual company's strategy and make decisions in teams of 4 or 5 persons, but in certain scenarios they can also cooperate with other teams, building a greater discussion among participants, thus further stimulating interpersonal communication and making decision making even more complex.



From an ever growing selection of our case studies, trainers can focus the participants' energies toward team building, as all the case studies stimulate team dynamics and shared decision making along the simulation, and they all give an opportunity for additional tasks like strategy making, problem solving and presentation exercises.



The following case studies can be applied to the teambuilding focused course:

- Case studies where the participants develop their model corporations and they receive the exercises alongside the evolution of their company (Case Study 5 and 6).
- Case studies where there is a special starting position and special mission (e.g. crisis situation; market challenges). These provide a background environment for the financial tasks (Case Study 1, 2, 3, 7, 8, 10, 11).
- Case study where the participating teams have different backgrounds and different targets (Case Study 4).
- Case study where two holding companies compete (Case Study 9).