

"I hear and I forget; I see and I remember; I do and I understand." - Confucius

- What? *A small (two-week), hands-on, engaging, team-based course "project"*
 Why? *To enhance and encourage fact-based analysis and marketing decision making*
 How? *Emphasizes marketing analysis and interpreting marketing research data*
 Where? *Typically scheduled in the latter part of a marketing research course*



In each simulation round, students analyze and manage their firm's performance in the simulation's competitive marketplace, interpret marketing research results, and (in light of their firm's financial performance and competitive market position) order new marketing research studies.

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| Simulation Role Within The Marketing Research Course | <p>Students are challenged to use the simulation's rich marketing research resources to improve the performance of their simulation firm over the next four quarters (simulation rounds) of the competitive simulation exercise.</p> <p>The instructor frames the LINKS Marketing Research Simulation exercise as a new product development and management scenario: launch a new product successfully (positioning and market entry strategies/tactics) in the presence of vigilant competitors while profitably managing existing products.</p> |
| Format and Student Workload | <p>4 rounds (quarters)</p> <p>Students typically spend 2 to 2.5 hours per round working on LINKS</p> |
| Simulation Industry Size and Composition | <p>4-6 firms per LINKS industry with teams of 3-5 students is typical.</p> <p>Multiple, independent LINKS industries accommodate larger-sized classes.</p> |
| Teaching Plan {team meetings are normally outside of class time, in the traditional style of "case study" preparation} | <ul style="list-style-type: none"> • 30-minute in-class introduction (after students read the LINKS manual) • Simulation rounds scheduled once or twice a week in the latter part of a marketing research course. • Some class time should be allocated to teaching students about advanced LINKS research studies (e.g., concept testing, price sensitivity analysis, conjoint analysis, and in-field marketing program experiments). • A private 30-minute instructor review meeting should be scheduled with each team at the simulation event's mid-point. • Post-event, team-based report (written reports or in-class presentations) and/or 30-minute instructor-led in-class debriefing |
| Student Assessment | <ul style="list-style-type: none"> • Minority of LINKS Grade: Within-simulation team performance assessment based on a balanced scorecard of financial, operational, and customer-facing key performance indicators. • Majority of LINKS Grade: Final team written report or presentation. • Individual-Student Assessment Options: Multiple-choice test(s), peer evaluations, and 5-page "advice-to-my-successor" memo. |
| Simulation Administration | <p>LINKS Simulations provides web-based remote administration of LINKS events. There's no software to download/install. Participants use their favorite web browser to access the LINKS Simulation Database to input decisions and retrieve results (Word doc and Excel files) after simulation rounds.</p> |
| Instructor Support | <p>Randy Chapman (Chapman@LINKS-simulations.com) provides direct-from-the-author support to instructors throughout LINKS events.</p> |

LINKS resources, including the participant's manual and extensive instructor resources, are conveniently accessible via the LINKS website (<http://www.LINKS-simulations.com>).