

Seminar 16.

Business game “Practical Management”

Purpose: To summarize the knowledge and skills acquired in management classes.

The student must be able to:

- Conduct an analysis of environmental factors of the organization
- Analyze the external market environment and the organization's own marketing environment
- Conduct an analysis of the organization's marketing activities
- Carry out the marketing planning process for a pharmaceutical organization
- Develop a marketing plan
- Conduct marketing research.
- Select a marketing strategy depending on the current situation

Questions for self-preparation of students:

1. Definition of a marketing plan, goal, stages, significance.
2. Marketing planning concept for pharmaceutical organizations.
3. Marketing planning process. Marketing Audit: definition of the concept.
4. Analysis of environmental factors. STEP factors and STEP analysis.
5. Analysis of the external market environment and the organization's own marketing environment. Characteristics of the elements of the marketing mix.
6. SWOT analysis.
7. Methods of marketing analysis of goods.
8. Development of a marketing plan. Marketing planning strategies.

Independent work of students consists of solving problems No. 1 and No. 2.

For this purpose, students are divided into two groups of 5-6 people. Each group plays for its organization, solving problems No. 1 or No. 2, respectively.

In the process of solving problems, students act as independent experts. The result of the game is to develop strategic planning and draw up a marketing plan depending on the situation specified in the situational tasks:

- ✓ when opening a new pharmacy (task No. 1)
- ✓ when reorganizing an existing pharmacy (task No. 2).

Business game stages :

Stage I - Introductory speech by the teacher.

Selecting a modeling object (for example, increasing the sustainability of a pharmacy in an increasingly competitive environment).

Stage II – creation of a gaming complex and implementation of the game according to the block diagram:

- formation of a roster of players;
- simulation modeling of activities and distribution of roles:
 1. Pharmacy directors
 2. Pharmacy manager
 3. Accountant
 4. Pharmacist for the receipt and release of medicines
 5. Marketing specialist, merchandiser;
- determining the sequence of interaction between players:
 1. “Pharmacy employee – visitor”,
 2. “Pharmacy employee - administration”,
 3. “Pharmacy employee - pharmacy employee.”
- establishing time restrictions on the activities of players,
- sequence of game stages.

Stage III - Analysis of the game, summing up the stages and the game as a whole. Evaluation of the game by participants (students, teachers)

A variation of the game “Practical Management” is a **simulated meeting** where a game situation is considered that requires making a certain decision aimed at increasing the sustainability of the pharmacy in an increasingly competitive environment. Preparing for it takes a long time.

**Block diagram of a simulated meeting –
distribution and content of roles:**

1. Presenter's opening remarks
2. **Director's** report **pharmacies** about the current situation, stating the facts, setting final and intermediate goals and defining tasks to achieve the goals.

Conducting a conversation according to the “Pharmacy employee - administration” scheme and analyzing its results. Distribution of tasks for drawing up a business plan. Development of a financial plan.

3. **Speech by the head of the pharmacy** providing an analysis of the results of the conversations, conducted according to the scheme “Pharmacy employee - pharmacy employee”. Personnel policy, regime and work schedule of the organization, ways of improvement in conditions of increasing competition. Drawing up a production plan and an economic plan.

4. **Speech by an accountant** presenting and interpreting the results of the organization’s financial and economic activities. Determining the financial capabilities of the organization to increase the sustainability of the pharmacy in an increasingly competitive environment. Drawing up a production plan and an economic plan.

5. **Speech by a marketing and merchandising specialist** with a report “Analysis of factors in the external and internal environment of an organization using STEP and SWOT analysis.” Analysis of the current situation and making proposals for strategic planning. Speech on issues of increasing the competitiveness of an organization through the application of merchandising rules. Drawing up a marketing plan.

6. **Speech by a specialist in the administration and dispensing of medications** . Coverage of issues on the range of medicines and its indicators, ways to improve the range to increase the competitiveness of the organization. Drawing up a marketing plan. Conducting a conversation according to the “pharmacy employee – visitor” scheme and analyzing its results.

7. **Summing up** by the pharmacy director.

8. Drawing up a marketing plan according to the scheme:

1. Formulate goals (for example, increase product sales by 2 times, withstand competition, etc.)

2. Develop ways to achieve these goals (strategies), areas for improving the activities of the pharmaceutical organization

3. Identify activities for the implementation of these strategies and draw up a planning map (Table 1).

Table 1

Marketing Planning Map

Necessary activities	Deadlines	Responsible	Implementation methods	Required Resources	Expected result

4. Suggest assessment methods (based on the dynamics of development of economic indicators, growth rates or growth rates, indices).

Selecting control methods that can be used to monitor the organization's performance.

9. Evaluation of the game by participants.

Participants are assessed using a 5-point system and classified:

- Individual assessment of each participant's message on a specific individual issue according to his playing role
- Team assessment to develop overall marketing plan
- The overall assessment consists of an individual assessment and a team assessment, which takes into account the active position of a particular student and his contribution to the development of a marketing plan for the entire team. As well as a system of rewards and punishments.

System of rewards and punishments:

- for originality of solutions + 1 point
- for mistakes – 1 point

Methods of playing the game:

1. Simulated brainstorming technique. A teacher-leader who leads the game with the entire group of students. As the game progresses, all participants can discuss proposals, their pros and cons. At the end, a final decision is made.

2. Interrupted survey technique - the teacher-leader involves all students in the game, guiding and directing the activity of each player. The presenter can

turn to any student and find out opposing opinions with the help of the remarks: “What is your opinion?”, “What do you think about this?” etc.

Task No. 1

You are planning to open a new pharmacy. Your pharmacy will be located in a residential area, at a bus stop, not far from a children's clinic. A shopping center is planned to open soon near the stop. Opposite, across the road, there is another pharmacy - your future competitor, which has been operating for about 5 years. The opening hours of this pharmacy are 9.00. – 20.00, closed on Sunday. There is one cash register in the sales area. The pharmacy's assortment is represented by the main groups of product names; In addition, there is a large assortment of medicinal plant materials.

Exercise.

1. Distribute roles and corresponding questions to solve the task
2. Organize a simulated meeting on the problem of a given task
3. Prepare reports corresponding to game roles
4. Based on the results of the meeting, create sections of the marketing planning map
5. Outline methods for monitoring the performance of an organization

Business game: “The role of a leader in a situation of conflict”

Managers spend on average 20% of their time resolving conflicts of various kinds. In conditions of an organization's crisis, the threat of bankruptcy, when a situation of increased conflict arises, it is especially difficult for managers to find the right solution. Most often, managers use a simplified conflict management model. Its essence:

- lack of focus on cooperation;
- emphasizing differences, ignoring common points of view;
- bet on “moral defeat” or elimination of the enemy (“win-lose”);
- polarity in the assessment of the same facts.

Some organizations have even introduced “prohibitions” on conflict situations, which are specifically stipulated in the rules governing the behavior of the organization’s employees. As a result, contacts are broken and the situation gets out of control. At the same time, world experience shows that conflict situations can be points of growth and development of an organization and can give a significant impetus to the formation of new relationships within it.

However, to implement this important function of conflicts, two essential conditions are required:

- firstly, a change in the manager’s attitude towards conflicts, the formation of a positive attitude towards them and the ability to “see” a constructive beginning in conflicts;

- secondly, developing the manager’s ability to analyze conflict situations, manage them, and enrich the “repertoire” of conflict resolution technologies.

Conflictology recommends a constructive model of leader behavior, the essence of which is to lead the conflicting parties to a joint discussion of the problem. The leader:

- acts as an organizer of dialogue, demonstrating not weakness, but non-aggressive intentions, a gesture of goodwill;

- provides the conflicting parties with the opportunity to calmly substantiate their claims, methods of resolving the subject of the dispute and the desired final result;

- formulates the rights of the conflicting parties, determines acceptable forms of behavior.

Contrary to the traditional opinion about the preferability of “hard” decisions in management activities, cooperation provides a chance to find solutions during the discussion that will help break the deadlock.

The main provisions of management ethics and management work culture are reduced to the following approaches:

- a leader is called upon to be a manager, relying not on his own power, but on the help and cooperation of his subordinates; he is not looking for a “scapegoat”, but shows how to do it;

- the manager is required to have confidence in himself and his business, which demonstrates his ability to control the situation in any conditions;

- The ability to value the time of subordinates is of great importance. Unproductive waste of time, both one’s own and that of subordinates, is a signal of an unsatisfactory leadership style;

- the manager is obliged to promptly inform subordinates about shortcomings in their work, to be able to listen and take into account comments about his shortcomings. You cannot criticize for the sake of criticism;

- strictness and exactingness towards subordinates must always be justified; It is not the individual who is negatively assessed, but this or that person’s mistake;

- important qualities of a leader - politeness, tact. Every person always internally protests against rudeness; orders must be given in a polite manner;

- it is important both the ability to speak and the ability to listen, to express one’s thoughts briefly and clearly; it is important to give the person the opportunity to speak out and relieve psychological stress;

- an indispensable condition for the success of a leader is to know and study his subordinates, to show concern for their needs and problems.

Initial data and problem statement

Read and ponder two interviews with CEOs of large organizations. Answer the following questions:

1. Is it possible to draw any conclusions regarding the stability and success of the activities of these organizations?

2. Can both directors be classified as effective and professionally suitable managers? Justify your conclusions. Indicate reserves of success that are not used by either one or the other.

3. What to do if a person works next to you who is unpleasant to you with his manners, appearance, and habits?

4. How should subordinates behave so as not to provoke conflicts with their first leader?

5. What other observations and conclusions could you add to the discussion of the interview data?

Interview with CEO (general manager) No. 1

Question: How do you find a way out of conflicts within your organization?

Answer : I'm not going to waste time resolving conflicts.

Question : How are your relationships with your subordinates?

Answer : I constantly tell them that they are bad workers; We don't have staff; I have no assistants; I have to work for you myself.

Interview with CEO No. 2

Question : Why did you fire your deputy?

Answer : You understand, he really annoyed me from the very beginning!

Question : Why did he annoy you?

Answer : Everything about him irritated me! If you could see how he drinks coffee, how he unwraps sweets, how he rustles papers! I fired him without saying anything.

Question : Who in your company, besides you, makes decisions?

Answer : I make all decisions!

Conclusion from the author of the interview . Employees of modern Russian enterprises are not protected either personally or legally. They are at the complete mercy of the first managers, who are not trained in the culture of managerial work.