

Persona Partnership



ASSESSMENT EXERCISES



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If you would like to order an exercise or would like further information, please speak to the duty consultant on +44 (0)20 3637 5871 or email enquiries@personapartnership.co.uk



Introduction

The Persona Partnership exercise bank contains over 60 well-proven assessment exercises to help assess people's performance for both selection and development purposes.

The exercises are set in a variety of business contexts and at all levels, ranging from administrative to executive. They have been researched, developed and tested by experienced assessment practitioners.

Each exercise contains detailed Instructions for Participants, an Assessor Guide (including administration instructions and notes for assessors), an Assessor Rating Form and a participant Self Review.

The Assessor Rating Form is written against criteria taken from the generic Persona Partnership competency list. The rating form can be adapted for use with other competency frameworks.

Persona also design bespoke exercises, so if you don't see what you need please talk to us about designing an exercise which is customised to your specific requirements.

Client Testimonials

"The introduction of Persona's interactive case study, which they designed specifically around our needs, has helped to enhance the focus and quality of our recruitment and selection process."

Emma Hooper
Recruitment Manager, Denton Wilde Sapte

"By including Persona's analysis exercise in our selection process, we were able to get a far better view of the candidates' strengths and weaknesses – this really helped us choose the best candidate for the role."

Andreas Keifner
Head of Global Strategic Planning, Sandoz

"Both the candidates and the assessors find the exercises to be engaging and stimulating, so all in all a great success!"

Gemma Baker
Graduate Recruitment Manager, Mayer Brown



Exercise Levels

Each exercise is assigned a level, but could also be used for one level above or below. For example, if you were looking to assess future potential you might choose to use an exercise at a higher level in order to stretch candidates.

- Level 1:** Administrative - suitable for a wide range of roles including secretarial and clerical staff, call centre staff, frontline customer service roles
- Level 2:** Graduate - ideal for roles where there is no requirement for significant organisational experience
- Level 3:** First line manager - primarily for new or junior managers, or managers with little experience of people management
- Level 4:** Middle manager - for experienced managers, including familiarity with people management
- Level 5:** Executive - targeted at senior managers with significant experience

Exercise Types

The exercises reflect the variety of situations that people find themselves in at work, such as working individually (analysing information, dealing with paperwork), one-to-one (interacting with colleagues, subordinates or customers) or in larger groups (working with others in a team). The exercise bank contains the following types of exercise:

Analysis

This type of exercise requires participants to analyse a large amount of information (often numerical as well as textual) usually written in the form of a case study about an organisation. The participant has to come up with a series of actions or recommendations, which can be delivered either as a written report* or oral presentation. If using the report format, participants are given 15-30 minutes longer than the timings mentioned in this brochure to do the analysis.

* Report option not available for Concise Analysis. (Please see www.personapartnership.co.uk for individual exercise report timings.)

In-tray

As the name suggests this type of exercise is intended to simulate the contents of a typical in-tray. Participants are presented with a variety of items in the form of letters, e-mails, memos, reports etc. Each of the items has differing degrees of urgency and several will be linked. The participant is required to make decisions on what action to take on each of the items. This may involve him/her writing responses, communicating decisions or delegating items. It is an excellent exercise for looking at skills in planning and written communication.

Coaching

This simulates a situation where the participant has to meet with another member of staff (played by a role player) in order to achieve a specific objective. The participant is given background information and a period of time to prepare for the meeting. S/he is usually required to give feedback, conduct a performance review or counsel an employee.

Negotiation

The participant meets with another person to discuss and reach agreement on a specific issue. The participant is given background information about the situation that has necessitated the meeting – perhaps a complaint from a customer or a requirement to resolve an organisational issue. S/he then holds a meeting with the person (played by a role player) and attempts to come to a satisfactory agreement.

Fact Find

A short brief is given to the participant together with information about a decision s/he needs to make. To enable him/her to do this, the participant has time to question a resource person (played by a role player) to gather information about the decision that needs to be made. Once the decision is made the resource person challenges the participant to test the robustness of the decision.

Group

This exercise requires a group of participants to work together on a specific task given to them by an administrator or assessor. This enables assessors to see how effectively participants operate in a group or team-based setting. Group exercises tend to involve between six and eight participants.



Exercise/Competency Matrix

Please note that the table below shows the competencies included in the Persona assessor rating forms that are sold with each exercise. In general we would suggest that you assess no more than 4-6 competencies in any exercise. Hence ticks are only shown against those competencies where we believe you will get the strongest evidence. It will be possible, however, to glean evidence against some of the other competencies.

| Page | Exercise Name | Level | Strategic Thinking | Analytical Thinking | Creative Thinking | Planning & Organising | Decision Making | Leadership | Managing Relationship | Team Working | Developing Others | Influencing & Persuading | Communication | Performance Orientation | Adaptability | Ethics and Values |
|------|----------------------------|-------|--------------------|---------------------|-------------------|-----------------------|-----------------|------------|-----------------------|--------------|-------------------|--------------------------|---------------|-------------------------|--------------|-------------------|
| | Analysis | | | | | | | | | | | | | | | |
| 9 | Goodwell Systems | 2 | • | | • | • | | | | | • | • | | | | |
| 9 | Hexagon | 2 | • | | • | • | | | | | • | | | | | • |
| 9 | Screenplex | 2 | • | • | | • | | | | | • | | | | | |
| 9 | Ransdorf Bank | 2 | • | • | • | • | | | | | • | | | | | |
| 10 | Steeds | 2 | • | • | | • | | | | | • | • | • | | | |
| 10 | Legacy | 3 | • | | • | • | • | | | | • | | | | | |
| 10 | Papillon Wine Club | 3 | • | • | | • | | | | | • | • | | | | |
| 10 | A&H Tissue | 3 | • | • | | • | | | | | • | • | | | | • |
| 11 | Alvsen Concise Analysis | 3 | • | • | | • | | | | | • | • | • | | | |
| 11 | Alvsen Hakkanda | 4 | • | | | • | | | • | • | • | • | | | | |
| 11 | Alvsen Improvement Project | 4 | • | • | | • | • | | | | • | • | • | | | |
| 11 | ASC | 4 | • | • | | • | • | | | | • | • | • | | | |
| 12 | Click | 4 | • | • | • | • | | | | • | • | | | | | |
| 12 | Curaco | 4 | • | • | | • | | | | • | • | | | | | |
| 12 | Look and Learn | 4 | • | • | | • | | | | | • | • | | | | |
| 12 | Banco Damasco | 4 | • | • | | • | • | | | | • | • | | | | |
| 13 | Vorlinden | 5 | • | • | | • | • | | | | • | • | • | | | |
| 13 | Wayside | 5 | • | • | | • | | • | | | • | | | | | |
| 13 | Glebel | 5 | • | • | | • | • | | | | • | • | • | | | |
| 13 | Drachen Airways | 5 | • | • | • | • | • | | | | • | • | | | | |
| | In-tray | | | | | | | | | | | | | | | |
| 14 | Clockwork Events | 1 | | | • | • | | | | | • | • | | | | |
| 14 | Smartclothing | 1 | | | • | • | | • | | | • | • | | | | |
| 14 | Aniko | 3 | • | | • | • | | • | | • | | | | | | |
| 14 | Manzi Portland | 3 | • | | | • | • | • | | | • | | | | | |
| 15 | Manzi Westbarton | 3 | • | | • | • | | | | | • | | | | | |
| 15 | Passel Beech Valley | 3 | • | | • | • | | | | | • | | | | | |
| 15 | Passel | 4 | • | | • | • | | | | | • | | | | | |
| 15 | Gold Coast Rail | 4 | • | • | | | • | | | • | • | | • | | | • |

Assessment Exercises

| Page | Exercise Name | Level | Strategic Thinking | Analytical Thinking | Creative Thinking | Planning & Organising | Decision Making | Leadership | Managing Relationship | Team Working | Developing Others | Influencing & Persuading | Communication | Performance Orientation | Adaptability | Ethics and Values |
|------|-----------------------------|-------|--------------------|---------------------|-------------------|-----------------------|-----------------|------------|-----------------------|--------------|-------------------|--------------------------|---------------|-------------------------|--------------|-------------------|
| | Coaching | | | | | | | | | | | | | | | |
| 16 | Legacy | 3 | | | | | • | • | | • | • | | | | | |
| 16 | Manzi Hadden | 3 | | | | | • | • | | • | • | • | | | | |
| 16 | Manzi Marleigh | 3 | | | | | • | • | | • | • | • | | | | |
| 16 | Passel Beech Valley | 3 | | | | | • | • | | • | • | | | | | |
| 17 | Balcon Bank | 4 | | | | | • | • | | • | • | | | | | |
| 17 | Let Us Help | 4 | | | | | | • | | • | • | | • | | | |
| 17 | Passel | 4 | | | | | • | • | | • | • | | | | | |
| 17 | Safe and Sound | 4 | | | | | • | • | | • | • | | | | | |
| 18 | Teletravel | 5 | | | | | • | • | | • | • | | | | • | |
| 18 | Glebel | 5 | | | | | • | | | • | • | | | | • | |
| | Negotiation | | | | | | | | | | | | | | | |
| 19 | Puzzled Customer | 1 | • | | | • | | | | | • | | | | • | |
| 19 | Ransdorf Bank | 2 | | | | • | | • | | | • | • | • | | | |
| 19 | Curaco - Doctor | 3 | | | | • | | • | | | • | | • | • | • | |
| 19 | Guardeno Industries | 3 | | | | • | | • | | | • | | • | • | | |
| 20 | Curaco - Pharmacist | 4 | | | | • | | • | | | • | | • | • | • | |
| 21 | Daydream Holidays | 4 | | | | | | • | | | • | | • | • | | |
| 21 | Alvsen Stakeholder Meeting | 4 | • | | | | | • | | | • | | • | • | | |
| 21 | Glebel | 5 | | | | • | | • | | | • | | • | • | | |
| 21 | Webster and Gill | 5 | | | | | | • | | | • | • | • | | | |
| | Fact Find | | | | | | | | | | | | | | | |
| 22 | Screenplex | 2 | • | | | • | | | | | • | | | | • | |
| 22 | Relocation Request | 2 | • | | • | • | | | | | • | | | | • | |
| 22 | Legacy | 3 | • | | | • | | | | | • | | | | • | |
| | Group | | | | | | | | | | | | | | | |
| 23 | Factory Production Schedule | 1 | | | • | • | | | • | | • | | | | | |
| 23 | Factory Design | 2 | | • | • | • | | | • | | • | | | | | • |
| 23 | Halbon | 2 | • | | | • | | | • | | • | | | | | |
| 23 | Ransdorf Bank | 2 | • | • | • | | | | • | | • | | | | | |
| 24 | Screenplex | 2 | • | • | • | | | | • | | • | | | | | |
| 24 | Steeds | 2 | | • | • | • | | | • | | • | | | | | |
| 24 | Legacy | 3 | | • | | | | • | • | | • | | | | | |
| 24 | The Launch | 3 | • | | • | | | | • | | • | | | | • | |
| 25 | Product Review | 3 | • | | • | • | | | • | | • | | | | | |
| 25 | Banco Damasco | 4 | • | | • | | | | • | | • | | | | • | |
| 25 | Glebel | 5 | • | | • | • | | • | • | | • | • | | | • | |



Goodwell Systems - Level 2

SCENARIO

Working for a consultancy, which has just won two big contracts, the participant is required to devise a resourcing plan to meet the needs of the contracts. Options include using contractors, training up internal staff using quick expensive training, or providing longer term on the job training. Each option has varied cost, timescale and sustainability implications. There is additional material to be considered, including: information on market and technological trends; customers and future resourcing requirements, and the merits of staff who could take on project leadership roles.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Decision Making, Planning and Organising, Influencing and Persuading, Communication

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 15 minutes |
| Questions: | 10 minutes |

Hexagon - Level 2

SCENARIO

The participant takes on the role of a Business Analyst working for Hexagon, a pharmaceutical company, and is asked to help a Medical Representative prepare a mini-business plan. The plan needs to include a summary of the representative's business performance, an overview of the current influences (internal and external) on this business area and recommendations to ensure that the representative builds business in his/her territory. In order to do this, information is available about the organisation, the products, the competition and the Medical Representative's performance over the last 12 months.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Decision Making, Planning and Organising, Influencing and Persuading, Ethics and Values

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 75 minutes |
| Presentation: | 10 minutes |
| Questions: | 10 minutes |

Screenplex - Level 2

SCENARIO

In this exercise the participant is asked to assume the position of a Management Trainee who has been asked to review the operation of one cinema in the Screenplex UK-wide chain. S/he is given information on the audience profile, staffing, financial position and customer feedback and must come up with recommendations to improve performance. (See also Screenplex Group and Fact Find exercises).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Creative Thinking, Decision Making, Influencing and Persuading

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 60 minutes |
| Presentation: | 10 minutes |
| Questions: | 10 minutes |

Ransdorf Bank - Level 2

SCENARIO

The participant takes the role of a Management Trainee undertaking a placement in the Bank's Customer Service Centre. They have been tasked with a special project investigating the recent decline in customer satisfaction. The key issues to be addressed are the decrease in customer satisfaction, the increase in customer complaints and customer attrition. The participant is given information about Customer Service Advisor issues including call quality and volumes, resourcing and training. There is also some data about the Bank's recent roll-out of a new system and its impact on service. The participant has to analyse the available data, identify the issues and come up with a plan of action to resolve the problems and improve performance. (See also Ransdorf Bank Negotiation and Group exercises).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Creative Thinking, Decision Making, Planning and Organising, Influencing and Persuading

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 60 minutes |
| Presentation: | 10 minutes |
| Questions: | 10 minutes |

Steeds - Level 2

SCENARIO

The participant assumes the role of a graduate trainee working for Steeds Ltd, a retailer selling bikes and cycling accessories. As part of his/her traineeship the participant is undertaking a placement in head office working on the retail performance team. The participant has been asked to review the performance of the Quorton store. To do this s/he has been provided with information about the store. This includes: details about the Quorton area; cycling opportunities in the area; a description of the store and what it sells; a staffing profile; details of any competition; customer and quality assurance feedback and a financial summary. The participant must analyse this information to summarise the store's current performance and make recommendations for improvement. (See also Steeds Group exercise).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Creative Thinking, Decision Making, Influencing and Persuading, Communication, Performance Orientation

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 60 minutes |
| Presentation: | 10 minutes |
| Questions: | 10 minutes |

Legacy - Level 3

SCENARIO

The European based Legacy Corporation owns a number of historic sites which are open to the public. In this exercise the participant must conduct a review of one of these sites – the Estil Estate. This Estate has been underperforming and is proposing to introduce a new initiative to increase the number of visitors. The participant must conduct a thorough review of the initiative, devise a plan for implementation, produce an estimate of income and costs for the coming year and recommend action on a number of other staffing, managerial and customer service issues across the Estate. (See also Legacy Fact Find, Coaching and Group exercises).

TYPICAL COMPETENCIES ASSESSED

Leadership, Analytical Thinking, Decision Making, Planning and Organising, Influencing and Persuading

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 10 minutes |
| Questions: | 10 minutes |

Papillon Wine Club - Level 3

SCENARIO

The participant takes on the role of a Sales and Marketing Consultant who has been asked to give advice to Papillon (a UK wine distributor). Papillon is planning to set up a Wine Club to sell direct to consumers. The participant is asked to come up with a strategy for marketing and promoting the Papillon Wine Club. The information given in the brief includes information about the company, consumer trend data, wine clubs, products, costs, etc. The exercise is suitable for use in a variety of sales and marketing roles, or in roles where there is a strong sales and marketing focus.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Communication, Influencing and Persuading

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 15 minutes |
| Questions: | 10 minutes |

A&H Tissue - Level 3

SCENARIO

The participant takes on the role of Account Manager for A&H Tissue, a company manufacturing disposable tissue products that are supplied to large retail customers. The participant has responsibility for one of the biggest customer accounts – Fresh Store. The exercise task is to review the performance of the Fresh Store account and make recommendations for how to improve it. A number of specific issues need to be covered including customer dissatisfaction, reduction in orders, quality issues with the products, staffing issues affecting production, delivery issues with the logistics partner, new product ideas, pricing schedule and profitability challenges.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Creative Thinking, Influencing and Persuading, Decision Making, Communication, Ethics and Values

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 60 minutes |
| Presentation: | 10 minutes |
| Questions: | 10 minutes |



Alvsen Concise Analysis - Level 3

SCENARIO

The participant takes on the role of Business Development Manager working in the Regional Office of Alvsen Pharmaceuticals. In one country in the region Alvsen currently markets its products using a distributor, but the management team is considering setting up an affiliate office there. The participant is asked to choose between the 2 options. In addition, the participant should also make recommendations for increasing Alvsen's market share and profit. The brief contains background information about the country, such as the political situation and the healthcare market, and specific product information, including sales and growth figures. Financial information is given for both options, to enable the participant to calculate approximate profit figures using either a distributor or an affiliate office. This is a concise analysis, so participants are expected to add their own business knowledge to the information in the brief.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Performance Orientation, Influencing and Persuading, Communication

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 45 minutes |
| Presentation: | 10 minutes |
| Questions: | 15 minutes |

Alvsen Hakkanda - Level 4

SCENARIO

The participant assumes the role of a newly recruited Head of Human Resources to Alvsen Hakkanda, an affiliate company of the Alvsen Pharmaceuticals group. There are a number of HR issues facing the affiliate and the General Manager would like to get the participant's thoughts on how to tackle these. The participant is provided with some papers to review, including: an organisational structure chart; a staff engagement survey; headcount and attrition data; correspondence about a recruitment issue; sales figures and details of some specific people management issues around which advice is needed. The participant should analyse the information to identify the issues and generate recommendations to address them.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Decision Making, Team Working, Developing Others, Communication, Influencing and Persuading

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 15 minutes |
| Questions: | 15 minutes |

Alvsen Improvement Project - Level 4

SCENARIO

The participant takes on the role of a manager working for Alvsen Pharmaceuticals. The participant has been seconded to head up the Clinical, Medical & Regulatory function of one of Alvsen's affiliates and is asked to review the affiliate's performance, in particular the performance of the departments in this function. Information available for review includes economic and demographic information about the country, as well as an overview of the healthcare system and healthcare market. Internal data given includes the company's products and sales figures, plus information about the different functions, employees, Sales & Marketing and departmental budget. The participant is also asked to make suggestions for how the affiliate should prepare for a new product launch in 2 years' time.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Performance Orientation, Leadership, Communication, Influencing and Persuading

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 15 minutes |
| Questions: | 15 minutes |

ASC - Level 4

SCENARIO

The participant takes on the role of acting Country Manager at ASC, a global management consultancy that provides specialist expertise to the engineering sector. Information provided includes financial performance data, an employee opinion survey, regional targets, project management progress, health and safety concerns and a complex client request. The participant must analyse the current situation and make recommendations on the strategic direction of the branch office. S/he must also make a choice about which of 2 research projects to support.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Leadership, Influencing and Persuading, Communication, Performance Orientation

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 15 minutes |
| Questions: | 10 minutes |

Click - Level 4

SCENARIO

The participant takes on the role of a newly recruited manager to Click, a company which designs software to run a number of back office systems. The company has been successful and the Directors want to capitalise on this and ensure that Click maintains, and hopefully increases, its growth rate. There are, however, a number of problems including strong competition, poor communication etc. The participant has to review the data available to him/her and come up with a strategy to tackle the issues and grow the business.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Planning and Organising, Decision Making, Developing Others, Influencing and Persuading

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 10 minutes |
| Questions: | 10 minutes |

Curaco - Level 4

SCENARIO

The participant takes on the role of a newly recruited manager to Curaco Pharmaceuticals. S/he is given information about a branch office in a fictional country which s/he has been asked to manage. This includes information on customers, products, staff, P & L, sales and local competition. The participant must examine this information and come up with a plan for improving the performance of the branch office. The plan should cover: sales, financial performance and the overall management of the office. (See also Curaco Negotiation exercises).

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Influencing and Persuading, Developing Others

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 15 minutes |
| Questions: | 15 minutes |

Look and Learn - Level 4

SCENARIO

The participant takes on the role of an interim Chief Executive at an educational charity called Look and Learn. S/he is given information about the charity's current operation: fund-raising, premises, staffing, finances, users etc. The participant must make an assessment of the strengths and weaknesses of the charity and come up with a strategy and plan to deliver to the charity's Trustees.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Influencing and Persuading, Communication

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 15 minutes |
| Questions: | 15 minutes |

Banco Damasco - Level 4

SCENARIO

The participant takes on the role of a senior manager working for a European banking group, and has been asked to conduct a thorough review of a large Banco Damasco branch. Information provided includes a branch P&L and other metrics, customer and employee information, an internal fraud allegation, local demographic data and banking industry trends. The participant has to analyse the information available and put forward recommendations to improve the branch's performance. The participant is also asked to choose between 2 'Concept Branch' options, which have been suggested for the branch. (See also Banco Damasco Group exercise.)

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Influencing and Persuading, Leadership, Communication

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 60 minutes |
| Presentation: | 15 minutes |
| Questions: | 15 minutes |



Vorlinden - Level 5

SCENARIO

The participant takes on the role of the newly appointed Strategy and Performance Director for Vorlinden PLC, a general insurance products company (i.e. non-life). S/he has been recruited to develop a strategy to take the business forward and is provided with a large amount of information to help him/her do this. This includes: the annual financial statement; policy sales and renewal data; results of staff and customer surveys and proposals for acquisitions. The participant must analyse the information and put forward a strategy, together with actions to implement it.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Leadership, Influencing and Persuading, Communication, Performance Orientation

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 75 minutes |
| Presentation: | 15 minutes |
| Questions: | 15 minutes |

Wayside - Level 5

SCENARIO

As a senior Sales Manager, the participant is asked to take responsibility for devising a plan to increase the utilisation and revenue of the Wayside Hotel health clubs. Detailed information is supplied on the current operation of the health clubs, including facilities, capacity, costs, revenue generation, marketing and staffing. The exercise requires the participant to analyse the current situation, evaluate possible revenue streams and their impact on the business, and make recommendations. To be successful, the participant also needs to consider internal sensitivities and possible opposition.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Managing Relationships, Influencing and Persuading

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 90 minutes |
| Presentation: | 10 minutes |
| Questions: | 15 minutes |

Glebel - Level 5

SCENARIO

The participant takes on the role of the Managing Director of the Cakes Division of Glebel Foods, a fast moving consumer goods company, manufacturing biscuits, snackfoods and cakes. The Cakes Division is not achieving its potential and the participant has been hired to improve performance. S/he is asked to review a number of documents including: an income statement and forecast; sales results; new product ideas; customer views; factory relocation proposal, to summarise the current position and put forward strategies and actions to maximise future performance. (See also Glebel Coaching, Negotiation and Group exercises).

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Decision Making, Influencing and Persuading, Leadership, Communication, Performance Orientation

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 75 minutes |
| Presentation: | 15 minutes |
| Questions: | 15 minutes |

Drachen Airways - Level 5

SCENARIO

The participant takes on the role of the Head of External Communication and PR for Drachen Airways and is provided with a large amount of information including: market research, revenue figures, social media postings, call centre data, proposals to open airline lounges and to launch a business class service. S/he is required to analyse the information and make an assessment of the strengths and weaknesses of Drachen's external communication and generate a strategy for improvement. The participant must also make specific suggestions for how the business class service should be launched. In this exercise there is also the option of using an additional exercise where the participant is asked to write a press release to pre-empt an article which will be published in a national newspaper the following day. The press release option can be used with either the presentation or report formats of the exercise.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Analytical Thinking, Creative Thinking, Decision Making, Leadership, Influencing and Persuading, Communication

TIMING

| | |
|----------------------------------|------------|
| Exercise administration: | 10 minutes |
| Analysis: | 75 minutes |
| Presentation: | 15 minutes |
| Questions: | 15 minutes |
| Optional Press Release Exercise: | 20 minutes |

Clockwork Events - Level 1

SCENARIO

The participant is about to start work as Co-ordinator at Clockwork Events. The company organises a variety of events ranging from company product launches to large-scale exhibitions. The participant has to deal with his/her predecessor's in-tray in the 75 minutes before s/he has to attend a company briefing. The in-tray contains a variety of items, including a press release to proof read and correct, a quote to finalise (this involves some simple maths), meetings to arrange, e-mail to draft etc.

TYPICAL COMPETENCIES ASSESSED

Planning and Organising, Decision Making, Performance Orientation, Communication

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| In-tray: | 75 minutes |

Smartclothing - Level 1

SCENARIO

In this exercise the participant takes the role of a newly appointed Office Assistant at a large online clothing retailer. The participant has to deal with his/her predecessor's in-tray in the short period before attending an induction course. The in-tray contains a variety of items, including: a diary to schedule; several online queries from customers which need answering; invoices to check; website copy to proof read; a customer complaint and social media postings to respond to. The in-tray lends itself to assessing participants for both administrative and customer service type roles.

TYPICAL COMPETENCIES ASSESSED

Planning and Organising, Decision Making, Performance Orientation, Communication, Managing Relationships

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| In-tray: | 75 minutes |

Aniko - Level 3

SCENARIO

Set in the UEA, the participant takes the role of a newly appointed Sales Manager to Aniko Business Systems, a company that manufactures and sells a range of business machines. The participant is asked to respond to a number of items including: a request for career advice, a customer survey, a business opportunity and the launch of a new product.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Planning and Organising, Decision Making, Managing Relationships, Developing Others

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| In-tray: | 70 minutes |

Manzi Portland - Level 3

SCENARIO

In this exercise the participant is asked to take on the role of Store Manager for a branch of a high street shoe shop. S/he has taken over the role at short notice and is asked to work through the contents of his/her predecessor's in-tray and say what action s/he would take to deal with each item. The issues highlighted by the in-tray include sickness absence, launch of a new product line, staff morale and declining sales figures.

TYPICAL COMPETENCIES ASSESSED

Leadership, Analytical Thinking, Decision Making, Managing Relationships, Communication

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| In-tray: | 40 minutes |



Manzi Westbarton - Level 3

SCENARIO

In this exercise the participant is asked to take on the role of Store Manager for a branch of a high street shoe shop. S/he has taken over the role at short notice and is asked to work through the contents of his/her predecessor's in-tray and say what action s/he would take to deal with each item. The issues highlighted by the in-tray include declining performance on key performance indicators and a report from a mystery shopper. This exercise also contains a staff scheduling task.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Planning and Organising, Decision Making, Communication

TIMING

Exercise administration: 10 minutes
In-tray: 40 minutes

Passel Beech Valley - Level 3

SCENARIO

The participant assumes the role of a Depot Manager in a parcel delivery company. His/her task is to deal with all the in-tray items left behind by his/her predecessor in the role. These include items concerning a missing consignment, staffing problems and performance standards. (See also Passel Beech Valley Coaching exercise).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Planning and Organising, Decision Making, Communication

TIMING

Exercise administration: 10 minutes
In-tray: 90 minutes

Passel - Level 4

SCENARIO

The participant assumes the role of a Regional Manager in a parcel delivery company, with responsibility for three depots. His/her task is to deal with all the in-tray items left behind by his/her predecessor in the role. These include items concerning staffing, customers and performance standards. (See also Passel Coaching exercise).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Planning and Organising, Decision Making, Communication

TIMING

Exercise administration: 10 minutes
In-tray: 90 minutes

Gold Coast Rail - Level 4

SCENARIO

Working for an Australian rail service operator the participant assumes the role of Operations Manager with responsibility for the Sydney to Brisbane network. S/he is required to deputise for the Operations Director and analyse the information provided to identify the key issues, make decisions, take action and prepare for a board meeting. A number of specific issues need to be covered including safety challenges around level crossings and a cost benefit analysis, poor customer service in an external passenger survey and a customer complaint, poor employee engagement in the employee survey and poor employee behaviour highlighted in other items, resourcing shortages and training needs, bad press, budgeting challenges and impacts to rail fares.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Leadership, Developing Others, Influencing and Persuading, Analytical Thinking, Performance Orientation and Ethics and Values

TIMING

Exercise administration: 10 minutes
In-tray: 90 minutes

Legacy - Level 3

SCENARIO

Acting as the manager of Burgen Castle, one of a number of historic sites owned by the Legacy Corporation, the participant is required to hold a meeting with the Assistant Head Gardener. S/he has recently been turned down for the role of Head Gardener and is having problems relating to the newly appointed incumbent. In addition to the obvious disappointment and loss of motivation s/he is also being resistant to any change initiatives that are currently being introduced by the company. The participant needs to discuss the Assistant Head Gardener's recent performance with him/her and agree a plan for improvement. (See also Legacy Analysis, Fact Find and Group exercises).

TYPICAL COMPETENCIES ASSESSED

Leadership, Managing Relationships, Developing Others, Influencing and Persuading

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |

Manzi Hadden - Level 3

SCENARIO

In this exercise the participant is asked to take on the role of Store Manager for a branch of a high street shoe shop. S/he is asked to meet with a Sales Consultant who has exhibited some problems. Specifically: absenteeism, poor customer service and relationship issues with another member of staff. The participant is asked to give the Sales Consultant feedback and motivate him/her to improve his/her performance.

TYPICAL COMPETENCIES ASSESSED

Leadership, Managing Relationships, Influencing and Persuading, Communication, Developing Others

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 20 minutes |

Manzi Marleigh - Level 3

SCENARIO

In this exercise the participant is asked to take on the role of Store Manager for a branch of a high street shoe shop. S/he is asked to meet with a Sales Consultant who s/he has some concerns about. Issues include lack of attention to detail, not following company procedures and not optimising sales performance. The participant is asked to give the Sales Consultant feedback and motivate him/her to improve his/her performance.

TYPICAL COMPETENCIES ASSESSED

Leadership, Managing Relationships, Developing Others, Influencing and Persuading, Communication

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 20 minutes |

Passel Beech Valley - Level 3

SCENARIO

The participant assumes the role of a Depot Manager in a parcel delivery company. S/he is asked to hold a review meeting with a Night Shift Manager. Issues that require discussion include managing crisis situations, achieving targets, customer focus and security. This exercise can be used on a standalone basis or in conjunction with the Passel Beech Valley in-tray exercise.

TYPICAL COMPETENCIES ASSESSED

Leadership, Managing Relationships, Developing Others, Influencing and Persuading

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |



Balcon Bank - Level 4

SCENARIO

The participant assumes the role of Head of Corporate Banking for Balcon Bank. His/her task is to hold a discussion with one of his/her direct reports, the Head of Management Buy Outs, about his/her performance. The participant is given information about the individual's performance which includes the results of a recent 360 degree feedback exercise, customer feedback, a member of the team's exit interview report, some information about the bank's strategic priorities and a potential new revenue opportunity.

TYPICAL COMPETENCIES ASSESSED

Leadership, Managing Relationships, Developing Others, Influencing and Persuading

TIMING

Exercise administration: 10 minutes
Role play preparation period: 30 minutes
Role play: 30 minutes

Let Us Help - Level 4

SCENARIO

In this exercise the participant takes the part of a Business Development Manager working for an IT company called Let Us Help (LUH). S/he meets with a colleague who is a Sales Manager in the same company and is responsible for selling LUH's services in a particular region. The participant is not the Sales Manager's boss but has overall responsibility for the sales success of one of the services s/he is selling. The participant must coach the Sales Manager to enable him/her to improve his/her sales performance.

TYPICAL COMPETENCIES ASSESSED

Influencing and Persuading, Managing Relationships, Developing Others, Performance Orientation

TIMING

Exercise administration: 10 minutes
Role play preparation period: 30 minutes
Role play: 30 minutes

Passel - Level 4

SCENARIO

The participant assumes the role of a Regional Manager in a parcel delivery company, with responsibility for three depots. S/he is asked to hold a meeting with one of his/her employees, an Account Manager, to discuss a particular customer issue which has arisen and to review his/her performance. This exercise can be used on a standalone basis or in conjunction with the Passel in-tray exercise.

TYPICAL COMPETENCIES ASSESSED

Leadership, Managing Relationships, Developing Others, Influencing and Persuading

TIMING

Exercise administration: 10 minutes
Role play preparation period: 30 minutes
Role play: 30 minutes

Safe and Sound - Level 4

SCENARIO

The participant takes on the role of a manager who has responsibility for a project to implement and run a staff briefing and communication system. The project relies on local team reps, in each area of the business, to implement communication initiatives and the participant is concerned that one of the reps may be lacking in commitment. His/her task is to meet with the individual, discuss any issues that may have arisen from the implementation of the briefing system, and to try to get things back on track. In this role play the participant is a colleague of the role player and is not his/her direct line manager.

TYPICAL COMPETENCIES ASSESSED

Leadership, Managing Relationships, Influencing and Persuading, Developing Others

TIMING

Exercise administration: 10 minutes
Role play preparation period: 30 minutes
Role play: 30 minutes

Teletravel - Level 5

SCENARIO

In this exercise the participant takes on the role of a National Sales Manager working for a travel company. S/he is required to meet with one of his/her Regional Sales Managers who has been experiencing problems with several members of his/her team and wants some guidance on how to manage these. The exercise calls for the participant to guide the Regional Manager in how best to coach and develop his/her team. This role play simulates a meeting where a senior manager has to coach and develop a subordinate manager to manage his/her team effectively.

TYPICAL COMPETENCIES ASSESSED

Leadership, Managing Relationships, Developing Others, Influencing and Persuading, Adaptability

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |

Glebel - Level 5

SCENARIO

In this exercise the participant takes on the role of Managing Director for the Biscuit Division of Glebel a fast moving consumer goods company. S/he is required to meet with the recently appointed Marketing Director to review his/her performance over the past 6 months. The exercise calls for the participant to assess the Director's performance against a set of agreed objectives and to guide him/her to improve his/her performance in a number of key areas, e.g. adjustment of management style to suit new team environment, delivery of short term objectives versus the longer term and the management of external relationships. (See also Glebel Analysis, Negotiation and Group exercises).

TYPICAL COMPETENCIES ASSESSED

Leadership, Managing Relationships, Developing Others, Influencing and Persuading, Adaptability

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |



Puzzled Customer - Level 1

SCENARIO

The participant plays the role of a Customer Services Representative for OneWorld, an Internet Service Provider. The company receives a call from a customer whose account has been locked due to the late payment of an invoice. The customer is very unhappy about the situation because OneWorld was informed that the payment was on its way. The aim is to address the issues raised by the customer and ensure that a positive relationship is maintained.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Decision Making, Influencing and Persuading, Adaptability

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 15 minutes |
| Role play: | 15 minutes |

Ransdorf Bank - Level 2

SCENARIO

In this exercise the participant takes the role of a graduate trainee who is undertaking a placement as Assistant Customer Relationship Manager at the Heppen Branch of Ransdorf Bank. The participant has to prepare for and meet with a customer who wants to talk about the level of service s/he is receiving from the bank. The participant is given information about the customer's history with the bank and some details of recent incidents. There is also some information provided about the bank's online banking service and current customer offers. (See also Ransdorf Analysis and Group exercises).

TYPICAL COMPETENCIES ASSESSED

Managing Relationships, Influencing and Persuading, Performance Orientation, Communication, Decision Making

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |

Curaco - Doctor - Level 3

SCENARIO

The participant assumes the role of a newly appointed Area Sales Representative for Curaco Pharmaceuticals. His/her task is to meet with a doctor and persuade him/her to start prescribing a new drug for patients suffering from epilepsy. The participant is required to establish a positive relationship with the doctor and to influence the doctor whilst keeping within the company's business ethics guidelines. (See also Curaco Analysis exercise).

TYPICAL COMPETENCIES ASSESSED

Decision Making, Managing Relationships, Influencing and Persuading, Performance Orientation, Adaptability, Ethics and Values

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |

Guardeno Industries - Level 3

SCENARIO

The participant takes on the role of a Commercial Account Manager for Ransdorf Bank, and meets a customer from Guardeno Industries, a global glass manufacturer. Following an international glass fair, a series of fraudulent actions have been identified across various Guardeno employee accounts which have caused security, compliance and customer service concerns. The participant is required to gain an understanding of the key facts and then meet the customer. The issues are complex and there is fault on both sides. The aim of the meeting is to explore the situation from all perspectives, understand the concerns of the customer and agree a plan to resolve the situation and maintain the relationship. There is also the opportunity to gain further business if the meeting is handled well.

TYPICAL COMPETENCIES ASSESSED

Decision Making, Managing Relationships, Influencing and Persuading, Performance Orientation, Adaptability

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |

Negotiation Exercises

Curaco - Pharmacist - Level 4

SCENARIO

The participant assumes the role of a newly appointed Area Sales Representative for Curaco Pharmaceuticals. His/her task is to meet with an important retail customer and persuade him/her to buy and stock a new and revolutionary product. The participant is required to establish a positive relationship with the customer and to enter negotiations around the price of the product, the size of the initial order and the terms of payment. (See also Curaco Analysis exercise).

TYPICAL COMPETENCIES ASSESSED

Decision Making, Managing Relationships, Influencing and Persuading, Performance Orientation, Adaptability, Ethics and Values

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |

Daydream Holidays - Level 4

SCENARIO

Daydream is an international travel agency with branches in the high streets of most cities and large towns. The participant plays the role of a manager with responsibility for selling holidays aimed at the over fifties market. On joining the company s/he was given specific responsibility for revitalising this area of the business. The participant has to meet with a Regional Head of Sales to persuade him/her to give more emphasis to the over fifties market sector and gain his/her support for a range of initiatives that the participant would like to put in place. This role play simulates a meeting between two colleagues at the same level operating in a matrix structure.

TYPICAL COMPETENCIES ASSESSED

Managing Relationships, Influencing and Persuading, Performance Orientation, Adaptability

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |

Alvsen Stakeholder Meeting - Level 4

SCENARIO

The participant works for Alvsen, a pharmaceutical company. Alvsen currently has a number of drugs on the market that are reimbursed by the government - and the government is proposing a change in treatment guidelines, which will have a negative impact on one of Alvsen's products. The participant takes on the role of Market Access Manager and is asked to meet with a representative from the government - with the objective of convincing him/her to consider the overall costs associated with diabetes and not just the drug costs. Ultimately, the aim is to persuade the government not to change the treatment guidelines. To help the participant do this, the brief contains information about the proposed change, the medical condition, treatment options, products (Alvsen and competitor), product marketing, the local healthcare environment and other stakeholders.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Managing Relationships, Influencing and Persuading, Performance Orientation, Adaptability

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |

Glebel - Level 5

SCENARIO

The participant takes on the role of Customer Trading Director for Glebel Foods and has overall responsibility for the trading strategy across all channels and products in Glebel's Snackfoods Division. The exercise task is to meet with the Group Procurement Director of a supermarket chain to agree how the 2 companies can work together more effectively and grow sales of Glebel's snackfood products. A number of specific issues need to be covered during the meeting, including a product pricing negotiation and concerns around the supermarket's promotion of its own-brand products and "copy-cat" packaging. (See also Glebel Analysis, Coaching and Group exercises).

TYPICAL COMPETENCIES ASSESSED

Decision Making, Managing Relationships, Influencing and Persuading, Performance Orientation, Adaptability

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |



Webster and Gill - Level 5

SCENARIO

The participant takes the role of Head of Change Management, who has been tasked with improving performance at Webster and Gill, a software company. Before making his/her formal change recommendations to the MD s/he has been holding meetings with each of the department heads to get their input and ideas. The last of these meetings is with the Head of Sales and Accounts. The participant's aim is to build the relationship with the Head of Sales and Accounts and try to get his/her buy in to some of the ideas that s/he already has.

TYPICAL COMPETENCIES ASSESSED

Managing Relationships, Influencing and Persuading, Communication, Performance Orientation

TIMING

| | |
|-------------------------------|------------|
| Exercise administration: | 10 minutes |
| Role play preparation period: | 30 minutes |
| Role play: | 30 minutes |

Screenplex - Level 2

SCENARIO

In this exercise the participant takes on the role of a Management Trainee working for Screenplex, a UK-wide cinema chain. Screenplex has decided to sponsor a charity as part of its marketing strategy. The participant is asked to decide which of two charities should receive this corporate sponsorship, taking into account what Screenplex hopes to get out of the sponsorship and what each charity can offer. (See also Screenplex Analysis and Group exercises).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Decision Making, Influencing and Persuading

TIMING

| | |
|-----------------------------|------------|
| Exercise administration: | 5 minutes |
| Fact Finding: | 20 minutes |
| Decision and justification: | 15 minutes |

Relocation Request - Level 2

SCENARIO

The participant assumes the role of a Property Consultant working for Universal Business Moves (UBM), a company that specialises in the relocation of businesses to new premises. One of UBM's clients has commissioned the company to find new office premises for their operation. The UBM search team has identified 4 possible office premises and the participant is required to make a final decision on which of the premises is the most suitable for the client, taking into account the requirements of the organisation, the location, facilities, lease arrangements and the allocated budget.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Decision Making, Planning and Organising, Influencing and Persuading and Adaptability

TIMING

| | |
|-----------------------------|------------|
| Exercise administration: | 5 minutes |
| Fact Finding: | 20 minutes |
| Decision and justification: | 15 minutes |

Legacy - Level 3

SCENARIO

The participant plays the role of the manager of the Laybrooke Watermill – a historic site which is owned by the Legacy Corporation. Laybrooke has decided to seek an outside company of caterers to run the Mill café, which is open to visitors throughout the year. Two companies have been shortlisted and the participant needs to decide which to choose and what needs to be done to ensure a smooth transition to the new caterer. (See also Legacy Analysis, Group and Coaching exercises).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Decision Making, Influencing and Persuading, Adaptability

TIMING

| | |
|-----------------------------|------------|
| Exercise administration: | 5 minutes |
| Fact Finding: | 20 minutes |
| Decision and justification: | 15 minutes |



Factory Production Schedule – Level 1

SCENARIO

Participants assume the roles of supervisors working in a furniture factory, and are asked to work together to agree a production schedule and staffing rota for a 5-day period. To enable them to do this, participants are given information about the production process and capacity and staff available. The brief also includes emails such as an order sheet and staff training schedule. Participants need to put together a schedule that will meet the order requirements for the period, while at the same time working within constraints such as legal working hours and minimising storage space needed.

An update is given after 30 minutes' discussion time – this will require participants to revisit their schedule so far.

TYPICAL COMPETENCIES ASSESSED

Decision Making, Planning and Organising, Influencing and Persuading, Team Working

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 15 minutes |
| Group discussion: | 45 minutes |

Factory Design – Level 2

SCENARIO

Participants assume the roles of management trainees who are working on the design of a new factory that will produce garden furniture. The group is given a plan of the factory site and empty building and needs to put together a detailed design of the layout of the future factory. Participants are given information about the production process, likely number of deliveries, employees, budget available, space constraints and legal and Health & Safety requirements. The group's design should include a plan of the location and space needed for production machinery, storage, goods in/out, employee facilities and office space. The group also needs to consider quality and efficiency within the factory, as well as how to maintain the company's principles of being an ethical retailer. Participants will be asked to present their factory layout using materials provided.

TYPICAL COMPETENCIES ASSESSED

Decision Making, Creative Thinking, Planning and Organising, Influencing and Persuading, Team Working, Ethics and Values

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 15 minutes |
| Group discussion: | 45 minutes |

Halbon - Level 2

SCENARIO

Participants assume the roles of management trainees working for an ethical lifestyle retailer called Halbon. They are asked to analyse the results of a recent customer survey and decide how to spend the budget which has been set aside to respond to themes arising from the survey. Some proposals for customer satisfaction initiatives have been shortlisted but the budget will not fund all of them. In addition to the information about the survey, each participant in the group is given some further information for him/her to share with the group. This includes information about the Halbon brand, ethical retailing, a consumer poll, focus group results etc. The exercise can be run with up to 8 participants.

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Decision Making, Influencing and Persuading, Team Working

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 15 minutes |
| Group discussion: | 40 minutes |

Ransdorf Bank - Level 2

SCENARIO

In this exercise the participants represent a group of management trainees who have been selected to work as members of the Bank's newly formed sponsorship team. As part of the Bank's CSR strategy, and in support of a global charity, the Bank is due to sponsor a programme of running events. The participants are required to pull together a proposal for one of the 'Ransdorf Races' with the aim of all profits being donated to charity. Participants are asked to make a number of decisions concerning the event including, the race format, entry fees and prize money, the Expo arrangements and selection of sponsors, as well as providing a high level financial statement. (See also Ransdorf Analysis and Negotiation exercises).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Creative Thinking, Planning and Organising, Influencing and Persuading, Team Working

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 15 minutes |
| Group discussion: | 45 minutes |

Screenplex - Level 2

SCENARIO

The participants represent a group of management trainees who are required to plan and organise a film preview evening to celebrate the company's 25 year anniversary. All funds raised during the evening will be donated to charity. Working within a budget, and to tight timescales, the team must agree upon the programme of events, methods of advertising, price of tickets and the target guests. Participants are required to produce a project plan, an outline of anticipated costs and likely charitable donation. (See also Screenplex Analysis and Fact Find exercises).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Creative Thinking, Planning and Organising, Influencing and Persuading, Team Working

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 15 minutes |
| Group discussion: | 45 minutes |

Steeds - Level 2

SCENARIO

The participants assume the roles of management trainees working for Steeds Ltd, a retailer selling bikes and cycling accessories. The group is required to form a 'task force' with responsibility for addressing a number of issues and problems that have been referred to the head office Retail Operations Unit. The issues include: decisions concerning customer compensation following an in-store accident, the withdrawal of a supplier contract due to unethical practice, a possible product recall, the introduction of a customer loyalty scheme, marketing sponsorship and the tackling of internal loss/shrinkage. All members of the group must agree on the recommendations made. (See also Steeds Analysis exercise).

TYPICAL COMPETENCIES ASSESSED

Creative Thinking, Decision Making, Planning and Organising, Influencing and Persuading and Team Working

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 15 minutes |
| Group discussion: | 45 minutes |

(The exercise can be completed in a shorter timescale (e.g. 30 mins) by reducing the number of issues to be addressed).

Legacy - Level 3

SCENARIO

Participants assume the roles of a group of managers working for the Legacy Corporation. The group are given a number of problems and issues that they need to discuss and make recommendations to address. All members of the group must agree on the recommendations put forward. Issues include: the lack of visitor diversity, problems with the local community and whether or not to sell some land to a retail chain for development. At the end of the discussion period the group is required to present their findings and the rationale behind their thinking. (See also Legacy Analysis, Coaching and Fact Find exercises).

TYPICAL COMPETENCIES ASSESSED

Team Working, Influencing and Persuading, Creative Thinking, Managing Relationships

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 15 minutes |
| Group discussion: | 45 minutes |
| Presentation (optional): | 10 minutes |

The Launch - Level 3

SCENARIO

Participants represent the UK marketing team for an international pharmaceutical company. The task is to draw up a business case and marketing plan for the launch of a new product into Europe. Participants are given information relating to the new product and its position within both the company's existing product portfolio and the external market. The marketing plan should include a financial assessment, covering projected sales, profitability and anticipated Advertising & Promotion spend. The exercise also includes an optional 'update' (given to participants part way through the discussion, and aiming to assess how the team adapts to new information) that provides information concerning a competitor's imminent rival launch.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Planning and Organising, Influencing and Persuading, Team Working, Adaptability

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 20 minutes |
| Group discussion: | 45 minutes |



Product Review - Level 3

SCENARIO

Participants assume the roles of Sales & Marketing Managers working for an international FMCG company. They are asked to put together a recovery strategy for a number of household products and are given a limited budget to do this. Each participant is responsible for a different product range and needs to balance promoting his/her own product with making the best decision for the company. Participants are given information on their products, such as sales figures, market share, previous Advertising & Promotion spend and market information. They are also given a list of options for advertising, marketing and sales promotion, along with the associated costs and potential ROI on each.

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Decision Making, Planning and Organising, Influencing and Persuading, Team Working

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 15 minutes |
| Group discussion: | 45 minutes |

Banco Damasco - Level 4

SCENARIO

Participants assume the roles of senior managers working for a European banking group, which has recently acquired a retail bank in Brazil (Banco Damasco). The participants' task is to develop a strategy for growing business in Brazil. Information provided includes background information about Brazil, the industry, the European banking group, Banco Damasco and options available for expansion. When deciding on their strategy, participants are asked for recommendations to improve the bank's current performance, as well as regarding future market positioning, customer segments, channels, profitability and geographic expansion. (See also Banco Damasco Analysis exercise).

TYPICAL COMPETENCIES ASSESSED

Strategic Thinking, Planning and Organising, Influencing and Persuading, Team Working, Adaptability

TIMING

| | |
|--------------------------|------------|
| Exercise administration: | 10 minutes |
| Individual preparation: | 20 minutes |
| Group discussion: | 45 minutes |

Glebel - Level 5

SCENARIO

Participants take on the role of Board Members for Glebel, a fast moving consumer goods company. An Investment Board meeting has been convened to assess future strategies for improved business performance. Each participant is championing a specific proposal to bring to the Investment Board. The group must decide which strategies to invest in, aligned to the company mission and values. Proposals include acquisition of a drinks brand, diversification in the cakes division, a cost reduction initiative, a restructure and an international marketing campaign. (See also Glebel Analysis, Coaching and Negotiation exercises).

TYPICAL COMPETENCIES ASSESSED

Analytical Thinking, Planning and Organising, Decision Making, Team Working, Influencing and Persuading, Communication, Adaptability

TIMING

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|--------------------------------|------------|
| Exercise administration: | 10 minutes |
| Preparation (linked exercise): | 15 minutes |
| Preparation (stand-alone): | 25 minutes |
| Group discussion: | 45 minutes |
| Presentation to assessors: | 5 minutes |

Strategic Thinking

The ability to take the widest possible perspective, see the broader issues and the impact of these on the business as a whole.

- Keeps abreast of developments in the outside world and evaluates the impact of these
- Demonstrates an awareness of the whole organisation and links this through to own department, projects or people
- Doesn't get so bogged down in the detail that the bigger picture is missed

Analytical Thinking

The ability to gather, understand and interpret information; simplify complex problems and see causal links.

- Sifts information and can identify the significant from the irrelevant
- Identifies links between seemingly unrelated pieces of information
- Critiques information, rather than just accepting it at face value
- Interprets and evaluates information from a range of sources and in a variety of formats

Creative Thinking

The ability to generate original ideas, and/or utilise existing solutions/ideas in new and innovative ways.

- Willing to explore new ideas and new approaches to doing things
- Can visualise things not previously experienced
- Can see how existing ideas can be changed to meet new requirements
- Consistently able to come up with lots of ideas – rather than just presenting one

Planning and Organising

The ability to establish an efficient and appropriate course of action for self and others. Prioritises, plans and monitors activities taking into account all the relevant issues and factors such as deadlines, staffing and resources.

- Makes the most efficient use of resources
- Delegates tasks appropriately
- Monitors and updates plans on an on-going basis
- Consistently delivers to agreed deadlines



Decision Making

The ability to take the initiative, commit oneself, originate well reasoned action and be responsible for the consequences.

- Makes timely decisions
- Willing to 'get off the fence' and state own views and opinions
- Consults appropriately
- Makes decisions on the data available
- Can make 'on the spot' decisions when necessary
- Willing to express views even when these will be unpopular with others

Leadership

The ability to outline a vision for the future and to motivate and manage people to achieve it.

- Gives staff clear direction and purpose
- Inspires others to achieve goals
- Creates an environment which is both high-performing and supportive
- Gives staff opportunities to do their best work
- 'Walks the talk' – role models the behaviour expected

Managing Relationships

The ability to build and maintain effective working relationships.

- Takes time to get to know people
- Understands and is sensitive to the feelings and needs of others
- Values individual differences
- Takes the initiative in establishing new relationships
- Establishes rapport quickly with new clients/people
- Takes care to nurture both new and existing relationships

Team Working

The ability to work with others towards shared goals.

- Maintains an appropriate level of contribution even when not particularly engaged in the subject matter
- Puts the team outcome above own personal goals
- Encourages the contributions of others in the team in order to maximise its effectiveness

Developing Others

The ability to recognise potential in others and develop skills and competencies through appropriate developmental activities.

- Creates a climate in which potential can be realised
- Constantly reviews performance and offers constructive feedback
- Takes appropriate action where individuals are failing to reach the level of performance expected
- Offers guidance and support to others
- Makes the most of on-the-job activities to develop staff

Influencing and Persuading

The ability to draw from a range of strategies to convince others in a way that results in agreement or behaviour change.

- Comes up with sound arguments to support ideas/actions
- Is able to counter-argue without seeming aggressive or argumentative
- Listens to other points of view to gain understanding
- Checks for agreement rather than assuming compliance
- Identifies key influencers in an organisation
- Uses strength of argument rather than position to influence others

Communication

The ability to express ideas clearly and ensure they are understood, adopting styles and techniques which are appropriate to the audience and the type of information.

- Chooses the most appropriate communication method for the message i.e. face to face, e-mail, phone
- Listens actively
- Encourages two-way communication
- Checks for understanding
- Communicates in a timely fashion
- Takes responsibility for the message

Performance Orientation

The ability to set high standards and maintain the commitment, motivation and energy to achieve them.

- Constantly seeks to improve the standard of work produced
- Sets appropriately demanding goals
- Invests energy readily, even when dealing with mundane tasks
- Persists even when faced with pressure, set-backs or provocation
- Bounces back from disappointments
- Keeps problems in perspective



Self-development

The ability to identify own strengths and areas of development and to apply opportunities for learning and development.

- Sets aside time for own development
- Actively seeks feedback from a range of people
- Acts on feedback where appropriate
- Reflects on performance and pinpoints areas that need improvement
- Makes sure that strengths are utilised as much as possible
- Acknowledges criticism but doesn't take it to heart

Adaptability

The ability to modify ones behaviour as appropriate to changing circumstances; can maintain effectiveness when faced by changing environments or demands.

- Adjusts behaviour appropriately to meet the demands of the situation
- Performs equally well in a variety of different environments
- Anticipates the need to change behaviour
- Reacts quickly when circumstances change
- Learns new tasks quickly

Ethics and Values

The ability to maintain high ethical standards and behave in accordance with own organisation's values.

- Acts in line with own organisation's ethical standards and/or core values
- Keeps his/her word
- Takes responsibility for his/her actions
- Balances business need with ethical considerations when making decisions

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