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SIMULATIONS

Online simulations engage students with real-life management situations that require them to make critical decisions while challenging assumptions. Simulations allow students to learn through experimentation and explore the impact of multiple variables within each simulated scenario.

ENTREPRENEURSHIP

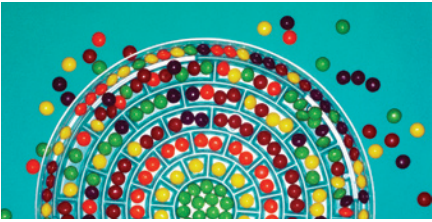
Entrepreneurship Simulation: The Startup Game

Ethan Mollick

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA

#WH0001 | MULTI-PLAYER

SEAT TIME: 60 MINUTES



This multi-player simulation explores the fundamentals of forming a new company. Students role-play as founders, investors, and potential employees tasked with negotiating deals, calculating valuation, finding the right staffing mix, and debating financial gains versus organizational control, respectively. It also features interviews with successful entrepreneurs. Designed for classes of 20 to 86 students, the simulation can serve as an introduction or capstone to any entrepreneurship class.

Working Capital Simulation: Managing Growth V2

Sandeep Dahiya

#7070 | SINGLE-PLAYER

SEAT TIME: 30–45 MINUTES

The CEO of a small retailer of nutraceuticals—foods that provide health benefits—evaluates growth opportunities for the firm. Students must analyze each opportunity for its possible impact on revenue growth and for the effects on working capital. The second release of this simulation includes an optional financing decision for students, a new metric tracking the firm's equity value, and a new optional problem set. Ideal for classes in finance, accounting, and entrepreneurial finance.

ALL SIMULATIONS INCLUDE:

- Complete Educator Copies
- Teaching Notes for a comprehensive debrief
- Detailed guidance on running the simulation
- Administrative features and setup options
- Web-based, graphical results ready for class presentation

FINANCE

Finance Simulation: Blackstone/Celanese

Nabil N. El-Hage; Timothy A. Luehrman

#3712 | MULTI-PLAYER: 2 ROLES

SEAT TIME: AT LEAST 120 MINUTES

This team-based simulation is based on the landmark acquisition of Celanese AG by the Blackstone Group in 2003. Students assume the roles of either Blackstone or Celanese and re-create the circumstances of the original deal as they explore the principles of private equity finance. Students conduct due diligence, establish deal terms, and respond to bids and counterbids.

Finance Simulation: Capital Budgeting

Timothy A. Luehrman

#3357 | SINGLE-PLAYER, MULTIPLE-SCENARIO

SEAT TIME: 60–90 MINUTES



Students act as members of the capital committee at a high-end doll manufacturing company and select projects to fund across the company's three divisions. Over a simulated five-year period, students review a variety of proposals, ranging from small tactical projects to major strategic initiatives, including an acquisition opportunity. Each project includes a detailed description, financial projections, project performance metrics, and a risk profile. Ultimately, students must develop an annual capital budgeting strategy that creates the most value for the firm.

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SIMULATIONS CONTINUED

Finance Simulation: M&A in Wine Country V2

Timothy A. Luehrman; W. Carl Kester

#4805 | MULTI-PLAYER: 3 ROLES

SEAT TIME: 90 MINUTES

Students play the role of a CEO at one of three wine producers. Two of the firms consider merging with each other, while the third considers acquiring one of the other two. Students must determine acquisition targets, set reservation prices, and negotiate deal terms. This simulation teaches the core principles of valuation, M&A strategy, and negotiation.

GENERAL MANAGEMENT

Cesim SimFirm

CESIM | #CE0005

AVAILABLE IN 7 LANGUAGES

SEAT TIME: 8-15 HOURS

In this general management simulation, teams of students manage the sales and operations of an international manufacturing company in competition with other teams. They will develop and execute strategies for their company operating in different markets. The simulation develops students' knowledge in core areas of business, including marketing, production, logistics, and finance. Learners will better understand how to operate a company and will develop a market- and value-driven approach to decision making. They will also improve their ability to interpret and forecast market situations and financial results and translate them into goal-oriented decisions. Allows for teams of up to eight students and features customizable difficulty level and number of rounds.

Cesim Hospitality

CESIM | #CE0007

AVAILABLE IN 8 LANGUAGES

SEAT TIME: 8-20 HOURS

This operational hospitality simulation gives students the opportunity to run a hotel and restaurant businesses in competition with other teams. They make decisions regarding revenue management, sales promotion, food and beverage operations, housekeeping, staff management, and procurement. The simulation develops students' capabilities in identifying, analyzing, and acting on key operational and environmental variables that influence hotel and restaurant operations. In addition, they gain holistic understanding of the link between different functions and their impact on the bottom line. Allows for teams of up to eight students and features multiple customization options.

Business Fundamentals – Bikes

MARKETPLACE SIMULATIONS | #MP0011 | #MP0013

VERSIONS AVAILABLE: STUDENT VS. COMPUTER AND STUDENT VS. STUDENT

SEAT TIME: 4 HOURS

Business Fundamentals is a hands-on introduction to all essential elements of business. Students start up an international bicycle company based on two innovative technologies: an economical form of carbon fiber and advanced 3D printers. They have to formulate an initial business strategy and then execute it in the hope that it will generate customer satisfaction, motivated employees, and revenue and profits.

Conscious Capitalism – Bikes

MARKETPLACE SIMULATIONS | #MP0015 | #MP0017

VERSIONS AVAILABLE: STUDENT VS. COMPUTER AND STUDENT VS. STUDENT

SEAT TIME: 18 HOURS

The goal of the *Conscious Capitalism® Bikes* simulation is to develop conscious leaders who build sustainable businesses that benefit all stakeholders. Students are challenged to operate a conscious business, in contrast to the traditional profit-maximizing paradigm. They deal with ethical, environmental, and sustainability issues in addition to the usual management challenges of running a business. Teams of students start up an international bicycle company. Will buyers pay a premium for a lightweight carbon fiber bike tailored to their needs? Will the students take on an expanded goal to become a profitable, conscious business that aligns with and harmonizes the interests of employees, customers, suppliers, the community, and shareholders?

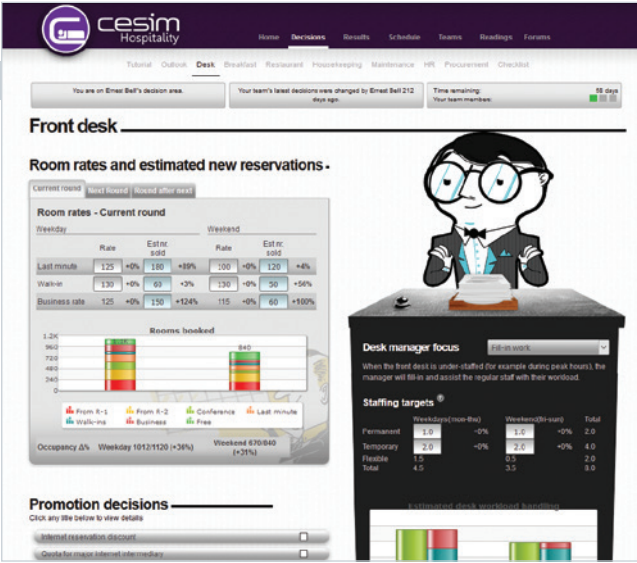
MARKETING

Advanced Strategic Marketing

MARKETPLACE SIMULATIONS | #MP0005

SEAT TIME: 16+ HOURS

The *Advanced Strategic Marketing* simulation builds on Marketplace's *Introduction to Marketing* and *Strategic Marketing* simulations to offer more complex market data and more challenging decision choices. Perfect for a marketing strategy capstone, this simulation introduces students to all aspects of modern marketing and is appropriate for advanced undergraduates and MBA students. The simulation allows students to develop and execute a complete marketing strategy, including brand design, pricing, ad copy and design, media placement, distribution, and sales force management.



→ from Cesim Hospitality

Data Analytics Simulation: Strategic Decision Making

Thomas H. Davenport

#7050 | SINGLE-PLAYER
SEAT TIME: 75 MINUTES

This single-player simulation teaches students the power of analytics in decision making. Acting as the brand manager for a laundry detergent, students are tasked with turning the brand's performance around by using sophisticated analytic techniques to understand current issues and determine the best strategy for improving performance. Students are asked to predict market demand, set the channel price, make formulation decisions, determine promotional spending strategy, and communicate their strategy to management. The simulation makes use of actual consumer data informed by a multinational consumer goods company.

“The competition among students was intense and the classroom discussions lively.”

REVIEW ON THE HBP EDUCATION WEBSITE*

Introduction to Marketing

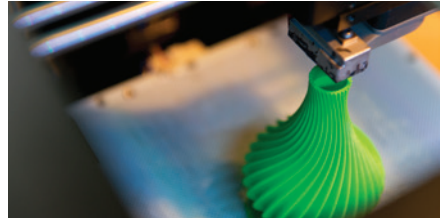
MARKETPLACE SIMULATIONS | #MP0001 | #MP0007
VERSIONS AVAILABLE: STUDENT VS. COMPUTER AND STUDENT VS. STUDENT
SEAT TIME: 4-6 HOURS

The *Introduction to Marketing* simulation exposes participants to all aspects of modern marketing. Designed for introductory marketing and marketing principles courses, the simulation allows students to develop and execute a complete marketing strategy, including brand design, pricing, ad copy and design, media placement, distribution, and sales force management. Throughout the exercise, students receive information on customer needs as well as feedback on customer satisfaction.

Marketing Simulation: Customer Centricity

Peter S. Fader

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA
#WH0005 | SINGLE- OR MULTI-PLAYER



SEAT TIME: 8 HOURS

In this eight-hour simulation, students act as chief marketing officer of a 3D printing company tasked with building a customer-centric strategy to drive business growth. Equipped with a customer relationship management dashboard, they gather and analyze customer behavior data over time and make strategic decisions to develop a profitable customer base. The simulation illustrates the differences between individual customers, market sectors, and customer segments while exploring the relationship between customer equity and market valuation. Students will also learn how to adapt to competitive threats and consider the role of branding in a customer-centric organization.

“The most realistic simulation we have ever encountered ... It reflects today's business challenges.”

REVIEW OF MARKETING SIMULATION: CUSTOMER CENTRICITY

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SIMULATIONS CONTINUED

Marketing Simulation: Managing Segments and Customers V2

Das Narayandas

#7018 | SINGLE-PLAYER

SEAT TIME: 150-180 MINUTES



Acting as the CEO of a company that manufactures medical device motors, each student must define and execute a successful business-to-business marketing strategy. Students analyze the requirements of different market segments and decide which new customers to attract while considering the customers they must retain. The second release of this simulation provides streamlined analysis tools for students and enhanced administrative features for instructors.

Marketing Simulation: Using Conjoint Analysis for Business Decisions

Elie Ofek; Olivier Toubia

#515713 | SINGLE-PLAYER

SEAT TIME: 60 MINUTES

Using two different scenarios—a “green car” exercise and an over-the-counter cold and flu medicine exercise—this simulation provides users with an appreciation of how conjoint analysis output can be relevant in practice and gives students an interactive experience of using conjoint analysis for managerial decision making. This simulation is part of a comprehensive Conjoint Analysis Toolkit, which includes the Conjoint Analysis Online Tutorial (#514712) and the *Conjoint Analysis Do It Yourself Guide* (#515024).

Pricing Simulation: Universal Rental Car V2

John T. Gourville; Tom Nagle; John Hogan

#7005 | SINGLE-PLAYER

SEAT TIME: 90 MINUTES

Students assume the role of a regional marketing manager responsible for pricing a fleet of rental cars across three cities in Florida. They must consider pricing strategies for leisure and business travel and react to the competitive responses to their decisions. Faculty can customize the simulation to meet a variety of learning objectives.



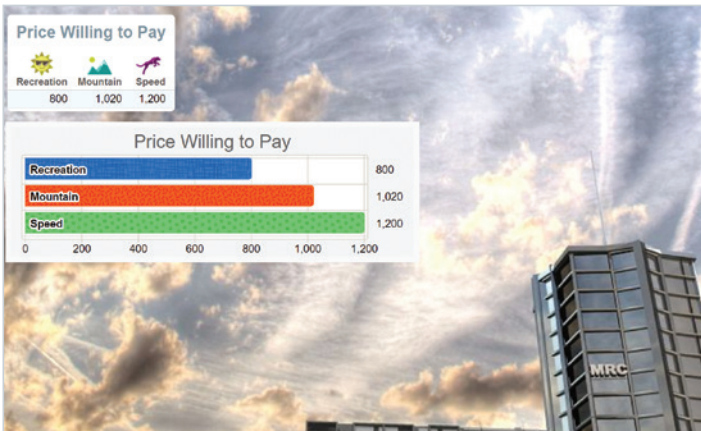
Strategic Marketing

MARKETPLACE SIMULATIONS | #MP0003 | #MP0009

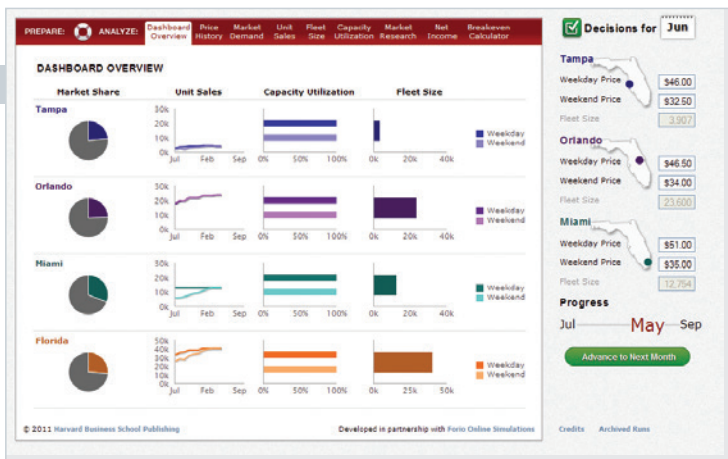
VERSIONS AVAILABLE: STUDENT VS. COMPUTER AND
STUDENT VS. STUDENT

SEAT TIME: 10-16 HOURS

The *Strategic Marketing* simulation provides an integrated, in-depth look at all areas of marketing. Designed for intermediate and advanced marketing strategy courses, this simulation takes Marketplace’s *Introduction to Marketing* simulation to a higher level to include additional market segments, brand and advertising options, sales outlets, and market reports. The simulation also includes more resource planning and advanced marketing techniques, such as brand promotions and sales force incentives.



→ from Marketplace Simulations: Strategic Marketing



→ from Pricing Simulation: Universal Rental Car V2

Value Proposition Simulation: Surgical Robotics

Marta Dapena-Baron

#8720 | MULTI-PLAYER

SEAT TIME: 90 MINUTES



Playing the role of CEO at competing surgical robotics companies, students are tasked with gaining market share by improving their value proposition to customers. Bringing the concept of value proposition to life, the simulation highlights how effective propositions connect to an organization's strategy and drive brand value.

NEGOTIATION

Negotiation Simulation: OPEQ

Maurice E. Schweitzer

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA

#WH0002 | MULTI-PLAYER

SEAT TIME: 60 MINUTES

In this multi-player simulation, teams of students act as ministers of an oil production board tasked with setting petroleum production levels for one of three fictional countries. The simulation can be easily tailored to teach an array of negotiation and economic principles, and it incorporates a number of unexpected events to enhance the complexity of the situation. Included is a pedagogical toolkit for instructors to run an effective learning debrief.

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OPERATIONS AND SERVICE MANAGEMENT

Global Supply Chain Management Simulation V2

Janice H. Hammond

#8623 | SINGLE-PLAYER

AVAILABLE IN SPANISH, PORTUGUESE, CHINESE, AND JAPANESE

SEAT TIME: 75 MINUTES

In this updated simulation, students set up a global supply chain to deliver two models of mobile phones. The simulation takes place over four simulation years, and students visit four different "rooms" each year. Students choose new mobile phone features and forecast demand. They choose among a geographically diverse group of suppliers—all with different lead times—and contract for production. The goal is to understand how to balance competing priorities and a supply chain that is flexible enough to react quickly to unexpected shifts in demand while remaining profitable.

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SIMULATIONS CONTINUED

Operations Management Simulation: Benihana V2

W. Earl Sasser Jr.; Ricardo Ernst

#7003 | SINGLE-PLAYER

SEAT TIME: 90 MINUTES

Students must develop the most profitable overall strategy for a Benihana restaurant by improving throughput, optimizing bar and restaurant layouts, and reducing demand variability. Students can experiment with changing different parameters in each scenario as they test strategies for maximizing operating performance. The second release of this simulation provides students with enhanced animations illuminating the challenges of running a service operation and gives faculty streamlined tools for conducting an effective debrief.

“The simulation elicits the students’ competitive spirit ... it tests [their] intuition.”

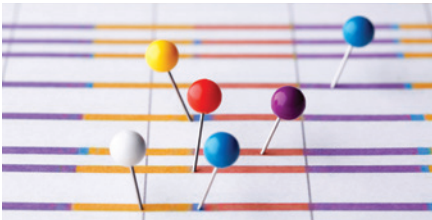
REVIEW OF OPERATIONS MANAGEMENT SIMULATION:
BENIHANA V2*

Operations Management Simulation: Quality Analytics

Barbara B. Flynn

#4404 | SINGLE-PLAYER

SEAT TIME: 60 MINUTES



Students learn how to manage quality in service, health care, and manufacturing settings through the use of analytics related to statistical process control, process capability, and the cost of quality. Four different challenges ask students to calculate control limits, use control limits in real time, analyze control charts post hoc, and make managerial investments in preventive measures that contribute to the cost of quality.

Project Management Simulation: Scope, Resources, Schedule V2

Robert D. Austin

#4700 | SINGLE-PLAYER

SEAT TIME: 90-120 MINUTES

The second release of this simulation adds a new scenario with unanticipated events and the ability to add prototypes to the project plan. Students explore three project management levers—scope, resources, and schedule—while managing a new product development project at a printer manufacturer. Students choose between hiring staff and outsourcing tasks and then consider the effects these choices have on the project and schedule.

Supply Chain Management Simulation: Root Beer Game V2

Harvard Business School Publishing

#6619 | MULTI-PLAYER: 4 ROLES; SINGLE-PLAYER OPTION

SEAT TIME: 60 MINUTES

This version of the classic Beer Game portrays a typical supply chain and illustrates how oscillations can arise and amplify into the “bullwhip” effect. Students assume roles representing four links in the supply chain: retailer, wholesaler, distributor, and factory. Faculty can assign different supply chain configurations within the same class.

ORGANIZATIONAL BEHAVIOR

Change Management Simulation: Power and Influence V2

William Q. Judge; Linda A. Hill

#4345 | SINGLE-PLAYER, MULTIPLE-SCENARIO

SEAT TIME: 90-120 MINUTES

In the second release of this popular simulation, students face the challenge of implementing an enterprise-wide strategic change initiative. To understand how power and influence affect the ability to bring change to an organization, students take the role of a middle manager or the CEO at a manufacturing firm considering adopting a sustainability program. In this single-player simulation, students choose among up to 18 change levers as they attempt to move members of the organization along a four-step pathway from awareness to adoption.

Global Collaboration Simulation: Tip of the Iceberg

Tsedal Neeley

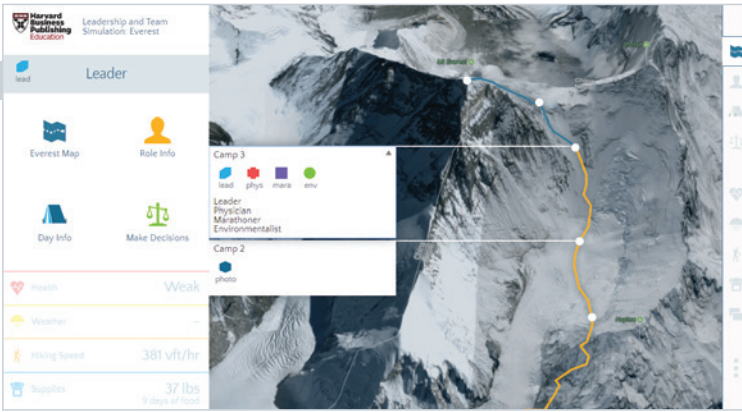
#7101 | MULTI-PLAYER

SEAT TIME: 60 MINUTES

This simulation gives students firsthand experience with the challenges of global collaboration and leading global teams. Communicating via chat, teams of four or five students race against the clock to prepare a presentation. The simulation constrains the ways in which the native and nonnative speakers can interact, and the resulting experience replicates communication patterns in globally diverse and distributed teams. As their team struggles to collaborate, students experience firsthand how communication challenges can interfere with work goals. This simulation illustrates how much can be lost in translation between people from different linguistic and cultural backgrounds.

“Easy to teach and use, the students enjoyed it, and it helped them experience the challenges of communicating across languages.”

REVIEW OF GLOBAL COLLABORATION SIMULATION:
TIP OF THE ICEBERG*



→ from Leadership and Team Simulation: Everest V3

Leadership and Team Simulation: Everest V3

Michael A. Roberto; Amy C. Edmondson

#8867 | MULTI-PLAYER: 5 ROLES

SEAT TIME: 120 MINUTES

AVAILABLE IN SPANISH, PORTUGUESE, CHINESE, AND JAPANESE

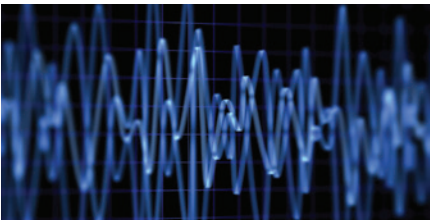
With the dramatic setting of a Mount Everest summit expedition, this high-stakes simulation teaches group dynamics and leadership. Students play one of five roles on a team of hikers. Teammates must share information to maximize group achievement and avoid perils that threaten the group's ability to reach the summit. The third release of our best-selling simulation features new team assignment options and new challenges, an updated interface and design, new instructions and videos, and an improved experience for both students and facilitators.

Organizational Behavior Simulation: Judgment in a Crisis

Michael A. Roberto

#7077 | SINGLE-PLAYER

SEAT TIME: 60 MINUTES



Students play the role of a product manager at Matterhorn Health, a medical device manufacturer. The company recently launched the GlucoGauge blood glucose monitor, but problems are reported by customers immediately after launch. Students receive a barrage of information through various channels—email, video messages, voicemail, and instant message chats—requesting that they determine the cause of the issue and recommend a course of action. This simulation explores issues related to human judgment and decision making during a crisis. It is appropriate for courses in organizational behavior, principles of management, leadership, and managerial decision making.

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STRATEGY

Cesim Global Challenge

CESIM | #CE0001

AVAILABLE IN 9 LANGUAGES

SEAT TIME: 10-20 HOURS

This comprehensive strategy simulation puts students at the helm of a global technology company. Teams will develop and execute strategies for their fictional company operating in three global markets while they manage the firm through technological and market evolution in a competitive environment. Learners will gain a holistic understanding of the complexity of global business operations in a dynamic environment and the financial implications of their strategic and operational decisions. Allows for teams of up to eight students and features customizable modules and number of rounds.

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SIMULATIONS CONTINUED

Cesim OnService

CESIM | #CE0003
AVAILABLE IN 7 LANGUAGES
SEAT TIME: 8-15 HOURS

Cesim OnService engages students with service business fundamentals. Students manage the operating, market, and financial performance of a small service business in competitive markets with seasonal variations in demand and economic conditions. The key decision-making areas in the simulation are human resource management, capacity management, investments, service quality, pricing, and marketing. Success is measured by both operational and financial key indicators. This simulation enhances customer-oriented, fact-based decision making and educates students on the financial implications of business decisions. Allows for teams of up to eight students and features customizable market options and number of rounds.

Strategic Innovation Simulation: Back Bay Battery V3

Clayton M. Christensen; Willy Shih
#8873 | SINGLE-PLAYER
SEAT TIME: 90 MINUTES



In this simulation, students step into the role of president at Back Bay Battery, Inc., the battery division of a billion-dollar consumer electronics manufacturer. Students have to apply strategic innovation thinking to sustain Back Bay Battery's leadership position in the market as new technologies emerge and the competitive landscape heats up.

Strategy Simulation: The Balanced Scorecard

V.G. Narayanan

#114701 | MULTI-PLAYER
SEAT TIME: 75 MINUTES



Students experience the benefits and challenges of using a scorecard to implement strategic initiatives and monitor firm performance. Small teams of students work together to choose a strategy for their company, create a strategy map, develop a balanced scorecard, choose initiatives to implement their strategy, and use feedback from the balanced scorecard to adjust their implementation approach over a series of eight rounds. At the conclusion of the simulation, each team's company will be purchased by a private investor. The goal of the simulation is to maximize firm value at the time of buyout—the buyout price being based on the company's financial position and future prospects. *Strategy Simulation: The Balanced Scorecard* is designed as a multi-player experience but can also be played by a single player. Instructors have the option of allowing students to play practice rounds and assigning certain teams to a “control group.” The simulation debrief section provides key statistics and visuals that summarize student performance.

“Students really liked this fast-paced simulation. The teaching support is very good.”

REVIEW OF STRATEGY SIMULATION:
THE BALANCED SCORECARD*

Strategy Simulation: Competitive Dynamics and Wintel V2

#716801 | MULTI-PLAYER
SEAT TIME: 90 MINUTES

In this online simulation, students study the dynamics of cooperation and competition between two markedly different businesses that both rely on the flow of PC sales. Playing the role of Microsoft or Intel, students determine product release schedules and pricing and consider whether to coordinate schedules and frequency of releases. This second release of the simulation combines the proven learning objectives of the original with an updated user experience and streamlined administrative features. Ideal for courses in strategy and negotiation.

SHORT SIMULATIONS

These short simulations illustrate fundamental concepts and can be used to reinforce key learning objectives in case studies, *Core Curriculum* Readings, and other material. Each simulation is available entirely online and takes less than 30 minutes for students to complete.

All simulations include a Teaching Note for a comprehensive debrief. Complete Educator Copies available.

“The takeaways are straightforward and memorable ... a great intro to lean startup methods.”

REVIEW OF NEW VENTURE SIMULATION: THE FOOD TRUCK CHALLENGE



→ from **Macroeconomics Simulation: Econland**

Macroeconomics Simulation: Econland

Tim Rogmans

HARVARD BUSINESS PUBLISHING | #8725

Winner of the 2018 International Serious Play Silver Medal Award, this simulation brings economic policy making to life by allowing students to understand the economic environment of a fictional country, make monetary and fiscal policy decisions, and analyze the results of their decision making through a seven-year business cycle.



ACCOUNTING

Financial Analysis Simulation: Data Detective

V.G. Narayanan; Suraj Srinivasan

HARVARD BUSINESS SCHOOL PUBLISHING | #8742

In this simulation, students learn to identify typical industry characteristics revealed in financial data. Equipped with an interactive and flexible set of tools, students analyze disguised financials and—using their knowledge of operational practices and reasoning skills—match them to real companies and their descriptions. The simulation allows faculty to assign firms from a library of more than 50 publicly traded companies or to upload their own.

ECONOMICS

Asset Market (Bubble and Crashes)

MOBLAB | #ML0001

In this simulation, students find out just how easy it is for a speculative asset bubble to form, like the recent U.S. housing bubble or the more obscure Dutch tulip bubble. Students participate in a simulated asset market that has full information and common knowledge. Despite these advantages, a speculative bubble with transaction prices well above the asset's maximum value will often form, showing that even the best traders can get caught with an overvalued asset.

Minimum Effort

MOBLAB | #ML0007

This simulation shows students the high individual costs associated with miscoordination through an exercise in which each student must choose a level of effort. If the whole group chooses a high level of effort, the group is rewarded handsomely. However, if one person in the group slacks off, the effort is wasted and the hardworking individuals expend a cost for nothing. Both communication and target-setting can increase the likelihood of the team's coordination. Pairs well with the case study *Can an Airline Cut Turn Times Without Adding Staff?* (#R1604X).

MobLab Games: All Access

MOBLAB | #ML0020

SEAT TIME: 30 MINUTES

These interactive games allow students to experiment with topics like behavioral economics, game theory, negotiation, and much more. Pay one price and get access to a library of 45 games. Students can experience pricing bubbles and crashes in a mock Asset Market, explore moral hazard from both sides in a Principal-Agent scenario, practice profit maximization in a Production Entry and Exit simulation, and dive into behavioral economics through a variety of bargaining games.

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SHORT SIMULATIONS CONTINUED

Principal-Agent

MOBLAB | #ML0003

This simulation exposes students to how incentives in contracts affect workers' willingness to accept offered contracts—and ultimately the effort dedicated to a project. Students take one of two roles: bosses who are able to make contract offers to workers, and workers who are able to accept or reject these contracts. Workers also choose how hard to work on the proposed project based on the salary and bonus structure offered. Students see firsthand how different contract features, such as salaries and bonuses, influence a project's success.

Production, Entry, and Exit

MOBLAB | #ML0009

In this simulation, students are exposed to short-run profit maximization and its place in a long-run competitive equilibrium. In each round, students will learn the importance of making decisions at the margin, as they can adjust the level of output they want to make given market decisions. Over the course of several rounds, they will be able to see that higher prices bring people into a market, while lower prices will drive people out of the market until a sustainable equilibrium is reached.

Stackelberg Competition

MOBLAB | #ML0005

Students participate in a duopoly market with Stackelberg Competition, modeled after airlines deciding on the number of flights to schedule to a new destination. The first mover in the market decides how many flights it wants to schedule, followed by the second mover's decision.

This simulation effectively shows students the first-mover advantage in a duopoly market of homogenous goods.

Trust

MOBLAB | #ML00013

This simulation is an exercise in trust. Students work in pairs, where one invests a portion of money with the other (the responder). The money invested triples in size, and the responder decides how much, if any, to send back to the investor. Without trustworthiness or fairness, the responder may never send any back, and thus the investor should never invest. However, if players do have mutual trust, the initial investment can benefit both players substantially.

Ultimatum

MOBLAB | #ML0011

This simulation demonstrates the importance of fairness and altruism in certain contexts. Students work in pairs, and one proposes a split of a sum of money. If the other student accepts the proposal, they both earn their respective split. However, if the proposal is rejected, both students get nothing. Proposals that are viewed as "unfair" will often be rejected, even if it means both players will lose money. This leads to more generous splits than would be predicted by a strictly profit-maximizing theory.

ENTREPRENEURSHIP

New Venture Simulation: The Food Truck Challenge

Michael A. Roberto

HARVARD BUSINESS PUBLISHING | #7201

Students compete to win a food truck competition while learning about prototyping, learning by doing, and having the willingness to fail. This is ideal for discussions of entrepreneurship, design thinking, innovation, and product development. The simulation can be played in 20 to 30 minutes on a computer, tablet, or mobile phone.

GENERAL MANAGEMENT

Family Business Simulation: Honey Heritage

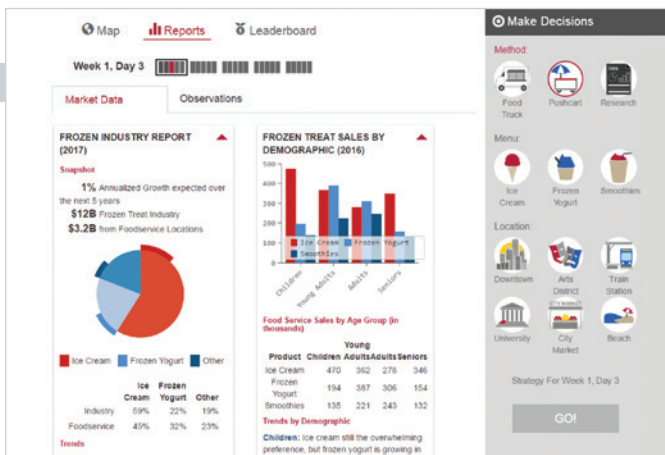
Rajiv Agarwal

#7130 | SINGLE-PLAYER

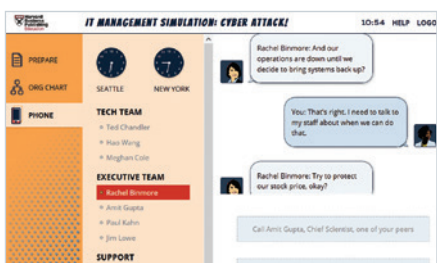
Assuming the responsibility of a family-owned honey business, students must sustain and grow the business while dealing with rising family tensions, external stakeholders, and a changing marketplace. Students get a taste of how the dynamics of family, business, and ownership intertwine and how decisions made in the present can affect future generations.



→ from MobLab: Trust



→ from New Venture Simulation: The Food Truck Challenge



→ from IT Management Simulation: Cyber Attack!

INFORMATION TECHNOLOGY

IT Management Simulation: Cyber Attack!

Robert D. Austin

HARVARD BUSINESS PUBLISHING | #8690

This simulation teaches students key issues faced by managers when responding to an IT crisis. Playing the role of CTO at a company in the midst of a cyber attack, students practice ascertaining priorities and making sound decisions that reinforce data preservation. They navigate the complexities of managing a crisis and communicating in a fast-paced environment while learning the importance of crisis preparedness. First, students confront a surge of information, conflicting opinions, and an evolving series of events that they diagnose, react to, and recover from. Students are then tasked with writing a public statement about the attack and subsequently reviewing their peers' statements. Simulation play is synchronous—all students must be logged in at the same time.

Innovation Simulation: Breaking News

Tucker Marion; Sebastian Fixson

HARVARD BUSINESS PUBLISHING | #8675

In this 20-minute online simulation, students manage the innovation process for the Citizen Sun, a struggling newspaper company. Working with limited time and a limited budget, students design innovation initiatives—open innovation campaigns, customer focus groups, and internal R&D projects—to generate a pool of innovation ideas. Students must then review, test, and make a selection from among those ideas in order to choose the best possible innovation for the Citizen Sun news organization. The simulation teaches students about managing the innovation process, the different modes of innovation, idea generation and selection, and the role of organizational context in innovation.

“An effective springboard into deeper discussion on innovation practices such as open innovation and fostering entrepreneurship in an organization. Highly recommended for students at all levels.”

REVIEW OF INNOVATION SIMULATION: BREAKING NEWS

SHORT SIMULATIONS CONTINUED

Innovation Marketing Simulation: Crossing the Chasm

Michael Eckhardt; Mark Cavender;
Geoffrey Moore; Tripat Gill

HARVARD BUSINESS PUBLISHING | #8695

This simulation allows students to experience the frustrations and challenges of taking a disruptive innovation from initial success with early adopters to widespread adoption by the mainstream market. Students play the role of a self-driving vehicle technology firm that has garnered significant attention from the early adopter market but is struggling to break into the mainstream market. Students must assess the market segments that have shown interest in self-driving vehicles, develop the appropriate product solution for their selected segments, and achieve the growth promised by their technology.

Marketing Simulation: The Positioning Game

Paul W. Farris

DARDEN SCHOOL OF BUSINESS | #UV6715

Using perceptual maps, students compete for profit and market share by positioning their product at an ideal place in the market. Instructors can customize various elements, including the market and product attributes, timing and number of rounds, and costs associated with positioning changes. Students learn key lessons regarding market structure and segmentation, branding, competitive analysis, consumer-driven product development, and the critical role of product positioning in marketing strategy.

OPERATIONS MANAGEMENT

Operations Management Simulation: Balancing Process Capacity

Ricardo Ernst

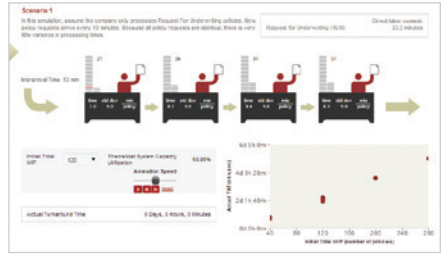
HARVARD BUSINESS PUBLISHING | #4301

Students must maximize utilization and improve profitability by applying concepts of process analysis at a car wash. The first challenge assumes demand is constant and validates Little's Law. The second adds demand and process variability to reveal the complex and realistic challenges of running an efficient operation.

Operations Management Simulation: Inventory Basics

HARVARD BUSINESS PUBLISHING | #4388

Students are responsible for managing stock at a hardware store. They play three scenarios and experience different demand patterns for different products. Students develop intuition about the best way to balance holding costs against ordering costs in order to avoid running out of stock.



→ from Operations Management Simulation: System Utilization in Service Management

Operations Management Simulation: Multiple-Server Queues

Anita Tucker

HARVARD BUSINESS PUBLISHING | #4386

Students see how variability in arrival times, variability in service times, and resource utilization impact patient waiting times for a four-bed hospital unit. A second scenario compares the average performance of four specialized four-bed units with the performance of a pooled 16-bed unit. The exercise illustrates the trade-offs among cost, patient experience, and clinical quality that arise from queuing systems.

Operations Management Simulation: Push vs. Pull Production

Roy D. Shapiro

HARVARD BUSINESS PUBLISHING | #4402

Students explore two basic triggering mechanisms used in production planning: push and pull. Set in a computer manufacturing supply chain, the exercise requires students to consider how production triggers are directly related to meeting demand, managing inventory, and maximizing capacity utilization.

Operations Management Simulation: System Utilization in Service Management

Roy D. Shapiro

HARVARD BUSINESS PUBLISHING | #4391

Based on the classic Manzanita Insurance case, this simulation reinforces student understanding of Little's Law. Students analyze a service process—writing and renewing insurance policies—to understand the impact of capacity utilization on throughput time and work in progress under demand variability. This simulation can be used for courses in operations management for both MBA and undergraduate students. It is delivered entirely online and requires either one class meeting or none at all for students to run the simulation and discuss the results.



→ from Strategy Simulation: Value Champion

ORGANIZATIONAL BEHAVIOR

**Organizational Behavior Simulation:
Leveraging Networks**

Spela Trefalt

#8682 | MULTI-PLAYER

This engaging 20-minute group simulation teaches students about the structural properties of social networks. Students are placed into networks of seven, eight, nine, or 10 people with the goal of obtaining certain key resources from their network as quickly as possible. Students can communicate and exchange resources with players they are directly connected to—but no one else. As the students work their network to find the resources they need, it becomes clear that certain players are in more strategically advantageous positions than are others. The simulation teaches concepts that include network structures and properties, social capital, reciprocity, power and influence, and the importance of networking.



**Organizational Design Simulation:
Evolving Structures**

Carlos Martin-Rios, Niclas Erhardt

#7140 | MULTI-PLAYER

As the CEO of Ecotripp—a sustainable-travel company—students must decide how to evolve the company’s organizational structure to support its growth from an entrepreneurial venture to an established midsize business. As they play, students quickly discover that designing and implementing the appropriate structure impacts everything from company culture to employee satisfaction and revenue.

STRATEGY

**Strategy Simulation:
The Negotiator’s Dilemma**

Michael A. Wheeler

HARVARD BUSINESS PUBLISHING | #8670

This competitive 25-minute online simulation presents students with an opportunity to identify patterns in negotiation strategy by playing against the computer (Practice Mode) and then applying those lessons in a 10-round interactive simulation played with other students (Play Mode). In Practice Mode, the students and their computerized counterpart decide whether to “cooperate” or “compete” simultaneously, and after a few moves, the students try to identify which of the eight possible negotiation strategies the computer is playing. In Play Mode, groups of four students play a fast-paced prisoner’s dilemma exercise. Each round is timed, and students choose whether to cooperate or compete, with the goal of maximizing their own individual point scores.

Strategy Simulation: Value Champion

Norman T. Sheehan

#8685 | SINGLE-PLAYER

This simulation teaches students about value chain analysis and competitive advantage. Students act as a manager at SmartShoe, a manufacturer of technology-enabled athletic footwear. To fulfill a special order from a large retailer, students make strategic decisions on everything from the number of shoes to produce and the quality of raw materials to shipping and delivery options, manufacturing methods, staffing, procurement, and product features. Their decisions impact SmartShoe’s costs and the buyer’s willingness to pay.

ONLINE COURSES

Online Courses offer a comprehensive introduction to each subject area and allow students to build a solid foundation for business education. They can be used in advanced undergraduate business courses, used as pre-matriculation requirements for MBA candidates, or assigned as homework throughout a semester or a year.

ALL ONLINE COURSES INCLUDE:

- Teaching Notes
- Animated lessons that reinforce core learning objectives
- Interactive exercises and quizzes
- Pretests to determine student understanding of course material
- Final exams to assess student mastery
- A Certificate of Completion for students who pass the final exam
- LMS upload instructions



→ from Finance Online Course

Finance Online Course

Timothy A. Luehrman

COMPLETE COURSE #208719 | SEAT TIME: 13-15 HOURS

INTRODUCTORY SECTION #6000 | SEAT TIME: 7-9 HOURS

This course provides a fundamental understanding of the principles, analytical tools, and knowledge needed to make good investment and financing decisions. Students consider purchasing a small family-owned canning business. Through a series of exercises, students determine the value of the investment, analyze current financial conditions, and forecast the firm's likely performance based on different variables. They must also consider options for funding the purchase of the company.

Financial Accounting Online Course

David F. Hawkins; Paul M. Healy; Michael Sartor

COMPLETE COURSE #105708 | SEAT TIME: 18-22 HOURS

INTRODUCTORY SECTION #6002 | SEAT TIME: 8-10 HOURS

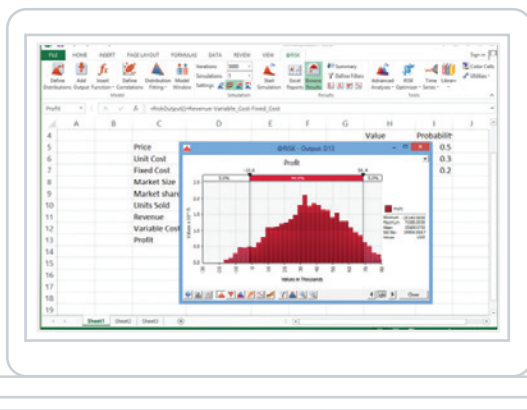
ADVANCED SECTION #6003 | SEAT TIME: 10-12 HOURS

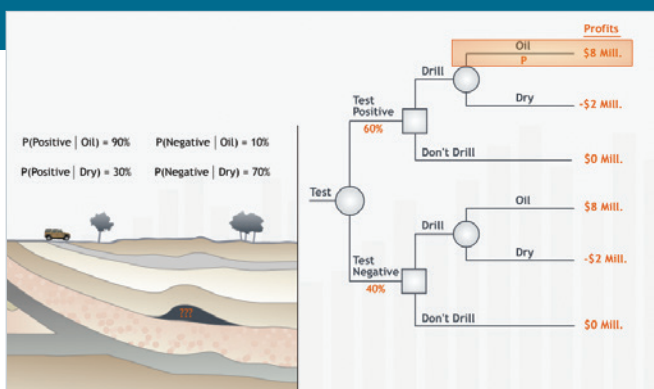
This course provides an introduction to the fundamental concepts of financial accounting in a management context. It describes the key business activities for a small retail franchise specializing in gourmet foods and specialty kitchen implements. Students examine how accounting systems are used to record the day-to-day economic activities of a business. Throughout the course, students are presented with real-world challenges that require them to interpret financial data to find answers.

"I use this course as a great way to refresh students' basic accounting knowledge and skill sets. It is a great tool for this purpose, and the testing suites work well to gauge student progress."

REVIEW OF FINANCIAL ACCOUNTING ONLINE COURSE*

→ from Spreadsheet Modeling Online Course





→ from Quantitative Methods Online Course

Mathematics for Management Online Course

Wayne Winston; Sarah Fairchild Sherry

COMPLETE COURSE #3350 | **SEAT TIME: 12-20 HOURS**
 ALGEBRA SECTION #6004 | **SEAT TIME: 3-4 HOURS**
 CALCULUS SECTION #6006 | **SEAT TIME: 3-4 HOURS**
 STATISTICS SECTION #6007 | **SEAT TIME: 3-4 HOURS**
 PROBABILITY SECTION #6008 | **SEAT TIME: 3-4 HOURS**
 FINANCE SECTION #6009 | **SEAT TIME: 3-4 HOURS**

Mathematics for Management covers the mathematical concepts students commonly use to solve quantitative problems in the MBA curriculum, including sections on algebra, calculus, statistics, probability, and finance. From determining maximum profits using calculus to calculating market demand using statistics, the course gives students a practical understanding of using math in a management context.

“Good insight into the students’ strengths and weaknesses, and gives valuable information on the kind of support they need.”

REVIEW OF MATHEMATICS FOR MANAGEMENT ONLINE COURSE*

Quantitative Methods Online Course

Janice H. Hammond

COMPLETE COURSE #504702 | **SEAT TIME: 20-50 HOURS**
 REGRESSION SECTION #6012 | **SEAT TIME: 5-6 HOURS**

Statistical methods are often used to solve business problems. This course teaches statistics with a special emphasis on developing the skills and instincts needed to make good decisions and become a more effective manager. The course is set at a Hawaiian resort that is interested in implementing a more rigorous and data-driven approach to making business decisions. Students develop statistical models and explore sampling and estimation techniques intended to increase the resort’s profitability.

“I’ve found this course is a way to open the appetite to further ideas. It’s basic material with very clear and concise teaching materials.”

REVIEW OF QUANTITATIVE METHODS ONLINE COURSE

Spreadsheet Modeling Online Course: Excel 2013

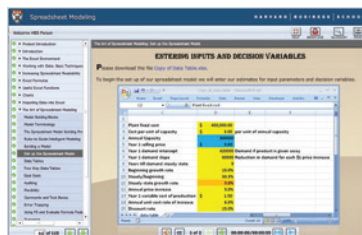
Wayne Winston; Sarah Fairchild Sherry

COMPLETE COURSE #9052 | **SEAT TIME: 10-20 HOURS**
 INTRODUCTORY SECTION #9053 | **SEAT TIME: 4-8 HOURS**
 ADVANCED SECTION #9054 | **SEAT TIME: 6-12 HOURS**

This updated course shows students how to use Microsoft Excel 2013 as both a reporting tool and a modeling tool for solving business problems. It is appropriate for beginning and experienced users of Excel. The course takes place at a fictional French bakery, and students use the features and functions of Excel to study product costs, determine pricing, and track weekly payroll. The course concludes with a Monte Carlo simulation, a tool for understanding the effect of uncertainty on business decisions.

“An excellent and highly recommendable course for professors.”

REVIEW OF SPREADSHEET MODELING ONLINE COURSE*



→ from Spreadsheet Modeling Course

MULTIMEDIA CASES

Multimedia Cases bring course material to life with animation, audio, and video. All are available online. **Complete Educator Copies available.**

ACCOUNTING

Enterprise Risk Management at Hydro One Anette Mikes

HARVARD BUSINESS SCHOOL | #110707 **TN**

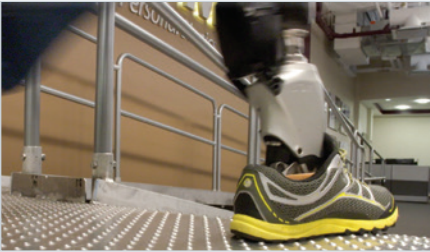
Canadian energy giant Hydro One was an early adopter of enterprise risk management. In the past, the company had anticipated new threats and opportunities, but the CEO believes that the company's risk profile has changed.

BUSINESS ETHICS

Fighting Corruption at Siemens Paul M. Healy; Djordjija Petkoski

HARVARD BUSINESS SCHOOL | #112702 **TN**

Through interviews with key Siemens executives and with supporting internal materials, this multimedia case explores how one of the world's largest companies faced corruption and bribery allegations head-on.



→ from BionX

ENTREPRENEURSHIP

The Atavist: Reinventing the Book Mukti Khaire; Mary Tripsas

HARVARD BUSINESS SCHOOL | #812117 **TN**

While the goal of Atavist was to publish digitally enhanced, long-form titles for use on mobile devices, the company also received favorable press for its innovative reader format that embeds story enhancements such as video and audio. Although this software was developed for internal use, it was attractive to other companies. A new and potentially large revenue stream through licensing fees became clear. How should Atavist balance the needs of its publishing venture with a software licensing business?

BIONX

William A. Sahlman; Robert White; Ruth Page; Hunter Ashmore

HARVARD BUSINESS SCHOOL | #816702 **TN**

This multimedia case introduces students to BionX Medical Technologies, a company that creates bionic solutions that restore normalized limb function and improve quality of life for people with amputations or other mobility impairments. Students will gain an appreciation of the hurdles faced when launching a new technology venture, the strategic complexities of multilayered distribution channels, difficulties attaining reimbursement from third-party payers (particularly Medicare), and valuation issues when significant capital is needed and financial performance is inconsistent.

BOLT: Seed Venture Capital Firm

Robert F. White; William A. Sahlman

HARVARD BUSINESS SCHOOL | #815702 **TN**

BOLT is a seed venture capital firm built to serve the needs of early-stage startups at the intersection of hardware and software. In the past decade, the cost of entrepreneurial experimentation has dropped dramatically, particularly in web and mobile applications. Teams can generate and test hypotheses quickly and efficiently. What used to take years and millions of dollars can now be accomplished with less money and in a matter of months.

An Entrepreneur's Journey: Simi Nwogugu

John A. Davis; Shirley M. Spence

HARVARD BUSINESS SCHOOL | #810701 **TN**

Simi Nwogugu's life path has taken her from childhood in Lagos, Nigeria, to success on Wall Street and the founding of a business that addresses issues of career and motherhood. Her latest challenge is a move back to Nigeria with her children to accommodate her husband's career.

Entrepreneurial Insights

Joseph L. Bower; Sonja Ellingson Hout

HARVARD BUSINESS SCHOOL | #306703 **TN**

Seven entrepreneurial leaders answer questions about building their companies. Questions range across common business issues, including starting up, acquiring financing, and planning for future challenges.



→ from Columbia's Final Mission V2

The Entrepreneurial Journey of a Manager

Cristina Cruz

IE BUSINESS SCHOOL | #10036E **TN**

This multimedia case follows the journey of María Eugenia Giron and her team in the management buy-in of Carrera & Carrera, a luxury goods company in Spain. The case focuses on the transition of María Eugenia from a top executive to an entrepreneur, detailing the change in her career path from corporate executive to business owner.

West Coast Chill

William A. Sahlman; Robert F. White;
Stephanie Puzio

HARVARD BUSINESS SCHOOL | #815704 **TN**

2010 marked the 20th year that Mitchell Joseph had been developing the technology for a self-chilling can. Joseph was at an impasse and had some important decisions to make. The latest versions of the self-chilling can technology were showing encouraging progress, cooling liquid in aluminum cans by approximately 30°F in less than 3 minutes. Would the can be attractive to beverage companies around the world despite their history with Joseph?

GENERAL MANAGEMENT

Columbia's Final Mission V2

Michael A. Roberto; Amy C. Edmondson;
Richard Bohmer

HARVARD BUSINESS SCHOOL | #8746 **TN**

In February 2003, the shuttle Columbia disintegrated upon reentry into Earth's atmosphere. This case follows 6 real-life managers and examines the organizational causes of the tragedy. This multimedia case has been recently optimized for mobile access and accessibility, along with improved usability, updated visual design, and minor content edits.

GE's Two-Decade Transformation: Jack Welch's Leadership

Christopher A. Bartlett; Meg Wozny

HARVARD BUSINESS SCHOOL | #301040

As Jack Welch prepares for retirement, many question GE's ability to sustain its pace of growth and change. Students analyze the major strategic change, leadership, and growth initiatives that revitalized the company in the late 1980s and the 1990s.

Leaders Who Make a Difference: Sam Palmisano's Smarter IBM: Day 1

Joseph L. Bower; Sonja Ellingson Hout

HARVARD BUSINESS SCHOOL | #311701 **TN**

Sam Palmisano explains the moves he made to transform IBM into a faster-growing, more profitable company focused on IT solutions to the problems of companies, cities, and nations. Instructor version available online.

CONTINUED ON NEXT PAGE →

MULTIMEDIA CASES CONTINUED

Mibanco: Meeting the Mainstreaming of Microfinance

Michael Chu; Gustavo A. Herrero;
Jean Steege Hazell

HARVARD BUSINESS SCHOOL | #310701

Facing an increasingly competitive microfinance market in Peru, Mibanco must continue to attract and retain clients, balance efficiency and risk management in its loan portfolio, and work to build an organization capable of sustaining rapid growth.

Paul Levy: Taking Charge at Beth Israel Deaconess Medical Center

David A. Garvin; Michael A. Roberto

HARVARD BUSINESS SCHOOL | #303058 **TN**

When Paul Levy becomes CEO of Beth Israel Deaconess Medical Center, he takes over an organization experiencing serious difficulty. The case follows Levy's first 6 months on the job and includes video interviews and excerpts from his daily schedule.



→ from *Mibanco: Meeting the Mainstreaming of Microfinance*

HUMAN RESOURCE MANAGEMENT

Rogers Stirk Harbour + Partners

IE BUSINESS SCHOOL | #10033E **TN**

This case tells the story of the redundancy process (layoffs) carried out by the architectural studio Rogers Stirk Harbour + Partners. The case focuses on how this studio, which was well known for having a closely knit, employee-oriented culture, managed such a complicated process. Included is an interactive exercise in which students must make key decisions about how the company should manage the process through its complicated phases. Additional videos, designed to be shown in class, show reactions to the process via interviews with employees.



→ from *Eataly: Reimagining the Grocery Store*

INFORMATION TECHNOLOGY

Digital Transformation in Vocento

Casimiro Juanes

IE BUSINESS SCHOOL | #10035E **TN**

This multimedia case explains how a leading media company in Spain, Vocento, reacted to the shift of consumers from traditional media to online media and the significant reduction in income that this initially brought about. It discusses how the company was able to solve this issue by analyzing user data to better understand consumers' habits.

Disruptive Innovation at BBVA

Casimiro Juanes

IE BUSINESS SCHOOL | #10034E **TN**

This multimedia case tells the story of BBVA, a global financial group, and its reaction to the disruption of its micropayment business in 2015. This disruption was caused by the entrance of large multinationals—including Google and Apple—from outside the banking industry into online payment services. The case shows how BBVA recognized this challenge, analyzed it, and took the necessary actions to respond to it.

MARKETING

Building Brand Community on the Harley-Davidson Posse Ride

Susan Fournier; Sylvia Sensiper; James McAlexander; John Schouten

HARVARD BUSINESS SCHOOL | #501009 **TN**

Students get inside one of the world's strongest brands and consider issues of brand loyalty, a close-to-the-customer philosophy, and the day-to-day execution of relationship marketing programs.

The Coca-Cola Company's Case for Creative Transformation

Thales S. Teixeira; Elizabeth Anne Watkins

HARVARD BUSINESS SCHOOL | #815714 **TN**

This case provides an opportunity to understand the principles of Content 2020—the new blueprint for how all of Coca-Cola's branding content is to be procured, built, tested, and distributed. Students “look under the hood” to see how Content 2020 led to an award-winning campaign.



→ from The Coca-Cola Company's Case for Creative Transformation

Eataly: Reimagining the Grocery Store

Sunil Gupta; Michela Addis; Ruth Page

HARVARD BUSINESS SCHOOL | #515708 **TN**

After just a few years in operation, the Italian-style supermarket Eataly created buzz and excitement among consumers and media. Eataly's initial success was even more impressive in an industry known for intense competition and low margins. How did Eataly manage to grow so quickly, and could it sustain its growth in the future?

Launching the New MINI

Douglas B. Holt; John A. Quelch

HARVARD BUSINESS SCHOOL | #505020 **TN**

Students reverse engineer a variety of brand communications and creative materials developed and produced by MINI USA executives and their ad agency to support the MINI launch in the U.S.

Lenovo: Building a Global Brand

John A. Quelch; Carin-Isabel Knoop

HARVARD BUSINESS SCHOOL | #508703

When Chinese company Lenovo acquires the PC division of IBM in 2004, it sets out to become a global technology giant by launching a high-risk product line for the small-to-midsize enterprise market.

Marquee: Reinventing the Business of Nightlife

Anita Elberse

HARVARD BUSINESS SCHOOL | #515702 **TN**

A famed New York City–based nightclub, Marquee, is celebrating a reopening. Meanwhile, owners Jason Strauss and Noah Tepperberg significantly expanded their portfolio of clubs in New York City, Las Vegas, and abroad. After a costly renovation of Marquee New York City, would their investment pay off? Was it a wise idea to model the revamped club on its namesake in Las Vegas? Could Strauss and Tepperberg make the seemingly risky economics—which involved placing large bets on superstar DJs—work in a very different market?



→ from Marquee: Reinventing the Business of Nightlife

Mountain Dew: Selecting New Creative

Douglas B. Holt

HARVARD BUSINESS SCHOOL | #503038 **TN**

Students consider the challenges of selecting creative in brand communications, extending an advertising campaign, and managing the company/agency relationship. Instructor version available online.

Real Madrid Club de Fútbol

John A. Quelch

HARVARD BUSINESS SCHOOL | #505081 **TN**

Soccer team Real Madrid elects a new president and tasks him with improving club finances and extending the brand worldwide. The case examines the new president's branding initiatives and the opportunities and challenges facing the club.

CONTINUED ON NEXT PAGE →

MULTIMEDIA CASES CONTINUED

Terror at the Taj Bombay: Customer-Centric Leadership

Rohit Deshpande

HARVARD BUSINESS SCHOOL | #511703 **TN**

In 2008, after a terrorist attack at the Taj Mahal Palace and Tower, the staff earns praise for placing the safety of the guests ahead of their own. This case addresses how leaders develop a customer-centric organization and how an organization saves its flagship brand after a crisis. Instructor version available online.



→ from **Terror at the Taj Bombay: Customer-Centric Leadership**

Tyra Banks: Personal Branding

Rohit Deshpande

HARVARD BUSINESS SCHOOL | #513703 **TN**

Tyra Banks, an American model and internationally recognized celebrity, has built a strong personal brand during her career. But in 2013, she retired from modeling and ended her television shows. Students discuss how Banks can continue to develop her brand beyond her celebrity status so that it embodies something more expansive.

Wynton Marsalis & Jazz at Lincoln Center

Rohit Deshpande

HARVARD BUSINESS SCHOOL | #515701 **TN**

Under the leadership of artistic director Wynton Marsalis, Jazz at Lincoln Center (JALC) hosts performances and educational events for audiences across the U.S. However, the U.S. audience for jazz is small and aging. This case asks students to apply marketing principles to the challenge that JALC faces in seeking to expand the reach of and appreciation for jazz music despite a shrinking audience.

OPERATIONS MANAGEMENT

Aedas, Research in Practice

Roberto Molinos; Juan Lago-Novas

IE BUSINESS SCHOOL | #10004E **TN**

Aedas, one of the largest architectural firms in the world, has developed a strong research culture that has led to the creation of specialist R&D groups. The case covers issues such as innovation, knowledge management, and business/IT alignment inside a professional services firm. The case details the situation of Aedas in the current economic and infrastructural development scenario, the accomplishments of the R&D group so far, and the main questions and challenges the company will face in the future.

Al-Kadi Commerce & Industry

Angel Diaz Matalobos; Fabrizio Salvador;

Faisal Al-Kadi

IE BUSINESS SCHOOL | #10005E **TN**

The case tells the story of the Al-Kadi Truck & Trailer Parts division and the dilemmas it faces related to operations and stock management. The division's situation is complicated by the fact that the auto parts sector in Saudi Arabia—the setting for the case—is changing. Students must replan the logistics strategy of the company, choosing either a centralized or a decentralized strategy.

Bioinspiration at San Diego Zoo

Karim R. Lakhani; Vish V. Krishnan; Ruth Page

HARVARD BUSINESS SCHOOL | #614703 **TN**

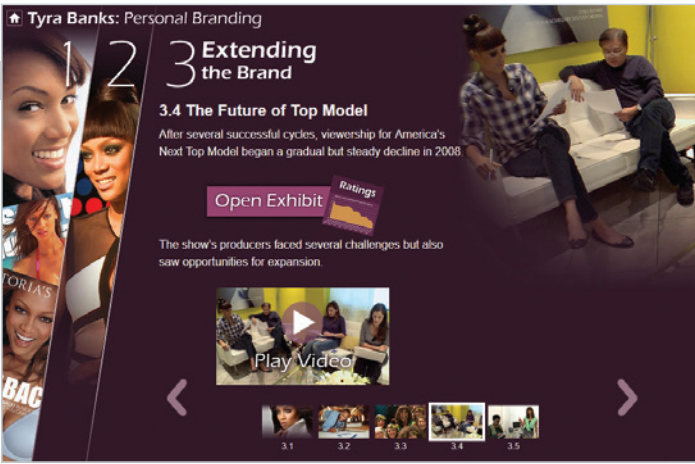
Traditionally, human ingenuity has been considered the main source of innovation. However, recent research and the development of new products by firms as diverse as P&G, Speedo, and Nike have shown that nature can provide inspiration for innovative products. The San Diego Zoo, which has established the Center for Bioinspiration, defines bioinspiration as a methodology in which biological systems, processes, and elements are studied to draw analogies that can be applied to human design challenges in a sustainable manner.

Breakfast at the Paramount

Ryan W. Buell

HARVARD BUSINESS SCHOOL | #617702 **TN**

The Paramount is a 44-seat diner in the Beacon Hill neighborhood of Boston. The restaurant is a favorite among locals and tourists, particularly for brunch on the weekends, when lines often stretch down the street. The case focuses on the restaurant's interesting seating policy and a recent increase in the popularity of carryout orders, which poses a threat to the service experience of customers and the sustainability of the operation. Included are multiple 360-degree, interactive point-of-view videos.



→ from Tyra Banks: Personal Branding

Havas: Change Faster

Michael Tushman; Karim Lakhani

HARVARD BUSINESS SCHOOL | #615702 **TN**

As of 2013, Havas was the sixth-largest global advertising, digital, and communications group in the world. Headquartered in Paris, the group was highly decentralized, with semi-independent agencies offering a variety of services in more than 100 countries. The largest unit of Havas was Havas Worldwide, an integrated marketing communications agency headquartered in New York. CEO David Jones was determined to make Havas Worldwide the most future-focused agency in the industry by becoming a leader in digital innovation.

Horizon Wind Energy

Lee Fleming; Thomas D. Perry IV

HARVARD BUSINESS SCHOOL | #609701 **TN**

Horizon’s ability to grow by building more wind farms hinges on its success in addressing the varied concerns of a broad group of constituents. Video interviews are paired with slides and templates, allowing students to develop their own presentations.

Threadless: The Business of Community

Karim R. Lakhani; Zahra Kanji

HARVARD BUSINESS SCHOOL | #608707 **TN**

Threadless sets up an online community where customers can create and vote for T-shirt designs. Through this initiative, the company sells over 1 million T-shirts. Should Threadless accept a distribution offer from a major retailer or stick with its successful community model? Instructor version available online.

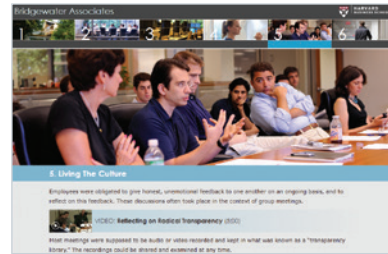
ORGANIZATIONAL BEHAVIOR

Bridgewater Associates

Jeffrey T. Polzer; Heidi K. Gardner

HARVARD BUSINESS SCHOOL | #413702 **TN**

The founder of one of the world’s largest hedge funds believes in a culture of “radical transparency” for employees. To encourage high performance, the firm has many unusual practices, such as videotaping meetings, publicizing performance reviews, and providing individual feedback in front of colleagues.



→ from Bridgewater Associates

Burt’s Bees: Balancing Growth and Sustainability

Christopher Marquis

HARVARD BUSINESS SCHOOL | #410704 **TN**

In 1984, Burt’s Bees starts selling beeswax candles at craft fairs and grows into a national brand. Two years after being acquired by The Clorox Company, can the firm still be a leader in environmental innovation?

CONTINUED ON NEXT PAGE →

MULTIMEDIA CASES CONTINUED

Leadership, Culture, and Transition at lululemon

Michael L. Tushman; Ruth Page; Tom Ryder

HARVARD BUSINESS SCHOOL | #410705 **TN**

lululemon faces cultural and organizational challenges following a period of rapid growth. The CEO observes that cross-functional barriers are eroding the strong sense of teamwork that has been an important part of the company culture.

Rosa Vañó and Castillo de Canena

Custodia Cabanas; Rosario Silva

IE BUSINESS SCHOOL | #10007E **TN**

This case follows the gourmet olive oil company Castillo de Canena, focusing on Rosa Vañó, who left an executive role at Coca-Cola to help manage the olive oil company with her brother. The company's future looks difficult, as the economic crisis and new products have made it more difficult to succeed through a differentiation strategy. In addition, the siblings received an offer to sell the company, which has both strategic and personal implications. Should they sell?



→ from *Victors & Spoils: "Born Open"*

Victors & Spoils: "Born Open"

Karim Lakhani; Michael Tushman

HARVARD BUSINESS SCHOOL | #415701 **TN**

Victors & Spoils (V&S) was the first advertising agency built on open innovation and crowd-sourcing principles from the ground up. V&S had hoped to become the agency of choice for many top brands. While everyone at V&S would have considered this a great achievement, the agency wanted something more.

SERVICE MANAGEMENT

Zappos.com 2009: Clothing, Customer Service, and Company Culture

Frances X. Frei; Robin J. Ely

HARVARD BUSINESS SCHOOL | #612701 **TN**

The founders of online retailer Zappos.com believe the value of the company lies in its obsessive emphasis on customer service. A merger with Amazon.com depends on the firm being able to operate as an independent subsidiary.



→ from *Zappos.com 2009: Clothing, Customer Service, and Company Culture*

STRATEGY

Frog Design

Srikant M. Datar; Caitlin N. Bowler

HARVARD BUSINESS SCHOOL | #118707

This case follows the development of Palo, a radical urban communications hub designed to replace pay-phone booths in Manhattan, through a joint venture between frog design and the venture-backed firm LQD WiFi. The case offers lessons on designing products and services that meet end users' needs as well as the engagement processes that produce them. Students also explore the partners' innovative, flexible venture model.

Marks & Spencer: The Phoenix Rises

Joseph L. Bower

HARVARD BUSINESS SCHOOL | #304034

The new chairman of Marks & Spencer, a well-established U.K. retailer, must turn the company around, restore confidence in the brand, and make it profitable again. His plan includes building a new top executive team.

ZARA: Fast Fashion

Pankaj Ghemawat; Jose Luis Nueno

HARVARD BUSINESS SCHOOL | #703416 **TN**

Spanish retailer Inditex breaks with convention: instead of predicting months ahead what women will want to wear, its ZARA chain adjusts what it produces based on what's selling now.

HARVARD MANAGEMENTOR

Delivered entirely online, *Harvard ManageMentor*® V12 features 41 self-paced modules that address the full spectrum of issues students will face as managers. Each module includes interactive learning activities, video insights, step-by-step guides, templates, audio downloads, and other tools.

IDEAL FOR STUDENTS

Translations of *Harvard ManageMentor* v12 are available in multiple languages.

FULL SUITE OF 41 MODULES #9001

Budgeting #7088

Business Case Development #7089

Business Plan Development #7098

Career Management #7099

Change Management #7100

Coaching #7108

Crisis Management #7109

Customer Focus #7110

Decision Making #7111

Delegating #7119

Developing Employees #7129

Difficult Interactions #7133

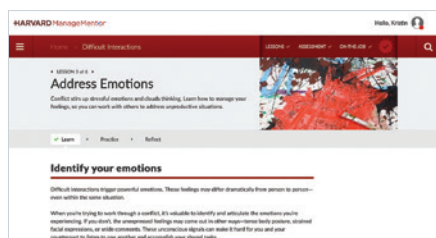
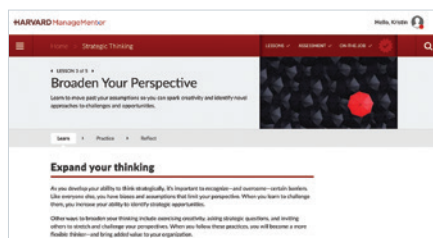
Innovation and Creativity #7160

Innovation Implementation #7166

Leading People #7167

Leveraging Your Networks #7168

Managing Your Boss #7169



→ from Difficult Interactions

Diversity #7134

Ethics at Work #7135

Feedback Essentials #7136

Finance Essentials #7137

Global Collaboration #7143

Goal Setting #7144

Hiring #7145

→ from Strategic Thinking

Marketing Essentials #7172

Meeting Management #7173

Negotiating #7174

Performance Appraisal #7175

Performance Measurement #7176

Persuading Others #7177

Presentation Skills #7178

Process Improvement #7179

Project Management #7180

Retaining Employees #7181

Strategic Thinking #7182

Strategy Planning and Execution #7183

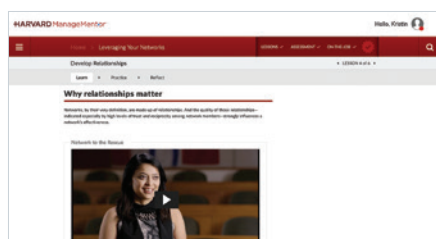
Stress Management #7185

Team Creation #7186

Team Management #7187

Time Management #7189

Writing Skills #7190



→ from Leveraging Your Networks

ONLINE TUTORIALS AND TOOLS

Online tutorials allow students to learn basic concepts outside class. Each tutorial requires approximately two hours to complete. Students can work on tutorials individually, in teams, or as homework.

ACCOUNTING

Accountsville: Impairment of Fixed Assets

Lucia Egea Ronda

IE BUSINESS SCHOOL | #I0001E **TN**

Students practice their understanding of IAS 36 relevant to the impairment of fixed assets. Students complete a series of tasks to find out which of the company's assets are impaired and carry out the necessary adjustments to those assets.

Depreciation

Nieves Carrera; Marco Trombetta

IE BUSINESS SCHOOL | #I0009E **TN**

This interactive tutorial clarifies the key concepts of depreciation and takes an in-depth look at the effects of different depreciation methods.

The Statement of Cash Flows Tutorial

Lucia Egea Ronda

IE BUSINESS SCHOOL | #I0037E **TN**

This interactive tutorial reviews the basic concepts of cash flow. It details the preparation of a statement of cash flows and helps develop the necessary skills to correctly analyze it.

ECONOMICS

Graph of a Perfectly Competitive Market

Javier Carillo

IE BUSINESS SCHOOL | #I0011E | AVAILABLE IN SPANISH **TN**

This interactive tutorial helps students understand the short- and long-term adjustments under the assumption of perfect competition.

FINANCE

Pre-Money/Post-Money Valuation

Richard G. Hamermesh; Nitin Nohria;
Michael J. Roberts

HARVARD BUSINESS SCHOOL | #803703 **TN**

Addresses issues surrounding entrepreneurial valuations. Topics include the difference between implied and "bottom up" valuations, pre-money and post-money valuations, and the creation and interpretation of a capitalization table.

MARKETING

Conjoint Analysis

Elie Ofek; Olivier Toubia

HARVARD BUSINESS SCHOOL | #514712 **TN**

Facilitates the understanding of the market research method of conjoint analysis. The aim is to help students construct, run, and use conjoint analysis in managerial decision making (such as segmentation, product design, and pricing).

Customer Lifetime Value

Thomas Steenburgh; Jill Avery

HARVARD BUSINESS SCHOOL | #7085 **TN**

Teaches students how to calculate a customer's lifetime value, thereby prioritizing resources on customers who will provide the biggest returns.

Market Sizing

Thomas Steenburgh; Jill Avery

HARVARD BUSINESS SCHOOL | #7080 **TN**

Helps students turn raw market data into a clear analysis that can inform product development and marketing plans.

Pricing for Profit

Thomas Steenburgh; Jill Avery

HARVARD BUSINESS SCHOOL | #7083 **TN**

The Pricing for Profit tutorial helps students arrive at the most profitable price by guiding them through a series of questions. Students turn raw data into a clear analysis that informs pricing decisions.

NEGOTIATION

Negotiation 360

Michael A. Wheeler

HARVARD BUSINESS SCHOOL | #8865 **TN**

Helps students identify their negotiating strengths, weaknesses, and styles and then track their performance in role-play negotiations over time.

STRATEGY

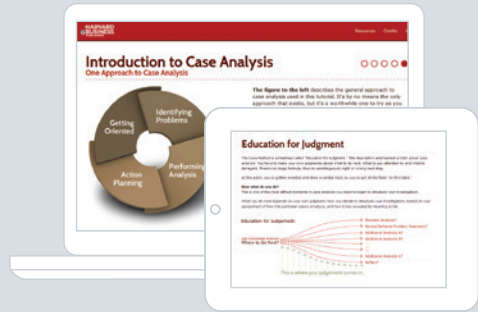
Job Design Optimization Tool

Robert L. Simons

HARVARD BUSINESS SCHOOL | #JDOT **TN**

This free online tool can be used to design or test the design of any job in an organization. It accompanies a Strategy Execution series of 15 readings. Use the tool with Module 10 (#117110).

CASE ANALYSIS COACH



“Highly recommended ... A very helpful guide for first-year MBA students on how to learn from cases.”

REVIEW FROM HARVARD BUSINESS PUBLISHING EDUCATION WEBSITE

- An online, self-paced tutorial
- Prepares students to analyze, discuss, and write about cases
- Requires interpretation of both qualitative and quantitative data

Delivered entirely online, the Case Analysis Coach is a self-paced tutorial that offers students an introduction to the concepts required to analyze and interpret business case studies. It is ideally assigned as students prepare to analyze a case for the first time.

Short examples from cases in various disciplines illustrate multiple types of case situations. The tutorial’s framework and process will prepare students for multiple case analysis situations, including written reports, formal presentations, “cold calls” during classroom discussion, and final exams.

FREE TRIAL

Free trials of the Case Analysis Coach are available online to registered Educators at hbsp.harvard.edu.



NOT A REGISTERED EDUCATOR? IT'S FREE: educatoraccess.hbsp.harvard.edu

REGISTER FOR AN EDUCATOR ACCOUNT— IT'S FREE

hbsp.harvard.edu

REGISTERED EDUCATORS RECEIVE:

Access to a growing catalog of over
50,000 learning materials

Full-length previews of all material,
including cases, online simulations,
Harvard Business Review articles,
online courses, and more

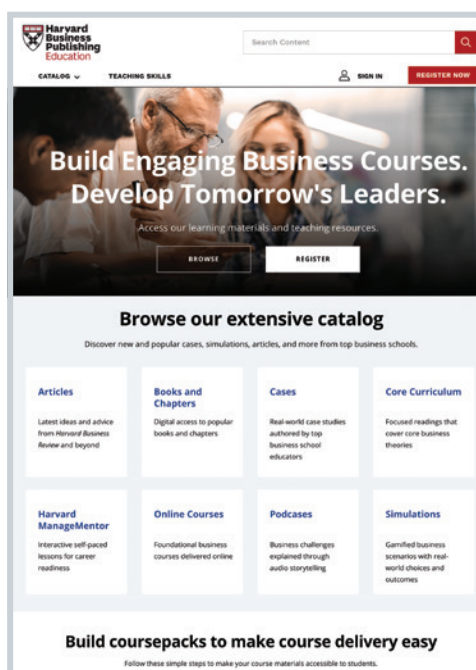
Access to Teaching Notes (guides to
teaching with specific course material)

Course planning tools

Student discounts on course materials

Community reviews

Personalized website notifications



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