

Global Business Challenge 2021

2021 CGMA 商业精英国际挑战赛

Team: Random Magic



TASK ONE

PART I: Northland's Business Environment



How the **local business environment** here in Northland has contributed to Trayyner's success at creating value for stakeholders?



Marja Mikkelsen
Finance Director

TASK ONE

PART I: Northland's Business Environment



Macro Environment

Political and Legal:

- Cross-border travel restrictions due to COVID-19
- Rules and regulations
e.g. health and safety compliance



Economic:

- High demand for quality education and training
e.g. total training expenditure in 2019: \$83 billion (Training industry report, 2019)
- Exchange rate movements
e.g. exchange loss of N\$1,677 due to the conversion of foreign currency



TRAYYNER

Social-cultural:

- High education level in Northland
- Impact of globalization
e.g. increasing integration and interdependence of people

Technological:

- Information and communication technology
e.g. new mode of delivery, such as eLearning, webinars, and online training



Physical:

- Well-developed infrastructure and transport network

TASK ONE

PART I: Northland's Business Environment



Micro Environment

Internal to Trayyner:

Strength

- A pool of trainers from various industry
- Rich operating cash flow
e.g. free cash flow of N\$398,757
- Reputation and relationship with corporate clients
- Differentiated bespoke courses

Weakness

- Weak finance and poor liquidity
- Lack of separate IT function and expertise



Conversion

Exist independently of Trayyner:

Matching Opportunities

- Digitalization
e.g. maintain connection with clients



Threats

- New market entrants due to low set up costs
- Technological threats
- Increased pressure from corporate customers
- Impact due to COVID-19

Conversion

TASK ONE

PART II: Labour Flexibility and HR Arrangements



How the achievement of **labour flexibility**, has contributed to Trayyner's success at creating value for stakeholders?



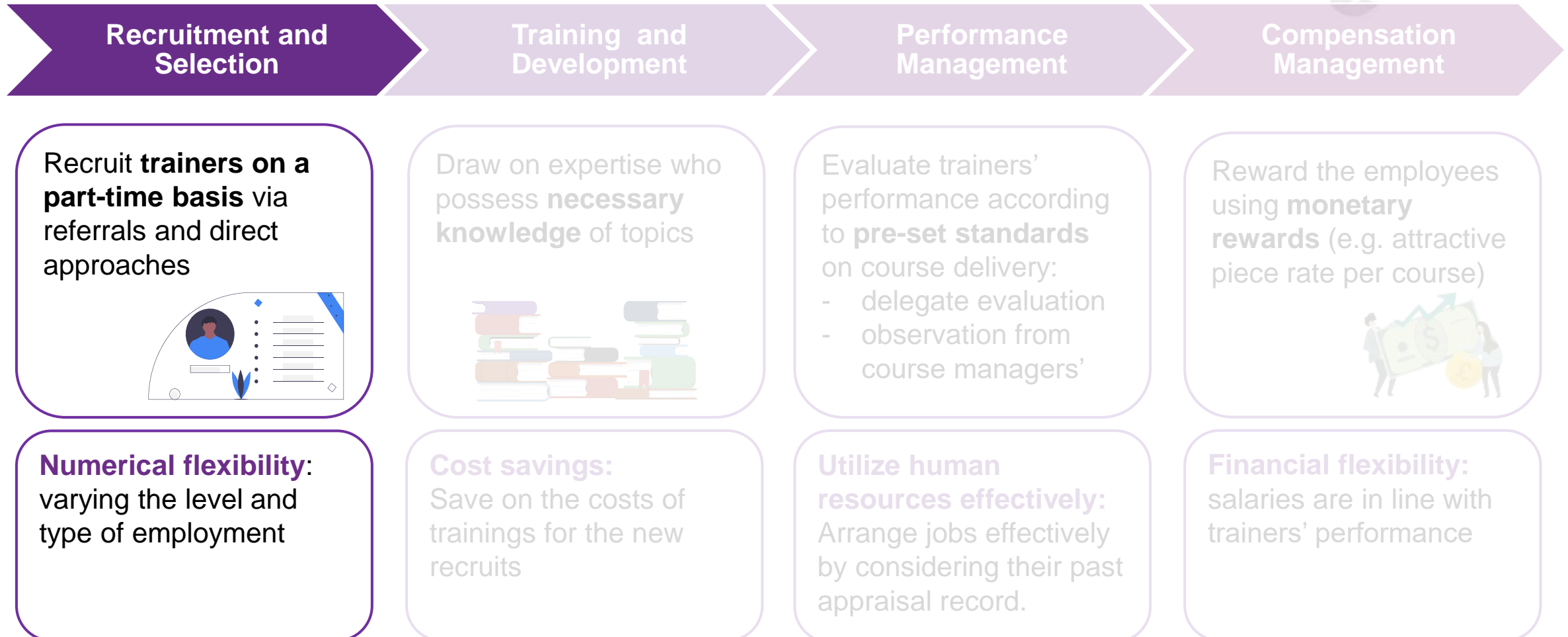
Marja Mikkelsen
Finance Director

TASK ONE

PART II: Labour Flexibility and HR Arrangements



The Human resource management is a continuous management flow...

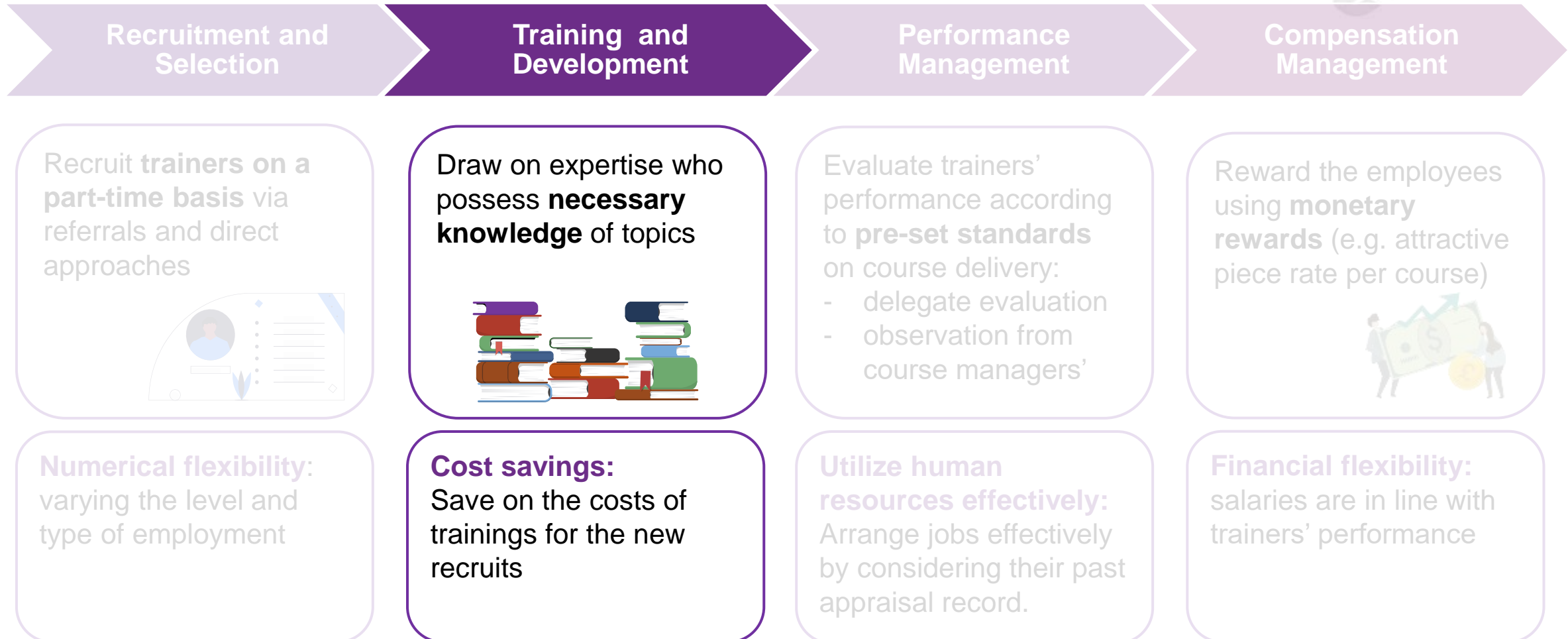


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PART II: Labour Flexibility and HR Arrangements



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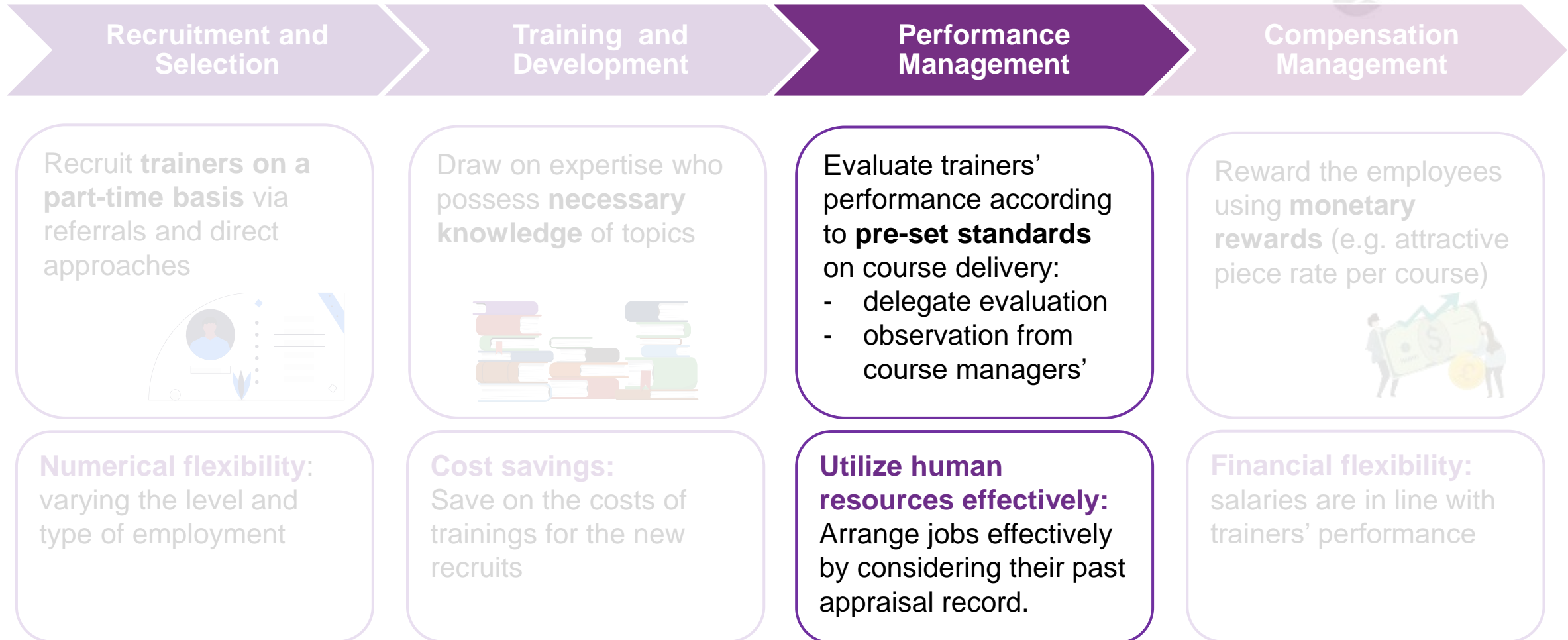


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PART II: Labour Flexibility and HR Arrangements



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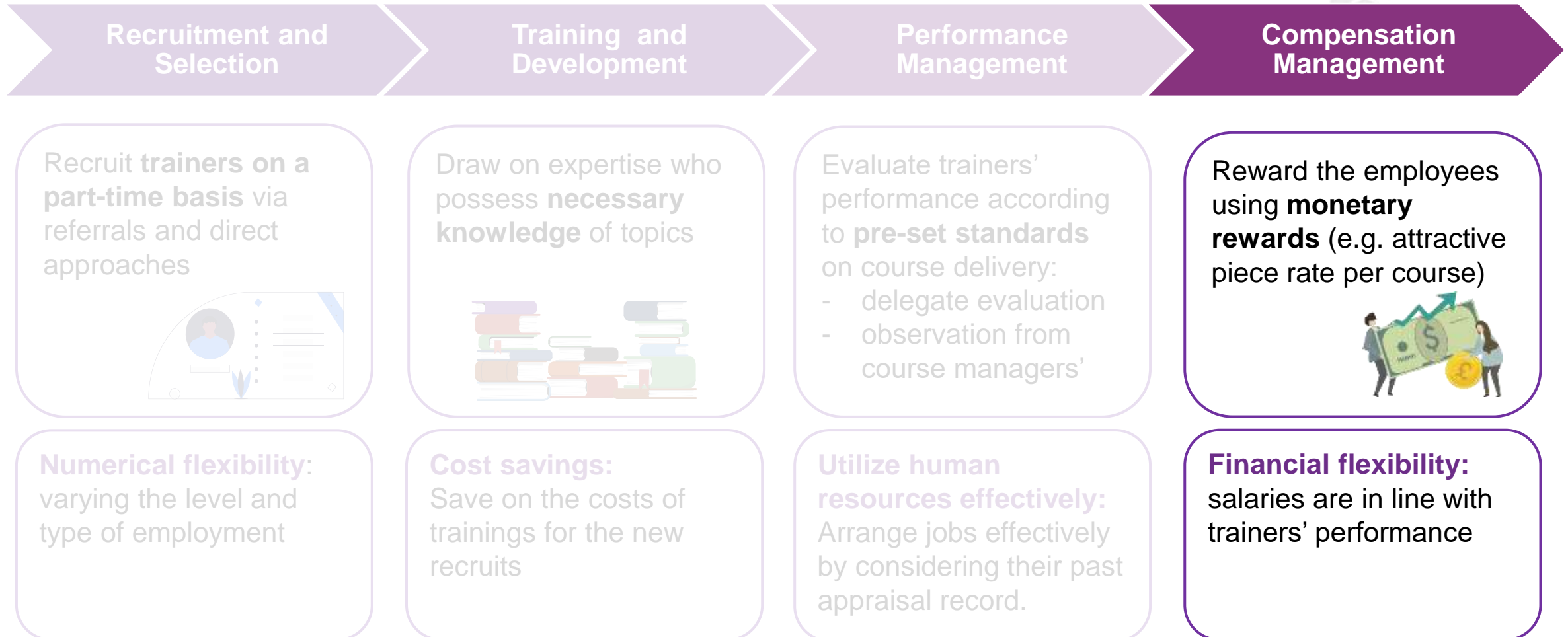


TASK ONE

PART II: Labour Flexibility and HR Arrangements



The Human resource management is a continuous management flow...



TASK TWO

PART I: Challenges caused by digital and disruptive technologies



Could you please explain the **challenges** that so-called **digital and disruptive technologies** have created for your business model?



Adam Booth
Producer, Northland Today

Task TWO

PART I: Challenges caused by digital and disruptive technologies



Almost 70% of respondents intend to focus on eLearning within 12 months (Training Industry Benchmark Report, 2020)

Digital technologies - the use of digital learning tools to enhance delegates' engagement

Distance learning

- students may not always be physically present at a school
- open online courses, large-scale interactive participation and open access through Internet

Webinar

- live, web-based video conference
- Internet connects hosts and an audience of viewers and listeners from all over the world.

Self-service learning

- using the available resources to learn, without guidance
- watch a video pre-course, or using Moodle or alternative VLE

Gamification

- employs game design elements to improve user engagement, learning, crowdsourcing and knowledge retention.



“ We are optimistic about increasing subscription-based business through micro-learning and new forms of virtual delivery”

“ I believe the training market is growing and with online training, the cost is reduced greatly.”

Task TWO

PART I: Challenges caused by digital and disruptive technologies



Despite this, disruptive technology affect the operations of Trayner and displaced the delivery mode of training.

Competitive disadvantage

- Enabled by technology, eLearning threaten the traditional executive training.

e.g. major concerns for 13% of respondents

Lack of expertise

- Change to online delivery requires technical expert

e.g. no independent IT functions right now

Lack of resources

- Digitalization requires additional investment

e.g. reluctant to invest in the disruptive technology

Late movers

- Not able to reap the profit as many rivalries has provided the online offerings

Move with technology

e.g. differentiate the existing offerings, such as providing blended learning



Artificial Intelligence (AI)



Internet of Things (IoT)

Percentage of training providers running online courses



TASK TWO

PART II: Functions of the capital markets



Could you please describe the **functions of the capital markets** (including the opportunities that their successful operation creates for the business community)?



Adam Booth
Producer, Northland Today

Task TWO

PART II: Functions of the capital markets

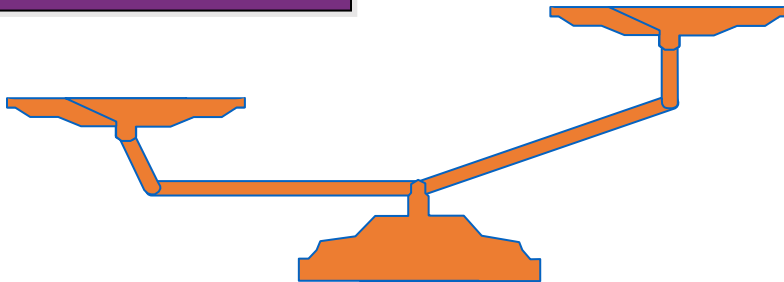


Primary Market

- Initial public offerings: trading of newly issued shares

Secondary market

- Trading of stocks subsequent to their listing



Capital Market

Raising capital

Create an **easy access** to capital to meet the expansion needs

e.g. issue shares to fund the investment in digital technologies



Informational role

Investor's **evaluation** towards listed firms' current and future performance

e.g. stock price serves as performance indicators



Task TWO

PART II: Functions of the capital markets



Primary Market

- Initial public offerings: trading of newly issued shares

Secondary market

- Trading of stocks subsequent to their listing

Enables investing

Provide a platform of securities trading, which enable Trayyners to make investment

e.g. investment in securities, mergers and acquisition



Risk management

- Provide a platform of trading derivatives

e.g. hedging instrument to deal with the exchange risk



Capital Market

TASK THREE

Part I: Traditional Quality Management (TQM) in Service Sector



Could you please describe how to adapt total quality management initiatives to service sector business?



Adam Booth
Producer, Northland Today

TASK THREE

Part I: Traditional Quality Management (TQM) in Service Sector



Poor training quality is a major concern in the training industry....

Customer focus

- Proactive to know delegates' need and feedback (**intangible**)
- e.g. solicit views from corporate clients and delegates

Continuous improvement

- Continuously monitor and make improvement
- e.g. keep abreast with digital technology (eLearning), measure the cost of quality

Planning & Leadership

- Set the vision and mission of providing excellent training service
- e.g. inspire trainers to have the mission of quality training



TQM

Employee empowerment

- Allow employees to make decisions (**inseparable**)
- e.g. invite trainers to decide on the type of courses and services offered



Process approach

- Consider all elements involved in the training process
- e.g. process chart, cause and effect diagram



Teamwork

- Foster staff cooperation in improving quality
- e.g. form a quality circle comprising course managers and trainers

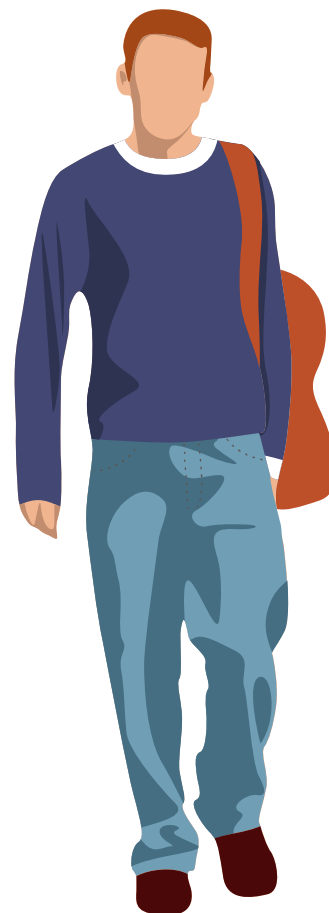


TASK THREE

Part II : Course Evaluation



Could you please advise on what areas should be monitored for **training courses evaluation** and explain why?



Adam Booth
Producer, Northland Today

TASK THREE

Part II : Course Evaluation



The use of financial performance indicators (FPIs) provides **no information on quality** and other leading indicators which cannot be measured in monetary terms.....

Financial Perspective	
Goals	Reasons
<ul style="list-style-type: none"> • Profitable • Attractive to investors 	<ul style="list-style-type: none"> • Laggard indicators which address how the shareholders view the firm

Internal Business Perspective	
Goals	Reasons
<ul style="list-style-type: none"> • Excellent and updated course content 	<ul style="list-style-type: none"> • Address which process are critical to enhance delegate's satisfaction

Customer Perspective	
Goals	Reasons
<ul style="list-style-type: none"> • Reputation • Repeat business • Attractive to employers 	<ul style="list-style-type: none"> • Address how Trayyners are viewed by its customers

Learning and Growth Perspective	
Goals	Reasons
<ul style="list-style-type: none"> • Achieve long-term success 	<ul style="list-style-type: none"> • Address how Trayyner must learn to change, improve and grow

TASK THREE

Part II : Course Evaluation



Balanced Scorecard

External View

Customers

- **Satisfaction**: Delegate satisfaction rate
- **Customer acquisition**: Number of new delegates attracted
- **Customer retention**: market share, repeat business from the corporate clients
- **Customer profitability** analysis

Financial

- **Profitability**: Gross/operating profit margin per courses
- **Sales**: Growth in sales before and after offering eLearning
- **Cash flow**: Cash expenditure on courses

Activity Focus

Development Focus

Internal Business Process

- **Operations**: time and cost

Learning and Growth

- **People**: Investment in training on IT
- **Systems**: Investment in systems

Internal View

TASK THREE

Part II : Course Evaluation



Trainer Evaluation Form

Trainer's name: _____ Your name: _____

The number rating stands for the following: 1 = rarely 2 = once in a while 3 = sometimes 4 = most of the time. If it doesn't apply, leave it blank. Circle the answer with your experience of this teacher for each course.

How well does the teacher teach the core subject?		Comments				
1	Trainer is well prepared for the course	1	2	3	4	5
2	Trainer's delivery is clear					
3	Trainer's presentation skill is good					
4	Trainer's design of the course is reasonable					
5	I've learnt a lot from the course and think it useful					
6	Trainer encourage delegates to actively participate in the course					
7	Trainer is creative in developing activities and lessons					
8	Trainer's advice on my performance is practical and useful					
9	Trainers manage time well					
10	Trainer is flexible in accommodating for individual student needs					
11	In general, I am satisfied with the course					
12	In general, I am satisfied with the course					

What metrics do you use to measure success?	
Customer/delegate satisfaction	78%
Course attendance	44%
Course registrations	39%
Course completion	41%
Repeat business	63%
Course profitability	40%
Delegate knowledge retention	33%
Sales lead	17%
Other	8%

Task FOUR

PART I: Actions for Effective Collaboration Among Delegates



Can you describe the techniques that we often use to encourage our **course delegates to collaborate more effectively?**

Marja Mikkelsen
Finance Director



Task FOUR

PART I: Actions for Effective Collaboration Among Delegates



Actions to foster collaborative learning among delegates



Task FOUR

PART I: Actions for Effective Collaboration Among Delegates



The key to effective collaborations is to foster a **supportive environment** ...

Form the group

- A moderate size to allow divergent thinking and avoid “free-loading”

Develop trust

- Deal with emotional issues and interpersonal problems

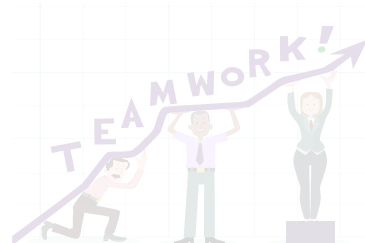
Create group role

- Create meaningful team roles to avoid free-riding



Establish clear goals

- Establish the goal and individual accountability



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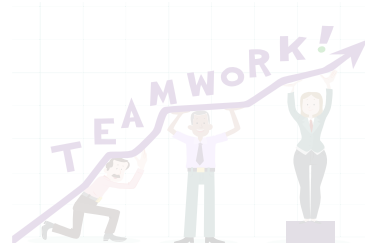
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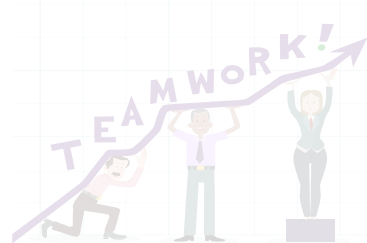
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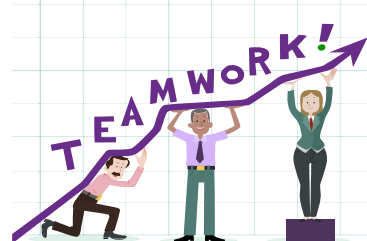
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Task FOUR

PART I: Actions for Effective Collaboration Among Delegates



The key to effective collaborations is to foster a **supportive environment**

Diversity

- Combine different talents, backgrounds, learning styles, and ideas.



Technology

- Use free savvy tools to know each other's backgrounds beforehand on a blog or chat-board.



Task FOUR

PART I: Actions for Effective Collaboration Among Delegates



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Task FOUR

PART I: Actions for Effective Collaboration Among Delegates



Can you discuss the challenges/barriers we often face in the **delivery of our communication to delegates** during our courses?

Marja Mikkelsen
Finance Director

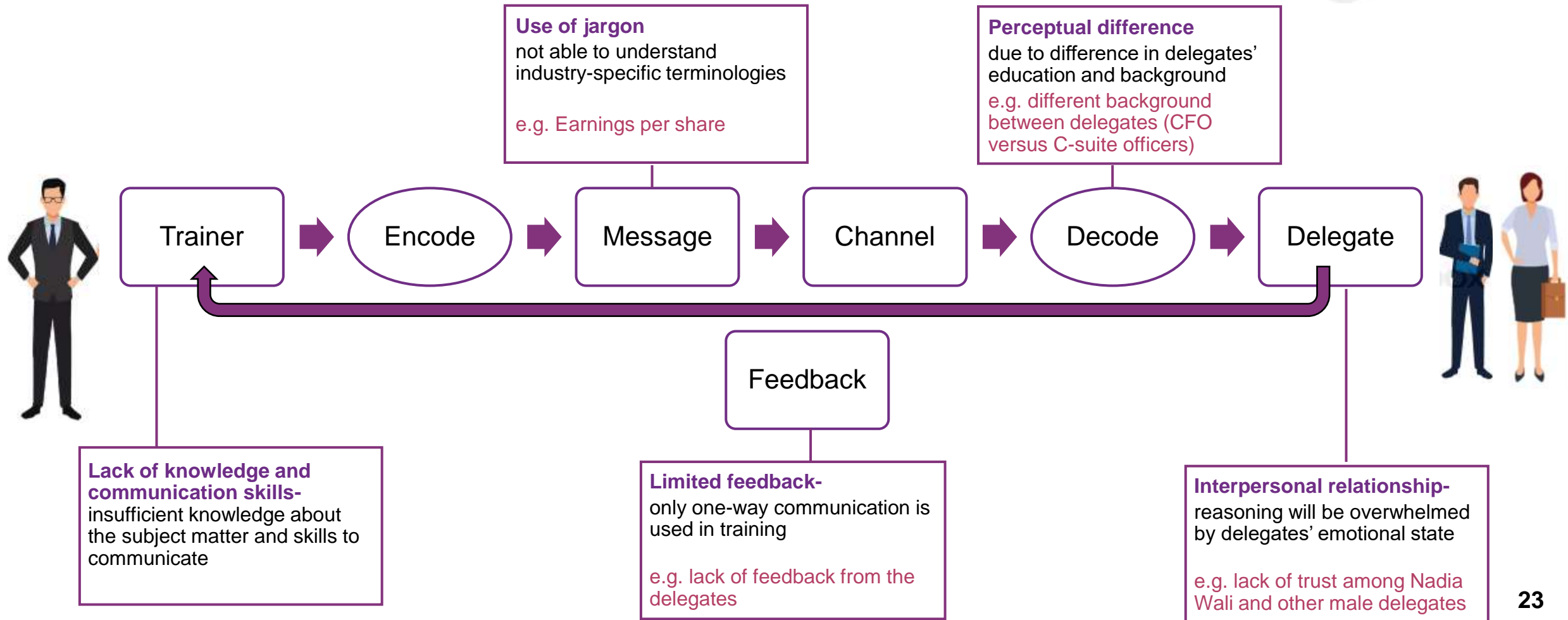


Task FOUR

PART II: Challenges in Delivering Communication to Delegates

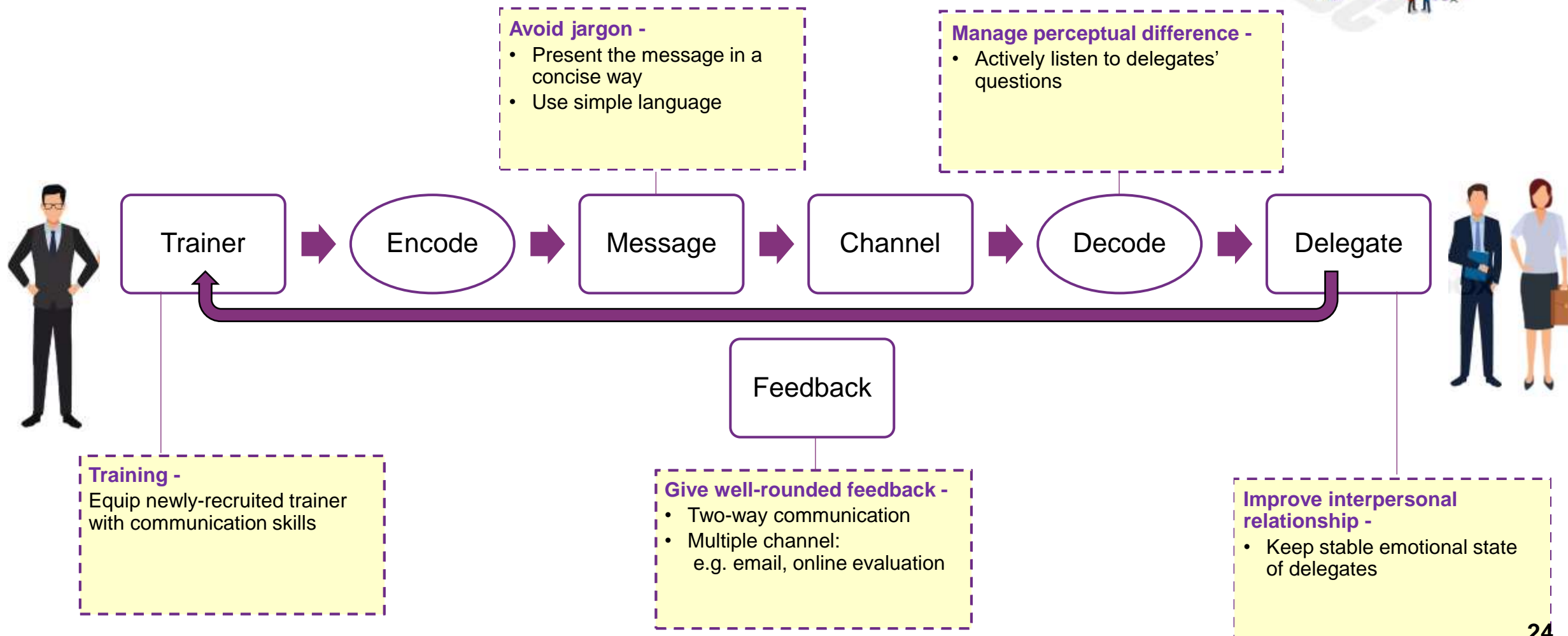


We face communication noise in the delivery of communication to delegates. It distracts trainers and delegates...



Task FOUR

PART II: Challenges in Delivering Communication to Delegates



Reference



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