

ACADEMIC COLLABORATION INVITATION

How B2B sales teams make choices in complex enterprise selling

Behavioral evidence from real training classrooms

361

active teams

19,733

approved sales actions

78

full decision-network scenarios

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For academic exchange
No company identities or participant
information

1 What is this evidence?

On our SalesNail simulation platform, enterprise training takes the form of team-based competition. Each team represents a selling company and engages an AI customer organization: a dozen to more than twenty stakeholders across leadership, procurement, technical and financial roles, each with a distinct position and needs. With a limited action budget, teams choose whom to approach, whose views to understand, when to propose a solution and which purchasing opportunity to pursue. Three rounds of play leave a record of every action.

We have frozen an independently verified research sample as the sole data source for this whitepaper. Whereas selling research often relies on surveys, interviews and retrospective accounts, these records show what teams actually do within a structured training situation.

78

training classrooms

361

active teams

1,776

classroom
attendances

19,733

approved sales
actions

1,281

AI customer
stakeholders

Terms: NPC = an AI customer stakeholder, classified as a key, participating or non-decision-maker. A card = a sales action such as a visit, business dinner, proposal or negotiation. Action points = the team's limited budget. A scenario = the setting, selling industry, buying organization, opportunities and stakeholder network.

2 Why is it worth studying?

Behavior, not self-report

Each action has a time, target, cost and approval record. Evidence can be recounted and traced without relying on memory.

A visible buying center

The customer decision network is explicit: a median of 22 stakeholders per scenario, their opportunity participation and decision roles.

Scale and comparison

78 classrooms, 58 distinct scenarios and observations from 2024-2026. Teams within the same scenario provide comparisons with the setting held constant.

How the sample is frozen and verified: The list of 78 classrooms does not change with production updates. Twenty-two behavioral and configuration datasets were extracted per classroom and hash-checked. A master table summarizes attendance, teams, actions and scenario industries. Independent review repeated the extraction and screening counts. Offline verification scripts accompany the package, allowing every aggregate number here to be reproduced. Classroom attendances are not unique individuals.

3 Research questions to explore

Grouped by discipline. Each question names the evidence already available.

Selling and marketing

1 How do sellers find, prioritize and deepen stakeholder engagement?

99.4% of teams reach a key decision-maker. Finding one is not the differentiator; sequence, depth and resource allocation can be described precisely.

2 When should a team propose a solution?

The "diagnosis before prescription" proposition can be examined: before its first proposal action, has a team contacted the relevant key decision-maker?

3 Spread resources widely or concentrate them?

Budgets cannot cover every opportunity, so prioritization is unavoidable. Opportunity-level concentration and its movement across rounds are measurable.

Organizational behavior and teams

4 How do teams make collective decisions?

Actions are visible to all, decisions are shared and one operator executes them. The submitter is the on-duty operator, not necessarily the decision-maker. Measuring team behavior under this arrangement is itself a research question.

5 How do teams adapt to unexpected change?

Round three usually includes a designed shock: customer leadership changes can reduce the value of earlier investment. Switching direction or doubling down creates a shock-and-adaptation setting.

Management and strategy

6 Exploration versus exploitation under resource constraints

Broad exploration in round one gives way to necessary focus. Breadth, concentration, transition timing and context dependence can all be characterized.

7 Approval as a management intervention

Actions only become effective after instructor or automatic approval. There are 74 manually approved classrooms and 4 using automatic approval, offering a comparison.

Education and research methods

8 Class size and rehearsal depth

The sample spans small classes of 4-9 attendances (20 classrooms), standard classes of 10-30 (37) and large classes of 31 or more (21).

9 Information asymmetry as instructional design

Learners build a partial picture while instructors see a global dashboard and selectively broadcast updates. Effects on behavior and learning can be studied in their own right.

10 Process mining and platform-data methodology

19,733 time-ordered actions with targets and costs support process mining. Convenience sampling and game-generated constraints require explicit methodological treatment.

4 What we have observed so far

These numbers can be recalculated from the package, but full research review is still pending. They are candidate observations, not finalized findings.

Action counts are tightly concentrated

The median is 53 effective actions per team; half of teams fall between 46 and 61. This first reflects the budget mechanism, not evidence that every team is equally diligent. Mechanism effects must be considered before interpretation.

Almost every team reaches key stakeholders

Among 358 teams with targeted actions, 99.4% contact at least one key decision-maker. The median is 5 contacted, against a within-scenario median of 6 available. The distinction is not simply whether a team can find one.

The budget is genuinely constrained

Teams begin with 24 points; a typical per-round limit is approximately 35-40 points. Median action cost is 2 points. Around fifty actions over a session must be directed to the right people and opportunities.

The approval rate is 99%

Instructors may favor encouraging practice because rejecting actions is costly, rather than every action being high quality. Classroom-stratified review is required.

5 What collaborators receive

✓ A frozen, verifiable research package

A hash-verified cohort, metric dictionary, classroom master table, machine-readable behavioral datasets and rerunnable checks. No need to buy, collect and clean this sample yourself.

✓ Direct engineering collaboration

Message semantics and win/loss evidence are not available yet. A connection plan is retained for a possible second phase, not assumed as an initial requirement.

✓ A traceable analysis process

Figures record the snapshot ID, script fingerprint, denominator and missingness. Another reviewer can rerun the same number.

✓ Two parallel outputs

Academic papers provide depth; a business whitepaper broadens reach. Neither publication track has to wait for the other.

✓ A timely foundation for funding proposals

For collaborations beginning in November, early findings may support the preliminary-research section of a March 2027 National Natural Science Foundation of China application.

✓ Authorship and acknowledgements by contribution

Academic contribution determines author order. The whitepaper credits research institutions and acknowledges participating collaborators.

Agreement boundaries: a convenience sample, not nationally representative; simulation is not real transactions; message bodies and win/loss results are unavailable; roughly one in ten actions lacks a cost value and remains unknown. We disclose these limitations upfront and ask collaborators to retain them when citing the study.

6 What we ask of collaborators

- 1 **Sign a data-use and publication agreement**
Use is limited to this study. Raw records remain within the research team; individual-level data must not be forwarded to third parties.
- 2 **Protect anonymity and small samples**
Public strata require at least 10 verified organizations and 30 teams. No individual rankings or attempts to identify organizations or participants.
- 3 **Preregister the analysis plan**
Lock metrics, exclusions and weights before examining results. Retain sensitivity analyses and avoid selecting only favorable results after the fact.
- 4 **Allow statistical and privacy review before publication**
Reproduce key numbers and check wording for identification risks. Review concerns facts and compliance, not a veto on academic conclusions.

7 How to take part

- 1 **A 45-minute call**
We bring the sample and candidate questions. You bring your interests.
- 2 **Choose one or two questions**
Start with stakeholder-engagement sequences or exploration-to-focus resource allocation.
- 3 **Sign and receive the package**
A research copy and metric dictionary are provided within a week of agreement.
- 4 **First working session**
Confirm the plan, responsibilities and output timetable.

Timing

The first collaboration window is open through November 30, 2026. In December we will begin descriptive analysis, with or without collaborators. Later collaborators remain welcome: the sample still becomes available under agreement, but an initial baseline will already be calculated.

Common questions

Do you have to approve publication? No approval of conclusions is required. Statistical and privacy reviews check reproducibility and identification risks, not the academic interpretation.

Can several researchers participate? Yes. Work can proceed on separate questions. If topics overlap, we coordinate to avoid duplication.

Can the evidence be used in teaching? De-identified aggregates and anonymous illustrative strategy paths can enter classrooms. Individual-level raw records cannot.

Will there be new samples? This cohort remains frozen. Future annual cohorts will be separately fixed and published; existing collaborators receive priority access.

Contact and verification

Research enquiries · bill.bai@long-arena.com

Project: www.longarena.ai/research/b2b-sales-whitepaper

Frozen data source: b2b-whitebook-78-v1.1. Offline verification scripts accompany the research package, so every aggregate count can be reproduced.