

# Supporting Evaluation Worksheets for the P4G Business Game



## PLAY4GUIDANCE

A European Business Game to train and guide students and young unemployed on entrepreneurial, transversal and mathematical skills

## 1. Pedagogical approach of strategic planning

A) In the given round, state which of the 3 business activities you have mainly focused. Provide explanations for your decisions.

Identify the business activity that was mainly addressed: \_\_\_\_\_

Reasons: 1.

2.

3.

4.

B) Rank all the business activities (BA) in order from the most important to the least important given the company needs and business plan for the given round. Identify factors that led to your decision, considering competitiveness and financial constraints as well.

BA1.:

BA2.:

BA3.:

Following table you are requested to identify and evaluate the strategies that were used in the round in terms of set objectives and objectives accomplished.

| No of Rounds | Strategy 1:    |                         | Strategy 2:    |                         | Strategy 3:    |                         | Strategy 4:    |                         |
|--------------|----------------|-------------------------|----------------|-------------------------|----------------|-------------------------|----------------|-------------------------|
|              | Set objectives | Accomplished objectives | Set objectives | Accomplished objectives | Set objectives | Accomplished objectives | Set objectives | Accomplished objectives |
| 1            |                |                         |                |                         |                |                         |                |                         |
| 2            |                |                         |                |                         |                |                         |                |                         |
| 3            |                |                         |                |                         |                |                         |                |                         |
| 4            |                |                         |                |                         |                |                         |                |                         |
| 5            |                |                         |                |                         |                |                         |                |                         |
| 6            |                |                         |                |                         |                |                         |                |                         |
| 7            |                |                         |                |                         |                |                         |                |                         |
| 8            |                |                         |                |                         |                |                         |                |                         |
| 9            |                |                         |                |                         |                |                         |                |                         |
| 10           |                |                         |                |                         |                |                         |                |                         |
| 11           |                |                         |                |                         |                |                         |                |                         |
| 12           |                |                         |                |                         |                |                         |                |                         |

**D) (From Round 2 and on). Were you influenced in this round by the other team's strategic planning? If so, indicate the specific data that have affected your own decisions.**

- 1.
- 2.
- 3.
- 4.
- 5.

## 2. Self-evaluation of learning goals and skills

After each session you are requested to evaluate your performance in terms of the given learning goals and skills.

Please indicate your performance on the following tasks/skills by writing the appropriate number.

**1: I need to work on this    2: I did this OK.    3: I did well.    4: I did this very well!**

| Learning goals<br>Learn how to...   | Ways /<br>Methods   | Skills /<br>Knowledge                   | Evaluation of learning goals |              |              |              |
|---|---|---|------------------------------|--------------|--------------|--------------|
|   |   |   | Session<br>1                 | Session<br>2 | Session<br>3 | Session<br>4 |
| <b>1: I need to work on this    2: I did this OK.    3: I did well.    4: I did this very well!</b> |   |   |                              |              |              |              |
| <b>0. example</b>   |   |   | <b>2</b>                     | <b>2</b>     | <b>3</b>     | <b>4</b>     |
| <b>users' skill development</b>   |   |   |                              |              |              |              |
| <b>Seek out information/evidence</b>  | Research information  | Critical thinking                       |                              |              |              |              |
| <b>Organize information</b>   | Use Spreadsheet   | Spreadsheet skills<br>Problem solving   |                              |              |              |              |
| <b>Examine data</b>   | Research information  | Spreadsheet skills                      |                              |              |              |              |
| <b>Sort out relevant and irrelevant factors</b>   | Use Spreadsheet   | Problem solving                         |                              |              |              |              |
| <b>Prioritize evidence for a given goal</b>   | Seeing interrelationships<br>Reading in context<br>strategising | Analytical Thinking,<br>Problem solving |                              |              |              |              |
| <b>Develop a strategy for</b>   | Apply innovative  | Analytical Thinking,                    |                              |              |              |              |

|  |   |   |  |  |  |  |
|--|---|---|--|--|--|--|
| <b>monitoring evidence</b>   | thinking  | Creative Thinking   |  |  |  |  |
| <b>Plan a business strategy</b>  | Discovering meaning<br>Understanding how knowledge is stored<br>Applying learning from problems to later ones | Analytical Thinking,<br>Creative Thinking<br>Resourcefulness, making links, reasoning |  |  |  |  |
| <b>Adapt effectively to a variety of situations</b>                                      | planning, revising, reflectiveness  | Analytical Thinking,<br>Creative Thinking<br>Problem solving                          |  |  |  |  |
| <b>users' affective skill development</b>  |   |   |  |  |  |  |
| <b>High risk factor decisions based on a long run strategy plan</b>                      | Apply innovative thinking (possessing relevant attitude)  | Optimistic attitude, creative, out-of the box thinking, insight                       |  |  |  |  |
| <b>Demonstration of readiness for understanding and commitment to the care of others</b> | (Empathy-possessing relevant attitude)  | Interpersonal skills  |  |  |  |  |
| <b>Tackling and mastering states of stress and anxiety</b>                               | (Self-control-possessing relevant attitude)   | Ability to positively react to different situations                                   |  |  |  |  |
| <b>Ability to successfully present and express skills in a business environment</b>      | (Self-Confidence-possessing relevant attitude)  | Communicative, Interpersonal skills   |  |  |  |  |
| <b>users' cognitive development</b>  |   |   |  |  |  |  |
| <b>Relevance of resources to business domains</b>  | Research information<br>Seeing interrelationships<br>Reading in context<br>strategising                       | Analytical Thinking,<br>Problem solving   |  |  |  |  |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| <b>Set priorities for each strategy</b>                                   | Research information, planning  | Analytical Thinking, Problem solving   |  |  |  |  |
| <b>Prioritize business financial expenses</b>                             | Research information, planning  | Analytical Thinking, Problem solving   |  |  |  |  |
| <b>Consider relevance between financial expenses and long-term profit</b> | Research information<br>Seeing interrelationships<br>Reading in context<br>strategising | Analytical Thinking, Resourcefulness, making links, reasoning, Problem solving |  |  |  |  |
| <b>Interpret the conditions relating to production management</b>         | Research information  | Analytical Thinking  |  |  |  |  |
| <b>Meet the needs of customers (in quality &amp; quantity)</b>            | Research information<br>Seeing interrelationships , strategising                        | Analytical Thinking, Problem solving   |  |  |  |  |
| <b>Control product quality</b>  | Reflect on conditions   | Problem solving  |  |  |  |  |
| <b>Recognize the power relationships in organizations</b>                 | Seeing interrelationships<br>Reading in context<br>strategising                         | Analytical Thinking, Creative Thinking<br>Problem solving                      |  |  |  |  |
| <b>Set performance objectives and measures</b>                            | Reflecting and strategizing   | Analytical Thinking, Creative Thinking<br>Problem solving                      |  |  |  |  |

### 3. The P4G Self-evaluation tool

|                      |
|----------------------|
| <b>Target Group:</b> |
| <b>Date:</b>         |

**Personal Information**

**Gender:**      Male                       Female

**Age:**                      \_\_\_\_\_

How well did I do?

| Traits  | I need to work on this! | I did this OK. | I did well. | I did this very well! |
|---|-------------------------|----------------|-------------|-----------------------|
|   | 1                       | 2              | 3           | 4                     |
| <b>A. Human-Computer Interaction: Ergonomics/Interface</b>  |                         |                |             |                       |
| 1. I used the functions/data provided by the system in order to take strategic decisions (eg. "Last turn results", "Result overview", "Decisions per area", "show current ranking position" etc.) |                         |                |             |                       |
| 2. I consulted the relevant information (in text form) for each of the variable characteristics   |                         |                |             |                       |

|   |  |  |  |  |
|---|--|--|--|--|
| 3. I checked the histogram of the variable values and the text explanation of the variables by selecting the icons and question marks provided for each variable.   |  |  |  |  |
| <b>B. Technological Aspects</b>   |  |  |  |  |
| 4. I used the operational structure of the game (eg. charts) to comprehend the interdependency among variables.   |  |  |  |  |
| 5. I was engaged in realistic scenarios through the modeling processes supported by the platform.   |  |  |  |  |
| <b>C. Construction of Concepts &amp; Skills</b>   |  |  |  |  |
| 6. I developed mathematical skills by figuring out the interdependence of variables and estimating the impact of their values.  |  |  |  |  |
| 7. I developed entrepreneurial skills by exploring variables (decision-making; the results obtained; market data; the operating parameters) addressing the management of supply, the management of the production, the management of marketing and sales, overall management and market research. |  |  |  |  |
| 8. By playing the game I understood and acquired basic business terms (eg. interest rate, weighted average cost, etc.)  |  |  |  |  |
| <b>D. Scaffolding</b>   |  |  |  |  |
| 9. I processed the information provided in the P4G business game to identify key marketing issues related to supply, production, promotion, marketing and sales.  |  |  |  |  |
| 10. I selected options that were consistent with the evaluation of the variables (values by default, ranging values, projection in charts, etc.)  |  |  |  |  |
| 11. I considered the feedback provided by the system to make effective quantitative evaluations and identify criteria for evaluating alternatives   |  |  |  |  |
| 12. I used the serially provided information (in text form) to develop professionally responsible analysis and solutions.   |  |  |  |  |



|   |  |  |  |  |
|---|--|--|--|--|
| <b>E. Game Experience</b>   |  |  |  |  |
| 13. I applied decision-making and problem-solving skills to design strategic plans                              |  |  |  |  |
| 14. I tracked and evaluated my performance throughout the 12 successive game rounds.                            |  |  |  |  |
| 15. I followed the guidelines of the game   |  |  |  |  |
| 16. I set long term and short term goals during my interaction with the game                                    |  |  |  |  |
| 17. I considered the market parameters and tried to make predictions on market change alternatives              |  |  |  |  |
| <b>F. Psychological perspectives</b>  |  |  |  |  |
| 18. I demonstrated personal responsibility while engaged in the game.   |  |  |  |  |
| 19. I demonstrated leadership and group dynamic skills  |  |  |  |  |
| 20. I found the game challenging.   |  |  |  |  |
| 21. I enjoyed developing skills while engaged in a game   |  |  |  |  |
| <b>G. Collaboration</b>   |  |  |  |  |
| 22. I managed to contribute my opinion.   |  |  |  |  |
| 23. I acted as being part of a team sharing the same goal   |  |  |  |  |
| 24. I supported my team by providing arguments  |  |  |  |  |
| 25. I supported my team by applying personal skills (mathematical, strategic planning, applying ICT tools, etc) |  |  |  |  |

## Comments:

**I did well on:**

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**My favourite part of this game was:**

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**One thing I didn't like was:**

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**I need to improve in:**

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**I need to learn more about:**

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**I acquired the following skills:**

- **goal setting**
- **organisational**
- **leadership**
  
- **management**
- **analytical**
- **logical thinking**

Problem-solving

- decision taking
- human relations

I learnt the following business concepts:

- management of supply
- production management
- management of marketing and sales
- overall results of management
- market research
- business plan

## 4. COURSE EVALUATION QUESTIONNAIRE

Please fill in the following questionnaire.  
Your views will help towards making the overall course more efficient.

| 5: I fully agree  | 4: I agree | 3: I don't know | 2: I disagree | 1: I completely disagree |
|---|------------|-----------------|---------------|--------------------------|
| <i>0. Please mark your selection as in the example below.</i>   |            |                 |               |                          |
|   | <b>5</b>   | <b>4</b>        | <b>3</b>      | <b>2</b>                 |
| <i>Example</i>  |            |                 |               | ✓                        |
| <b>A. Evaluation of the Course</b>  |            |                 |               |                          |
| 1. The aims of the course were made sufficiently clear  |            |                 |               |                          |
| 2. The course resources were appropriate to its aims  |            |                 |               |                          |
| 3. The course material and activities were well organized   |            |                 |               |                          |
| 4. The additional resources in the P4G platform (Glossary, video tutorials, skills matrix etc.) helped towards a better understanding of the subject matter |            |                 |               |                          |
| 5. The aims of the course were attained   |            |                 |               |                          |
| 6. The course was interesting   |            |                 |               |                          |
| 7. The course was useful  |            |                 |               |                          |
| <b>B. Evaluation of Instruction</b>   |            |                 |               |                          |
| 8. The instructor encouraged us to join in discussions in a way that helped us to develop knowledge/competences.  |            |                 |               |                          |
| 9. The instructor helped and guided us whenever requested   |            |                 |               |                          |
| 10. The instructor was receptive to our questions   |            |                 |               |                          |
| 11. The instructor gave us further explanations and examples when needed.   |            |                 |               |                          |
| 12. The instructor was consistent in keeping course hours   |            |                 |               |                          |
| <b>C. Evaluation of the P4G Business game</b>   |            |                 |               |                          |
| 13. The set tasks in the business game were irrelevant to real market conditions.   |            |                 |               |                          |
| 14. The business game was easy to use and operate   |            |                 |               |                          |
| 15. The business game interface enabled a satisfying and friendly interaction for the user (e.g. use of colour, graphical design, etc).                     |            |                 |               |                          |
| 16. There was consistency between the learning goals of the course and the business game  |            |                 |               |                          |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 17. The business game operability (easy to operate and control) was satisfying                              |  |  |  |  |  |
| 18. Navigation supported by the platform was easy.  |  |  |  |  |  |
| 19. Information and analysis of data provided by the game were useful.                                      |  |  |  |  |  |
| 20. I found the overall use of the business game satisfying, in terms of my expectations and related needs. |  |  |  |  |  |

21. To what extent do you think that the course has contributed to the improvement of your knowledge and skills?

Rate on a scale from "0 = not at all" up to "10 = extremely" (mark your score in the box below choosing the degree that best expresses your opinion)

|          |          |          |          |          |          |          |          |          |          |           |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|

22. Which additional activities, functions or information would you recommend for the improvement of the P4G Business game platform?

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23. Do you have any additional comments about the course? If so, please tell us about them here:

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***Thank you for your help. Your participation is greatly appreciated.***