



04. Design and Production of the Trainer's P4G Business Game Guide

The Trainer's Guide

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Short Description:

The aim of the Trainer's Guide is to provide educators or trainers with information, both operational and technical on the use of the P4G Business Game as a means of support to their educational activities. It will also guide and help build educators or trainers' abilities on the contextualized use of educational resources, tools and services produced by the consortium with easy-to-follow instructions.

List of Recipients:



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The Play4Guidance Business Game (P4G BG) Trainer's Guide is a key resource that supports teachers and trainers in maximizing the full potential of the available tools and game parameters. It seeks to inform and prepare trainers before and during the implementation of the game itself in their respective learning environments. Furthermore, the guide provides useful learning scenarios for trainers, which concentrate on addressing and developing different entrepreneurial competences for a variety of learners – university students, young unemployed, and high school students.

This report begins with a brief description of the innovative business game, followed by the main objectives of the game itself. Thereafter tips and resources are provided for trainers so that full use can be made of the available tools on the P4G platform. In addition, a brief outline summarizing the main competences to be developed by learners' engagement in the P4G business game is given. The key parameters that learners should consider in relation to players' options and the decision making process are also described in this document. To conclude the report a variety of learning scenarios for the P4G BG implementation are provided.

P4G Business Game Objectives

The Business Game "P4G" is a **simulation game** between teams, where each team has the task of **managing a strategic point of view their own business** competing with the other in a market. It simulates a market of manufacturing companies, which operate by transforming raw materials into finished products, and are in indirect competition for acquisition of scarce resources upstream, in the process of acquisition of raw materials from suppliers, and downstream, trying to sell finished products to customers.

The aim of the game is to maximize the **value of the company**, assessed in terms of operating margin, recruitment policies, and the growth rate of investment and the financial results of the company itself.

- ✓ The game is divided into **12 rounds**, each round simulating a month of activities of the companies and the market. During each round, each team, in parallel with the other **analyzes the current situation** of the company and the market, quantitatively specified by a set of "**status**" **variables** that describe precisely the situation of the company.



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- ✓ The player **makes decisions** on the operational and strategic management of the company, assigning quantitative values to a set of "input" variables; these decisions, along with those taken by other teams and a set of control parameters assigned by the manager of the game, determine the new situation of the company and of the market.

Why is P4G Business Game Innovative?

- ✓ The P4G Business Game aims to be a **single multifunctional tool** for carrying out **training, evaluation and guidance** activities addressing students and unemployed needs.
- ✓ The P4G Business Game offers players the opportunity to have a **practical experience of managing a business** and to measure the impact of this experience at European level as at the end of each session the game will offer **feedback** about what was done well and what skills players need to improve.

Tips and available resources to support Trainers

Tips for the Trainers

In the following, we provide some hints for trainers to motivate learners. These are derived from the initial experiments with learners across Europe.

Tips:

- When training and guiding, it is likely the learners will come to you with issues or problems seeking your advice. At this point it is important to manage to hand the problem or difficulty back to the learners and encourage them to try to figure out the solution, either individually or by teamwork and effort.



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- Explain the learners the aims and benefits of the P4G Business game to take their attention and increase their motivation. There is a necessity for the full involvement of all participants : before the game, engage and inspire learners by elaborating on the business setting, the game targets (keep business in profit by effective utilization of all available resources) and their role as entrepreneurs.
- Guide learners through the P4G “Great Denominator Matrix” (<http://play4guidance.eu/>- Educational Resources) which describes competencies and proficiency levels for innovation and entrepreneurship competencies. In this matrix, you will find an orientation which skills / competencies people should acquire to be successful. As an example, decision competencies are needed. Each trainer should be well aware how decision competencies should be elaborated and how the game can contribute here in their development.
- Encourage learners to make use of the “Glossary” (<http://play4guidance.eu/p4g-resources/>) to acquire and comprehend relevant business terms and processes. For example, when learners come across a business term they are not familiar with; encourage them to visit the relevant link. In the “Glossary” document learners will have the opportunity not only to find the definition of the term but they are also significantly facilitated in understanding the practical application of the term through related videos, group words and syllabus categorization that allow for cognitive interconnection of terms and their underlying applications.
- Provide guidance and feedback before and after learners enter final decisions. Encourage and guide learners through the P4G BG functions that allow learners to get feedback (eg. "**General view**", '**Decision History**')
- Access intermediary results (eg. production capacity and depending variables, relevance between stock of raw materials and packaging, etc; guide them in understanding the relationship between certain decisions and specific results.
- Enable users to efficiently assess and prioritize tasks within a team environment. Encourage learners to collaboratively consider the current situation of their company, identify potential risks for each business domain (Supply Management, Production Management, Management of Marketing and Sales); considering the risks they identify the learners are engaged in designing a strategic plan for future actions.



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➤ Make sure learners identify:

- ✓ the needs of the customer
- ✓ the need to balance personal, functional and organizational goals
- ✓ the need for effective team working and communication

➤ Learners should also:

- ✓ ensure everyone's contribution, utilizing resources to their full potential and maximizing returns
- ✓ assert the importance of strategy and tactics that respond to change
- ✓ apply strategic planning
- ✓ apply self-evaluation and assessment of performance processes by exploiting the available tools (self-evaluation tool)

Recommended Useful Resources

Visit our website <http://play4guidance.eu/> to go through and **download** useful educational resources that will help you to use the P4G Business Game effectively in an educational context and make use of all capacities of the available tools, specially designed to support the P4G BG.

The **Educational Resources** area (<http://play4guidance.eu/p4g-resources/>) contains educational material and learning activities such as:

- ✓ the P4G Pedagogical Framework
- ✓ the Tool for Self-evaluation and Evaluation for Guidance



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- ✓ the P4G Glossary, containing essential words with clear references to the European approaches and methodologies
- ✓ the P4G Assessment-Matrix, involving a description of different targets in the different countries involved
- ✓ the P4G Literature Review, which contains key resources about using games for learning and developing entrepreneurial competences

In the **Help Desk** area you will find detailed guidelines and step-by-step booklets on how to play the game.

- ✓ P4G Business game - QuickStart Guide (both in video and pdf)
- ✓ P4G Business game - Player's Guide
- ✓ the full P4G Business game Guide
- ✓ the Trainer's P4G Business game Guide

Finally, a **Question** area is available on our site where you can contact us for any further information.

N.B. You should urge and make sure that trainees also use the available resources as a means of support in developing entrepreneurial, transversal and mathematical skills.



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Competences to be developed by learners' engagement

The P4G Business Game seeks to develop entrepreneurial competences in learners through their engagement in the game. These competences include:

- Analytical Thinking
- Business Acumen
- Commitment to Learning
- Order and Quality
- Expertise
- Flexibility
- Information Seeking
- Innovation
- Results Orientation
- Basic competences
- Decision making

Having thoroughly analysed the competences definition in relationship with the Business Game and especially with the different actions needed to play the game in a successful way, a strong interrelationship among certain competences was found; in the sense of a sort of dependence of one competence with another.

The following table illustrates the existing interrelationship among certain competences as identified and analysed in the context of the P4G BG.

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Category of competences and their relationship	
Competence	Related competences
Analytical Thinking	Information seeking
	Order and Quality
Expertise	Order and Quality
	Result Orientation
Flexibility	Innovation
Decision Making	Result Orientation
	Analytical Thinking
	Flexibility

Table 1. Interrelationship among competences

N.B. For more information on the assessment parameters of competences visit the section Educational Resources on our website <http://play4guidance.eu/p4g-resources/> and go through the ‘Tool for Self-evaluation and Evaluation for Guidance’ file.



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In this section, you will find a brief description of the key parameters that learners should consider while engaged in the P4G Business Game.

Regarding players' options

- **The Management of Supply:** In this tab, the player can manage the suppliers from whom s/he will buy the raw materials for his company. There are two available options: the foreign and local supplier.

The foreign supplier may provide larger quantity orders and offer lower and fixed price per unit of raw material. However, the delivery of the raw material takes two months after the order.

The local supplier directly delivers raw materials but accepts orders in limited quantities and is more expensive compared to the foreign supplier.

In addition, the player must take care to have the appropriate amount of packaging required to sell his products in the market.

- **Production Management:** In this section the user makes decisions on the production part of the business. He can manage the quantities of raw materials to be processed and has to decide whether to buy machines, and whether to hire or lay off employees. S/he can also decide on the payment of the supplied machines and the investments to be made in order to improve production and reduce the final cost. The potential investments have an effect not only on production but also the type and ratio of product he produces.
- **Management of Marketing and Sales:** In this section, the player can choose the kind of products s/he wants to sell, the market (stores or hypermarkets) and the products' sale price. Additionally, he can decide on the amount to be invested in advertising and his need for purchasing the market data packet in order to obtain data regarding the competition in the market.



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Regarding the decision making process

For the player to reach the right decisions he should consult on a monthly basis some data tabs.

- Regarding **supplies**, all data related to the specific area are identified in the 'current situation of the company' tab. This tab provides information concerning both the stock of raw materials and packaging as well as the quantity of raw material gained during the current month.
- **In terms of production**, all necessary information is located in the 'current situation' tab. In this table, the user can see the number of products he has produced in the current month for each category (high, medium quality) and the stock of finished products available in the warehouse. S/he can also see the number of available machines and workers. In addition in the same tab there is data regarding both the quantity of raw materials that can be processed in the given month and the cost of production.
- Regarding **advertising and sales**, the user in the advertising and sales tab can find data on the number of products sold in various stores and the sales revenue.
- The **overall results of management tab** provides data regarding the overall business image. Specifically, the user can see the total value of the company (game score) and its liquidity. Additionally, there is data on labor cost, investment cost and their efficiency.



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Exemplary Scenarios for the P4G Business Game Implementation

Scenarios are templates for using the P4G Business Game in different contexts or learning situations. Each scenario should help trainers and educators to develop their own scenario (or lesson plan) for their concrete context.

Each scenario contains the following aspects

- Title
- Context: For which context and target group is a scenario suitable? Examples are the usage in a K-12 context, within university; for unemployed or students
- Competencies: The Business Game covers a variety of competencies. Here, it is explained which competencies are addressed in the scenario.
- Educational Approach: The overall approach and underlying educational principles / theories / methodologies are explained.
- Learning Activities: In this part of the scenario, examples of learning activities (similar to a lesson plan) are given. These are not limited to the game but can also cover a broader range including other lessons (e.g. using Open Educational Resources to prepare learners for the game).
- Roles describe which people are needed for a scenario – this can include teachers, moderators, tutors, learners
- Tools and services describe which tools (besides the business game) are necessary to run a scenario (e.g. blog, authoring tool, learning management system)

To provide you with ideas on how to embed the game into different context, we have added the following scenarios:

2. Scenario	Context / target group	3. Duration
'Reveal your business acumen ': Managing a start up business	Unemployed and university students	4 session, 2.5h each



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Transition Year Entrepreneurship: managing a start-up business from supplier sourcing, production to marketing and sales	Transition Year Students	1 session, about 70 minutes
Staff recruitment: recruitment and team building	Students, owners, managers, experts	Several sessions (depending on the target group)
Conflict management	Students, owners, managers, experts	Several sessions (depending on the target group)
Take decisions: learn how to run a company	Students	Full course
Cross Border Development	Business Students, Managers, Unemployed	Full course

1.1. 'Reveal your business acumen: Managing a start up business'

Educational Scenario (GR_version)	
1. Title of the Educational Scenario	"Reveal your business acumen"



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2. Context	<p>The scenario is intended for both unemployed and university students who want to learn how to start and manage a new business. The scenario addresses the authentic situation of the current difficult financial state of several European countries and aims to train and guide users in managing a start-up business throughout an economic crisis.</p> <p>The structure of the scenario is designed in a way to accommodate three versions in terms of users involved: (1) <i>single player against the game itself</i> (trying to meet the set conditions for sustainable business), (2) <i>single player</i> (in presence or online, against another single player) and (3) <i>"team" player</i> (in presence, 3 or 4 players or online against other team/s).</p> <p>The scenario is intended for four sessions, covering about 2h 30' each.</p>
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<p>3. Competences / Learning Outcomes</p>	<p>In alignment with the output 02 (Initial assessment: the Greatest Common Denominator Skills Matrix) the following competences are included (about 17 competences in total out of the 25 included in the P4G Skills Matrix):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analytical thinking (The ability to analyze problems systematically) <input type="checkbox"/> Business acumen (The ability to discover opportunities and transform resources into performance) <input type="checkbox"/> Communication* (The ability to effectively receive and express information or feelings) <input type="checkbox"/> Conceptual thinking (The ability to recognize patterns or trends in a problem) <input type="checkbox"/> Order and Quality (The ability to reduce uncertainty and to control quality) <input type="checkbox"/> Developing Others* (The ability to help others make progress) <input type="checkbox"/> Flexibility (The ability to effectively adapt to a variety of situations) <input type="checkbox"/> Information seeking (The ability to find and capture information to increase knowledge or find solutions) <input type="checkbox"/> Initiative (The ability to be a self-starter and to meet the challenge of higher level objectives) <input type="checkbox"/> Innovation (The ability to make something new and to improve performance) <input type="checkbox"/> Personal motivation (The will to succeed) <input type="checkbox"/> Results Orientation (The ability to set performance objectives, resulting targets and measures) <input type="checkbox"/> Self-Confidence (The ability to express oneself in a different / hostile situations) <input type="checkbox"/> Team Leadership* (The ability to create a favorable environment and mobilize people to succeed) <input type="checkbox"/> Basic competences (Ability to apply basic knowledge needed for running a business) <input type="checkbox"/> Decision making (Ability to make decisions) <input type="checkbox"/> Personal determination (Ability and attitude to reach given objectives) <p><i>The scenario aims at supporting students to create and manage their own business. This includes the above competences in the focus. The implementation of the</i></p>
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	<p><i>learning scenario with the version of the "team" player involves additional social competences (eg. empathy, influence, etc.) as well.</i></p> <p><i>* Competences that address the 'team' player version of the scenario.</i></p>
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<p>4. Educational Approach of the Scenario</p>	<p>In alignment with the output 03. ‘Pedagogical framework of the business game’ a multi-disciplinary approach is adopted which addresses a set of social-cultural, psychological, gaming experience and technological implementation principles. Namely, these are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer-based learning <input type="checkbox"/> Game-based learning <input type="checkbox"/> Computer-based Assessment support <input type="checkbox"/> Collaborative learning and reflective approach <input type="checkbox"/> Scaffolding from their teammates/partners, the educational game and the P4G educational resources platform (eg. P4G glossary, video tutorials, etc.).
<p>5. Learning Activities:</p>	<p>In the following section, there is provided: (1) a description of the phases included in the learning scenario, (2) a list of the competences that each phase addresses and (3) additional learning resources / materials that are used for each phase.</p>



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<p>Phase 1: Students' engagement – Introduction</p>	<p>Under the guidance of the trainer / instructor, the trainees are encouraged to present their initial ideas about the key elements that are necessary for the operation and the financial development of a business (Brainstorming phase). A discussion / reflection phase follows as a result of a case study.</p> <p>Brainstorming The instructor introduces the topic of the Brainstorming activity (how to manage a new business).</p> <p>Under the guidance of the trainer / instructor, the students are encouraged to present their initial ideas about the key elements that are necessary for the operation and the financial development of a business (Brainstorming phase). At this phase the instructor provides no information to his/her class.</p> <p>Case study – Analysis A case study is presented. Trainees are engaged in an authentic business world situation.</p> <p>Discussion – Reflection Following initial activities trainees are encouraged to discuss their ideas and introduce a draft (initial plan) regarding how a business should operate in order to achieve maximum effectiveness.</p> <p>Cooperation point #1 Students discuss which skills are required when running a business and which barrier factors arise throughout an economic crisis.</p> <p>Introduction The instructor/trainer provides information and guidance on the purpose and expected outcomes of the course/scenario implementation. He/ She introduces and informs the trainees on the main objective of the activity, which is to develop and demonstrate skills applying to business management.</p> <p>Awareness and presence In case of online 'team' player version, throughout the course, a tool should be available showing which other learners are participating and what they are working on. This</p>
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	<p>can also be used for continuous exchange and communication.</p> <p>Pre-view The trainees should be guided through the educational material/resources provided by the P4G platform and related to the expectations of the participants (eg. suggested skills required-Greatest common denominator matrix, business terms-syllabus/glossary.etc)</p> <p>Goals and expectations Trainees are encouraged to discuss (1) the necessary actions and sectors that address the operational and strategic management of the company, (2) the variables involved that define the pricing of the product and (3) prerequisites for maximizing or maintaining the value of the company, assessed in terms of operating margin, recruitment policies, and the growth rate of investment and the financial results of the company itself.</p> <p>Competences addressed</p> <ul style="list-style-type: none"><input type="checkbox"/> Analytical thinking<input type="checkbox"/> Basic competences<input type="checkbox"/> Decision making <p>Additional learning resources / materials</p> <ul style="list-style-type: none">✓ Power point presentation (optional)✓ Scenario elaboration script✓ P4G Skills Matrix
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<p>Phase 2: Warm-up phase/ Idea building</p>	<p><i>Clustering the operational and strategic management variables</i></p> <p><i>Cooperation point #2</i></p> <p>The suggested ideas are clustered and the strategy of a company in terms of three major business management sectors is highlighted: the management of supply, production and the management of marketing and sales.</p> <p><i>Brainstorming</i></p> <p>The instructor applies the brainstorming approach to elicit the trainers' awareness in terms of the three business management sectors.</p> <p><i>Filling knowledge gaps</i></p> <p>Trainers are encouraged to search for information on the Syllabus/Glossary provided in the P4G platform.</p> <p><i>Competences addressed</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analytical thinking <input type="checkbox"/> Basic competences <input type="checkbox"/> Decision making <input type="checkbox"/> Communication* <input type="checkbox"/> Conceptual thinking <input type="checkbox"/> Information seeking <p><i>Additional learning resources / materials</i></p> <ul style="list-style-type: none"> ✓ Power point presentation (optional) ✓ Scenario elaboration script ✓ P4G Syllabus/Glossary
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Phase 3: Elaboration	<p><i>Elaboration</i></p> <p>In this phase, the trainees are informed on the actual scenario they will have to deal with (Scenario elaboration script) and are requested to work on a project plan by allocating the initial capital into the three business management activities, elaborating on potential sub-activities as well.</p> <p><i>Cooperation point #3</i></p> <p>Final outputs are shared and discussed</p> <p><i>Reflection</i></p> <p>Students discuss which (business) challenges and issues have emerged and provide explanations for their decisions. Here, issues like purchase price of the raw material, production capacity, salary, business operating costs, etc will emerge. These challenges should be discussed.</p> <p><i>Competences addressed</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Analytical thinking<input type="checkbox"/> Business acumen<input type="checkbox"/> Basic competences<input type="checkbox"/> Decision making<input type="checkbox"/> Communication*<input type="checkbox"/> Conceptual thinking<input type="checkbox"/> Information seeking<input type="checkbox"/> Flexibility<input type="checkbox"/> Personal motivation<input type="checkbox"/> Results Orientation<input type="checkbox"/> Personal determination <p><i>Additional learning resources / materials</i></p> <ul style="list-style-type: none">✓ Scenario elaboration script
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Phase 4: Business Game	<p><i>Familiarisation with the Business game platform</i></p> <p><i>Group building (in case of team player)</i> <i>Cooperation point #4</i> Groups are built consisting of 2-3 learners.</p> <p><i>Main Resources</i> <i>Trainees are provided with the P4G Business game technical guide. They spend time familiarising with the P4G Business game platform. They are reminded on the educational material available on the platform (Syllabus, matrix, video-tutorials, etc.). The instructor provides help and guidance whenever requested.</i></p> <p><i>Game introduction</i> The business game is introduced (Scenario elaboration script) by providing specific data to run the business and elaborating on the learning outcomes.</p> <p><i>Key concepts</i></p> <ul style="list-style-type: none"><input type="checkbox"/> management of supply<input type="checkbox"/> management of production<input type="checkbox"/> management of marketing and sales<input type="checkbox"/> relevant addressed skills
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	<p>Game playing The game is played</p> <p>Reflection Cooperation point #4 Students reflect on their decisions and success. Their actions are reflected. Knowledge gaps are identified (self-guidance evaluation tool, strategic planning).</p> <p>During the game, for each round trainees register their decisions (either individually or in groups) in the provided worksheets and evaluation tools.</p> <p>After 4 successive rounds, trainees share with the opposite teams their strategic plans and data and discuss on their decisions and their impact (positive/negative), for that point of the game.</p> <p>At the end of the game (round 12) there will be a discussion in which trainees will elaborate on the reasons for their decisions during the game and the way the sharing and exchange of data among the teams had affected (or not) his strategic decisions.</p> <p>Competences addressed</p> <ul style="list-style-type: none"><input type="checkbox"/> Analytical thinking<input type="checkbox"/> Business acumen<input type="checkbox"/> Communication*<input type="checkbox"/> Conceptual thinking<input type="checkbox"/> Order and Quality<input type="checkbox"/> Developing Others*<input type="checkbox"/> Flexibility<input type="checkbox"/> Information seeking<input type="checkbox"/> Initiative<input type="checkbox"/> Innovation<input type="checkbox"/> Personal motivation<input type="checkbox"/> Results Orientation<input type="checkbox"/> Self-Confidence
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- Team Leadership*
- Basic competences
- Decision making
- Personal determination

Additional learning resources / materials

- ✓ Scenario elaboration script
- ✓ BG Technical guide
- ✓ video-tutorials
- ✓ worksheets
- ✓ Self-guidance evaluation tool
- ✓ Glossary
- ✓ Skills matrix
- ✓ Pedagogical approach of strategic planning



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<p>Phase 5: Independent Learning</p>	<p><i>Independent Learning</i> Students will independently work on their knowledge gaps.</p> <p><i>De-Briefing</i> The learning experience is summarized, future opportunities are discussed (comparative analysis of the registered data in the provided worksheets and evaluation tools).</p>
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<p>Phase 5: De-Briefing, Reflection and Assessment</p>	<p><i>De-Briefing & Reflection</i></p> <p><i>Cooperation point #5</i></p> <p>The learning experience is summarized with main emphasis on the drawbacks of the strategic plans. Students reflect what they have learned from the game and also from the distributed setting (in case of team player).</p> <p><i>Assessment</i></p> <p>The students' competences are assessed (both through the game and through a self -guidance evaluation tool).</p> <p>Evaluation in the form of a questionnaire of the whole process is also provided</p> <p><i>Competences addressed</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analytical thinking <input type="checkbox"/> Business acumen <input type="checkbox"/> Communication* <input type="checkbox"/> Conceptual thinking <input type="checkbox"/> Order and Quality <input type="checkbox"/> Developing Others* <input type="checkbox"/> Flexibility <input type="checkbox"/> Information seeking <input type="checkbox"/> Initiative <input type="checkbox"/> Personal motivation <input type="checkbox"/> Results Orientation <input type="checkbox"/> Self-Confidence <input type="checkbox"/> Team Leadership* <input type="checkbox"/> Basic competences <input type="checkbox"/> Decision making <input type="checkbox"/> Personal determination <p><i>Additional learning resources / materials</i></p> <ul style="list-style-type: none"> ✓ Self-evaluation tool ✓ Course evaluation questionnaire'
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<p>6. Roles:</p>	<p>Participants in the scenario:</p> <p>Students</p> <ul style="list-style-type: none"> · <i>Actively participate in the learning process by expressing their ideas, experiences and opinions and by engaging in a hands-on experience with the use of the business game.</i> <p>Trainer/Instructor</p> <ul style="list-style-type: none"> · <i>Moderates the discussion and activity tasks</i> · <i>Introduces the concepts</i> · <i>Prepares presentations for the groups</i> · <i>Solves communication misunderstandings</i> · <i>Activates students</i> · <i>Evaluates the final project outcomes and the cooperation between the students</i>
<p>7. Tools, Services and Resources</p>	<p>Students will use:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Google docs for communication purposes <input type="checkbox"/> Scenario worksheets (Google excel to register and exchange data) <input type="checkbox"/> the P4G Syllabus/glossary <input type="checkbox"/> the P4G Skills matrix <input type="checkbox"/> the Technical manual of the P4G business game <input type="checkbox"/> the Scenario elaboration script <input type="checkbox"/> video-tutorials <input type="checkbox"/> 2 Self-guidance evaluation tools <input type="checkbox"/> a Course evaluation questionnaire <input type="checkbox"/> the Pedagogical approach of strategic planning <p>Instructors will have at their disposal and provide all the above tools as well as a power point presentation.</p>



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1.2. Transition Year Entrepreneurship

Educational Scenario	
1. Title of the Educational Scenario	Transition Year Entrepreneurship
2. Context	<p>The scenario is intended for Transition Year students studying Entrepreneurship as part of the Leaving Certificate Curriculum. The scenario gives students the learning opportunity to experience managing a start-up business from supplier sourcing, production to marketing and sales.</p> <p>Students will work in pairs and participate in the single player version of the game. Results on the value of the company will be compared with classmates on a leaderboard.</p> <p>The scenario will take place during a double class of Business (70mins in duration).</p> <p>Note: As a prerequisite to the business simulation, Transition Year Students have studied the following topics earlier in the year to act as a foundation to support their learning:</p> <p>Management Accounting – with a focus on Marginal Costing and Breakeven Analysis Product Life Cycle – Students are familiar with the step by step process of bringing a product to market Supply and Demand – Students have been introduced to the topic Supply and Demand and how this impacts the price goods.</p>



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<p>3. Competences / Learning Outcomes</p>	<p>The specific learning objectives for the Transition Year Business lesson to be achieved through the business simulation are as follows:</p> <ul style="list-style-type: none"> • Recognize the implications for a business of having a local and/or foreign supplier • Recognize the impact of Supply and Demand on raw materials and how this affects price • Understand the impact of Advertising on the demand for a product • Understand the importance of training workers and its impact on business productivity • Understand the importance of accurate price setting to appeal to the target market <p>The following competences are intended to be developed during the lesson through the completion of the simulation:</p> <ul style="list-style-type: none"> • Analytical thinking (The ability to analyze problems systematically) • Business acumen (The ability to discover opportunities and transform resources into performance) • Communication (The ability to effectively receive and express information or feelings) • Conceptual thinking (The ability to recognize patterns or trends in a problem) • Order and Quality (The ability to reduce uncertainty and to control quality) • Developing Others (The ability to help others make progress) • Flexibility (The ability to effectively adapt to a variety of situations) • Information seeking (The ability to find and capture information to increase knowledge or find solutions)
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	<ul style="list-style-type: none">• Initiative (The ability to be a self-starter and to meet the challenge of higher level objectives)• Innovation (The ability to make something new and to improve performance)• Personal motivation (The will to succeed)• Results Orientation (The ability to set performance objectives, resulting targets and measures)• Self-Confidence (The ability to express oneself in a different / hostile situations)• Team Leadership (The ability to create a favorable environment and mobilize people to succeed)• Decision making (Ability to make decisions)• Personal determination (Ability and attitude to reach given objectives)
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<p>4. Educational Approach of the Scenario</p>	<p>Paired Learning: Transition Year Students will work in mixed ability pairs to make decisions regarding the business.</p> <p>Class Discussion: Students will have the opportunity to discuss strategies with peers at key intervals during the simulation and amend strategy as required.</p> <p>Reflection: Students will reflect on their performance in the business simulation at key intervals and amend strategy as required</p> <p>Demonstration: Teacher will use demonstration to familiarize students with the interface of the business simulation before the decision making begins.</p> <p>Computer Based and Game Learning: This approach is used to facilitate the students’ experience of managing a business in “real life” to being the true concept of Entrepreneurship to life.</p>
<p>5. Learning Activities:</p>	<p>Please see a detailed breakdown of the intended scenario below:</p>



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Phase 1: Introduction	<p>Introduction</p> <p>Teacher will introduce the idea of the business simulation to Transition Year Students by summarizing a case study of the current situation and the intended goal of the activity namely; to develop the necessary skills to successfully manage a start-up business by increasing the value of the company at the end of the period.</p> <p>Class Discussion: Teacher initiates discussion on the skills needed to be a successful Entrepreneur from the previous lesson. Students share opinions and recall the key skills as required.</p> <p>Resources:</p> <p>Students will be given simplified step by step documents on how to make a decision and what the key variables mean in a language familiar to them in the Leaving Certificate Curriculum.</p> <p>Power Point and Overhead Projector will be used</p>
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<p>Phase 2: Warm-up phase/ Idea building</p>	<p>Demonstration: Teacher will demonstrate to students how to navigate through the simulation and distinguish between the current situation and decision screens. Particular focus will be given to the key decision making areas</p> <p>Teacher refers to the simplified Step-by-Step Guide to support students' information seeking task. Students will be encouraged to develop information seeking skills to find the desired information from the step by step booklet assigned</p> <p>Competences addressed</p> <ul style="list-style-type: none"><input type="checkbox"/> Basic competences<input type="checkbox"/> Information seeking <p>Additional learning resources / materials</p> <ul style="list-style-type: none">✓ Power point presentation✓ Step-by-Step Decision Guide (simplified for TY Students)
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Phase 3: Elaboration	<p>Brainstorming</p> <p>Students will have the opportunity to brainstorm a strategy to follow based on the case study information presented including:</p> <ul style="list-style-type: none"><input type="checkbox"/> Foreign Supplier/ Local Supplier<input type="checkbox"/> High Quality/Low Quality<input type="checkbox"/> Stores/ Hypermarkets<input type="checkbox"/> Financial Budget – Invest Early/Later <p>Teacher will observe brainstorming activity and clarify questions as required.</p> <p>Competences addressed</p> <ul style="list-style-type: none"><input type="checkbox"/> Analytical thinking<input type="checkbox"/> Business acumen<input type="checkbox"/> Basic competences<input type="checkbox"/> Decision making<input type="checkbox"/> Communication<input type="checkbox"/> Information seeking<input type="checkbox"/> Flexibility<input type="checkbox"/> Personal motivation<input type="checkbox"/> Results Orientation <p>Personal determination</p>
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<p>Phase 4: Business Game</p>	<p>Business game</p> <p>Groups: Students are assigned to mixed ability pairs to run and manage the business. Each pair will be assigned an individual log-in and will operate using the single player mode.</p> <p>Main Resources Students will use the Step-by-Step Transition Year Guide to support their decision making. Teacher will be available throughout the simulation to clarify questions as required.</p> <p>Game playing Students play the game in the assigned pairs and assess the impact of their decisions on the business. Students will reflect on the results and tailor decision making to increase the value of the business. Students will complete three rounds to have a visual impact of decisions. Students will record and reflect on their decisions and success for each round.</p> <p>The value of the company will be recorded on a class leaderboard after 2-3 round intervals to simulate the competitive environment in the market place.</p> <p>Collaboration After round three students will have the opportunity to compare and contrast strategies with peers in the class. Key areas for discussion will be appointed in particular the impact of training, advertising, local/foreign supplier to fulfil the intended learning objectives. Teacher will initiate a class discussion on the learning from the collaboration with particular emphasis on these points.</p> <p>Reflection Students reflect on their success/failure to date a record what changes that they want to make going forward using the worksheet provided.</p>
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	<p><i>Game playing</i></p> <p>Students continue to play the game in the assigned pairs for another 3 rounds and assess the impact of their decisions on the business. Students will reflect on the results and tailor decision making to increase the value of the business. Students will record and reflect on their decisions and success for each round.</p> <p>The value of the company will be recorded on a class leaderboard after 2-3 round intervals to simulate the competitive environment in the market place.</p> <p><i>Competences addressed</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Analytical thinking<input type="checkbox"/> Business acumen<input type="checkbox"/> Communication<input type="checkbox"/> Conceptual thinking<input type="checkbox"/> Order and Quality<input type="checkbox"/> Flexibility<input type="checkbox"/> Information seeking<input type="checkbox"/> Initiative<input type="checkbox"/> Innovation<input type="checkbox"/> Personal motivation<input type="checkbox"/> Results Orientation<input type="checkbox"/> Self-Confidence<input type="checkbox"/> Basic competences<input type="checkbox"/> Decision making<input type="checkbox"/> Personal determination <p><i>Additional learning resources / materials</i></p> <ul style="list-style-type: none">✓ Reflection Worksheets <p>Step-By-Step Guide</p>
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<p>Phase 5: Independent Learning</p>	<p>Reflection</p> <p>Students reflect on their success/failure to date a record what changes they would want to make going forward using the worksheet provided. Teacher initiates class discussion on reasons behind strategies and plans for future.</p> <p>Students complete a skills assessment to self-evaluate what skills they feel that they have developed. This will be compared to the analysis available from the simulation in the following weeks class.</p> <p>De-Brief</p> <p>Teacher presents the final leader board to the class. Winner will be announced the following week. Teacher recaps on the learning objectives of the lesson with a particular focus on the impact of supply and demand on business, the power of advertising and the importance of training investment</p> <p>Simulation Evaluation Ticket</p> <p>Students complete a brief Ticket outlined what they learned, what they are confused about and an evaluation on whether the simulation helped them learn.</p> <p>Competences addressed</p> <ul style="list-style-type: none"><input type="checkbox"/> Analytical thinking<input type="checkbox"/> Business acumen<input type="checkbox"/> Conceptual thinking<input type="checkbox"/> Order and Quality<input type="checkbox"/> Flexibility<input type="checkbox"/> Information seeking<input type="checkbox"/> Initiative<input type="checkbox"/> Personal motivation<input type="checkbox"/> Results Orientation<input type="checkbox"/> Self-Confidence<input type="checkbox"/> Basic competences<input type="checkbox"/> Decision making<input type="checkbox"/> Personal determination
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	<p><i>Additional learning resources / materials</i></p> <ul style="list-style-type: none">✓ Self-evaluation tool✓ Course evaluation questionnaire✓ Simulation Evaluation Ticket
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<p>Phase 5: De-Briefing, Reflection and Assessment</p>	<p>Reflection</p> <p>Students reflect on their success/failure to date a record what changes they would want to make going forward using the worksheet provided. Teacher initiates class discussion on reasons behind strategies and plans for future.</p> <p>Students complete a skills assessment to self-evaluate what skills they feel that they have developed. This will be compared to the analysis available from the simulation in the following weeks class.</p> <p>De-Brief</p> <p>Teacher presents the final leader board to the class. Winner will be announced the following week. Teacher recaps on the learning objectives of the lesson with a particular focus on the impact of supply and demand on business, the power of advertising and the importance of training investment</p> <p>Simulation Evaluation Ticket</p> <p>Students complete a brief Ticket outlined what they learned, what they are confused about and an evaluation on whether the simulation helped them learn.</p> <p>Competences addressed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analytical thinking <input type="checkbox"/> Business acumen <input type="checkbox"/> Conceptual thinking <input type="checkbox"/> Order and Quality <input type="checkbox"/> Flexibility <input type="checkbox"/> Information seeking <input type="checkbox"/> Initiative <input type="checkbox"/> Personal motivation <input type="checkbox"/> Results Orientation <input type="checkbox"/> Self-Confidence <input type="checkbox"/> Basic competences <input type="checkbox"/> Decision making <input type="checkbox"/> Personal determination
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	<p><i>Additional learning resources / materials</i></p> <ul style="list-style-type: none">✓ Self-evaluation tool✓ Course evaluation questionnaire✓ Simulation Evaluation Ticket
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<p>6. Roles:</p>	<p>Students</p> <ul style="list-style-type: none"> · Actively participate in the learning process by expressing their ideas, experiences and opinions and by engaging in a hands-on experience with the use of the business game. <p>Teacher</p> <ul style="list-style-type: none"> · Moderates the discussion and activity tasks · Introduces the concepts and the simulation · Prepares presentation with instructions · Solves communication misunderstandings · Creates Step-By-Step Guide <p>Solves technical issues that may arise</p>
<p>7. Tools, Services and Resources</p>	<p>Students will use:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step-By-Step Guide tailored for Transition Year Students and the specific learning objectives for the lesson <input type="checkbox"/> Reflection Worksheets <input type="checkbox"/> Simulation Evaluation Ticket

1.4. Staff recruitment

Educational Scenario	
<p>1. Title of the Educational Scenario</p>	<p><i>Staff recruitment</i></p>



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<p>2. Context</p>	<p>The most valuable strategic resource of the company is its staff and the recruitment and team building are key factors for the business development. In today's dynamic conditions of globalization, scientific and technological progress and high competitiveness, an ever greater flexibility of organizations and most of all of the work organization in them is required.</p> <p>The course is designed for owners and / or managers of companies, directors, managers and experts in human capital management.</p>
<p>3. Competences / Learning Outcomes</p>	<p>Competences</p> <p>01 Analytical Thinking</p> <p>04 Commitment to Learning</p> <p>05 Communication</p> <p>06 Conceptual Thinking</p> <p>08 Developing Others</p> <p>09 Empathy</p> <p>11 Flexibility</p> <p>14 Initiative</p> <p>16 Organizational Awareness</p> <p>18 Relationship Building</p> <p>22 Team Leadership</p> <p>24 Decision making</p>
<p>4. Educational Approach of the Scenario</p>	<p>Training with practical focus. Presentations, work in small groups, simulations and discussions will be used.</p>



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<p>5. Learning Activities:</p>	<p>The training is focused on the needs of the companies and the real economy, as the priority will be on the acquiring of practical skills. There are tests foreseen to check the acquired skills.</p>
<p>Phase 1: Introduction</p>	<p>Entry test. Introduction to the essence, the key principles and methods for determining staffing needs, stages of planning of human resources..</p>
<p>Phase 2: Warm-up phase/ Idea building</p>	<p>Benefits of recruitment based on competence approach in the human resources management. Stages in the staff recruitment and how to measure the recruitment effectiveness and efficiency.</p>
<p>Phase 3: Elaboration</p>	<p>Examination of the criteria for conformity assessment with a given job. The module is to end with 3 practical tasks. Interim test.</p>
<p>Phase 4: Business Game</p>	<p>The second stage of staff recruitment is considered in detail – attraction of suitable candidates. The focus is on setting the budget and appropriate channels of candidates drawing in, writing down a vacancy advertisement. Practical task.</p>
<p>Phase 5: Independent Learning</p>	<p>Selection by application documents and making a short-list of suitable candidates, focusing on the analysis of documents (basic issues and warning signs when analyzing the CVs) Practical task. Interim test.</p>



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Phase 5: De-Briefing, Reflection and Assessment	Evaluation of candidates and deciding on appointment. Objectives and stages of interview for recruitment, approach of interviewing Video tutorial and practical task.
6. Roles:	The process of adaptation and socialization of new employees is considered. Test to check acquired skills.
7. Tools, Services and Resources	Describe who will participate in the scenario Trainees Lecturers Moderators

1.5. Conflict management

Educational Scenario (Bulgarian version)	
1. Title of the Educational Scenario	<i>Conflict management</i>
2. Context	<p>Nowadays, the more the aspiration of organizations after learning and using new methods of working in a competitive and changing market, the introduction of innovation, the necessity to constantly respond to the new needs of customers, the more the need of management skills and conflict resolution increases.</p> <p>The course is designed for owners and / or managers of companies, directors, managers and experts in human capital management</p>



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3. Competences / Learning Outcomes	<p>Competences</p> <p>5 Communication</p> <p>8 Developing Others</p> <p>9 Empathy</p> <p>16 Organizational Awareness</p> <p>18 Relationship Building</p> <p>22 Team Leadership</p> <p>24 Decision making</p>
4. Educational Approach of the Scenario	<p>Practical training and striving for utilization of previous experience in the context of the newly acquired knowledge. Presentations, role play, small group work, simulations and discussions will be used.</p>
5. Learning Activities:	<p>The training is focused on the company needs and the real economy, as the learning of practical skills is a priority.</p> <p>A test will be held to check the acquired knowledge after each theoretical module.</p>
Phase 1: Nature of the conflict. Types of conflict in organizations	<p>Admission test.</p> <p>Introduction to the essence of conflict and types of conflicts in the organization.</p> <p>Checking what has been learned with the practical task.</p>
Phase 2: Main reasons and sources of conflict. Signs and signals for conflict.	<p>The main causes and sources of conflicts are examined as well as signs and signals for their appearance.</p> <p>The module ends with a practical exercise.</p>



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<p>Phase 3: Dynamics of the conflict - the development stages of the conflict, phases of the conflict.</p>	<p>The dynamics of conflict are considered as well as stages of development and phases which it passes through.</p> <p>The module ends with a practical task.</p> <p>Interim test.</p>
<p>Phase 4: Styles of behavior in conflict situations</p>	<p>To be considered are the dynamics of conflict as well as stages of development and phases which it passes through.</p> <p>A questionnaire is used to assess the behaviour style of the trainee.</p> <p>Practical task.</p>
<p>Phase 4: Styles of behavior in conflict situations.</p>	<p>Strategies and steps in the conflict management are being examined as well as models for their solving.</p> <p>Assessment of conflict management skills through a questionnaire and verification of what have been learned through a practical task.</p>
<p>Phase 5: Strategies for conflict management.</p>	<p>Describe who will participate in the scenario</p> <p>Trainees Speakers Moderators</p>
<p>6. Roles:</p>	<p>Describe which (IT)Tools are used - are other learning resources / materials included (e.g. Open Educational Resources)?</p> <p>Assessment of proper skills for conflict management can be done through a specially developed test.</p>



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<p>7. Tools, Services and Resources</p>	<p>Nowadays, the more the aspiration of organizations after learning and using new methods of working in a competitive and changing market, the introduction of innovation, the necessity to constantly respond to the new needs of customers, the more the need of management skills and conflict resolution increases.</p> <p>The course is designed for owners and / or managers of companies, directors, managers and experts in human capital management</p>
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1.6. Take decisions: learn how to run a company!

Educational Scenario	
<p>1. Title of the Educational Scenario</p>	<p><i>Take decisions: learn how to run a company!</i></p>



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2. Context	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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	<p>the first round and will then focus on the strategies during the second round.</p> <p><i>Introduction, explanation and preparatory activities</i></p> <p><i>Round 1 - get used to the game, investigate the variables, ask questions and find your answers</i></p> <p><i>By the end of the first round, a session for 'question and answers' is organized by the teachers</i></p> <p><i>Round 2 - design and implement team strategies in order to be the best company on the market</i></p> <p><i>Students may be asked to keep a diary of the decision making process. This will help them to go through a sort of self-evaluation exercise. Through it, they can learn their weaknesses and strength</i></p> <p>Teachers play a fundamental role for the success of this learning activity. He/She has to be present and act as a mentor giving advice and suggestion.</p> <p>Main role of the taches:</p> <ul style="list-style-type: none">● He/she prepares the "Q&A" session during the first round● He/she reads the diary and helps students to understand their weakness and strength. <p>- Tools for the creation of presentations (eg "Power Point")</p> <p>- Tools supporting calculations (eg: calculators)</p> <p>- Facebook group for communications, for the distribution of the material of the game, for the collection of the material produced by students</p> <p>- Game documentation (Player's Handbook, FAQ).</p> <p>- Card with open-ended questions on the reflection of the self in relation to their behavior within the group</p>
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3. Competences / Learning Outcomes	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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	<p>the first round and will then focus on the strategies during the second round.</p> <p><i>Introduction, explanation and preparatory activities</i></p> <p><i>Round 1 - get used to the game, investigate the variables, ask questions and find your answers</i></p> <p><i>By the end of the first round, a session for 'question and answers' is organized by the teachers</i></p> <p><i>Round 2 - design and implement team strategies in order to be the best company on the market</i></p> <p><i>Students may be asked to keep a diary of the decision making process. This will help them to go through a sort of self-evaluation exercise. Through it, they can learn their weaknesses and strength</i></p> <p>Teachers play a fundamental role for the success of this learning activity. He/She has to be present and act as a mentor giving advice and suggestion.</p> <p>Main role of the taches:</p> <ul style="list-style-type: none">• He/she prepares the "Q&A" session during the first round• He/she reads the diary and helps students to understand their weakness and strength. <p>- Tools for the creation of presentations (eg "Power Point")</p> <p>- Tools supporting calculations (eg: calculators)</p> <p>- Facebook group for communications, for the distribution of the material of the game, for the collection of the material produced by students</p> <p>- Game documentation (Player's Handbook, FAQ).</p> <p>- Card with open-ended questions on the reflection of the self in relation to their behavior within the group</p>
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4. Educational Approach of the Scenario	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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5. Learning Activities:	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <ul style="list-style-type: none">Decision makingAnalytical ThinkingConceptual ThinkingBasic Competences (mathematics and finance)Self confidenceCommunication <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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Phase 1: Introduction	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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<p>Phase 2: Warm-up phase/ Idea building</p>	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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Phase 3: Elaboration	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <ul style="list-style-type: none">Decision makingAnalytical ThinkingConceptual ThinkingBasic Competences (mathematics and finance)Self confidenceCommunication <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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Phase 4: Business Game	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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<p>Phase 5: Independent Learning</p>	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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<p>Phase 5: De-Briefing, Reflection and Assessment</p>	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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6. Roles:	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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7. Tools, Services and Resources	<p>This scenario is suitable for students. It can be used as additional learning materials to develop specific competences (see below).</p> <p>Competences</p> <p>Students can develop these competences:</p> <p>Decision making</p> <p>Analytical Thinking</p> <p>Conceptual Thinking</p> <p>Basic Competences (mathematics and finance)</p> <p>Self confidence</p> <p>Communication</p> <p>Students have to be divided in small groups (max 3/4 pers.). Each group acts as the manager of the company and for every round of the game has to:</p> <ul style="list-style-type: none">- analyze the situation of the company and the related market by looking out the value group of variables that describe quantitatively the situation of the company and the simulated market.- decide what is the most appropriate strategy and what decisions have to be taken in order to assigning quantitative values to a set of variables. <p>The game is the core of the learning activity. Through the game, students can learn playing (learning-by-doing). It may be useful to organize two different rounds with increasing difficulty. As a consequence, students will become familiar with the game during</p>
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1.7. Cross Border Business Development

The main goal of this scenario is to develop competences in international business development. The game is embedded in a wider course structure including the use of other Open Educational Resources. It also assumes that the course is run collaboratively in 2 countries or more.

Educational Scenario Template	
1. Title of the Educational Scenario	Title of the scenario <i>Cross-border business development</i>
2. Context	Description of the context and situation of usage. <i>The scenario is intended for students of information systems and business to develop innovations in international teams. The students are in the 2nd year master's level. The scenario is intended to cover about 2 ECTS = 60h workload.</i>
3. Competences / Learning Outcomes	Competences Describe which competences of the skills matrix are included. <i>2 Business Acumen 13 Information Seeking 15 Innovation competence 18 Relationship Building 22 Team Leadership 25 Decision Making</i> <i>The scenario aims at supporting IT students to create their first own business. This includes the above competences in the focus. Other competences, in particular social competences, are included.</i>



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4. Educational Approach of the Scenario	Describe the main educational approach behind the scenarios <i>Educational Game</i> <i>Collaborative Learning</i> <i>Scaffolding</i> <i>Cross border learning</i> Here, the different phases should be described relating to the competences to be addressed.
6. Learning Activities:	



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Phase 1: Awareness Building / Introduction

The following example should just illustrate the scenario approach.

The main goal is to introduce innovation processes to IT students. Most of those on the masters level have already innovative ideas from a technical point of view such as innovative apps which have certainly market potentials.

Participants should come from at least 2 countries.

Introduction

The facilitator will introduce the idea of innovation and business development.

This introduction is done in parallel in (at least) two countries.

Goals and expectations

Learners discuss their individual and group objectives and expectations. They express initial ideas on business development (e.g. app topic)

Cooperation point #1

Goals and expectations are summarized towards a common document with international partners.

Barriers and success factors

Students discuss which barriers and success factors arise when running a business. One barrier will surely be the lack of business skills - this should be reflected on.

Awareness and presence

Throughout the course, a tool should be available showing which other learners are participating and what they are working on. This can also be used for continuous exchange and communication.

Pre-view

The contents of the whole course (TOC) should be shown by the facilitator and related to the expectations of the participants.



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<p>Phase 2: Idea building</p>	<p>Idea generation <i>Students should build their own idea (e.g. an app for wearable devices)</i></p> <p>Reflection <i>Students will discuss the potentials of their app. They should identify which additional knowledge is needed.</i></p> <p>Developing a business case <i>Students will build a business case</i></p> <p>Parallel: Filling knowledge gaps <i>Students can use additional learning resources to fill their knowledge gaps on business cases</i> <i>Main questions:</i> <i>How to do a market analysis</i> <i>How to elicit requirements and needs from stakeholders</i></p> <p>Opportunities (Cooperation point #2) <i>Students discuss how to bring their ideas together (e.g. one app for two target markets)</i></p> <p>Pitch <i>Students create and do an elevator pitch for their product</i></p>
<p>Phase 3: Elaboration</p>	<p>Elaboration <i>In this phase, the learners work on a project plan how to bring their product to the market</i></p> <p>Cooperation point #3 <i>Results are shared and discussed with all groups</i></p> <p>Localization needs <i>Additionally, it is discussed how the products must be changed to fit the national curriculum or regional / local needs. Based on this, opportunities to localize these are discussed and practiced.</i></p> <p>Reflection <i>Students discuss which (business) challenges and issues have emerged during the project planning. Here, issues like production planning, competitors, marketing, training, team leadership will emerge. These challenges should be discussed.</i></p>



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<p>Phase 4: Business Game</p>	<p>Group building <i>Groups are built consisting of 3-5 learners. Each group will have an international partner group.</i></p> <p>Game introduction <i>The business game is introduced.</i></p> <p>Key concepts <i>Students elaborate the key concepts:</i> <i>Production planning strategies</i> <i>Sourcing</i> <i>HR development</i> <i>Team leadership</i></p> <p><i>For each of those contents, (open) learning materials are provided.</i></p> <p>Game playing <i>The game is played</i></p> <p>Reflection <i>Students reflect on their decisions and success. Their actions are reflected. Knowledge gaps are identified.</i></p>
<p>Phase 5: Independent Learning</p>	<p>Independent Learning <i>Students will independently work on their knowledge gaps.</i></p> <p>De-Briefing <i>The learning experience is summarized, future opportunities are discussed.</i></p> <p>Gaming <i>The game (phase 4) is played again.</i></p>
<p>Phase 6: Reflection and De-Briefing</p>	<p>De-Briefing <i>The learning experience is summarized, future opportunities are discussed. In particular, students should reflect what they have learned from the game and also from the distributed setting.</i></p> <p>Assessment <i>The students competences are assessed (either through the game or through an examination if needed)</i></p>



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<p>7. Participating Roles:</p>	<p>Describe who will participate in the scenario</p> <p>Student</p> <ul style="list-style-type: none"> · <i>Actively participate in the learning process by expressing his/her ideas, experiences and opinions.</i> <p>Country group participant</p> <ul style="list-style-type: none"> · <i>Works collaboratively country specific groups</i> · <i>Is clearly aware of cultural characteristics</i> · <i>Has a speaker to express the group opinion</i> · <i>Communicates with other international groups.</i> <p>Facilitator</p> <ul style="list-style-type: none"> · <i>Moderates the discussion</i> · <i>Introduces the concepts</i> · <i>Prepares presentations for the groups</i> · <i>Solves communication misunderstandings</i> · <i>Activates students</i> · <i>Evaluates the final project outcomes and the cooperation between the students</i>
<p>8. Tools, Services and Resources</p>	<p>Describe which (IT)Tools are used - are other learning resources / materials included (e.g. Open Educational Resources)?</p> <p><i>Brainstorming tool - use mindmaps to describe the initial innovation ideas.</i></p> <p><i>For the innovation activity: OUNL learning unit (login required)</i> http://www.open.edu/openlearn/money-management/creativity-and-innovation/content-section-0</p> <p><i>OER: A nice example for a specific business plan (Agriculture Business) could be discussed and adapted</i> http://www.oerafrica.org/resource/farmers-agribusiness-training-course-module-3-entrepreneurship-lesson-3-agricultural</p>