



# Newsletter #04

Play4Guidance - A European Business Game to train and guide students and young unemployed on entrepreneurial, transversal and mathematical skills

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## P4G international team is ready for the PILOTs. Are you?

In the last few months the Play4guidance team has been involved in several activities to develop the game, the platform and all the necessary resources to make the whole package as effective as possible for training, assessment and guidance aims.



The work is not concluded, but we can expect to be ready to start the pilots in March. In the meantime, the platform and most of the supporting resources are already available, and the game too, in a beta version. Interested? Take a look at [play4guidance.eu/p4g-business-game/](http://play4guidance.eu/p4g-business-game/). In the next weeks you will notice many improvements and we would also be happy to receive your feedback.

But now, back to the pilots. What are they and which opportunities can they create for you?

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# P4G international team is ready for the PILOTs. Are you?

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Pilots represent the core of the project: they will last more than 1 year and will give the people involved a chance to get trained on entrepreneurial skills guided by experts; and will also give the P4G team a chance to collect the amount of data necessary to publish the final version of the game.

This long and intensive experience will be finally resumed in the "P4G model", which will collect the different uses done with the game and with the other tools / educational resources.

The countries where we are officially going to deliver the pilots are: Italy, Ireland, Greece, Bulgaria, Turkey.

**In each country we'll have 2 pilots:**

- The first one is dedicated to the stakeholders, because we want

stakeholders to be more aware of what the PLAY4GUIDANCE Game is about and of how effective it is for the assessment of entrepreneurial skills, as well as being a useful tool to help in the guidance towards learning pathways/jobs in entrepreneurial matters. We want stakeholders to undoubtedly choose the P4G BG as one of their work tool!

- The second one will be with high school students, university students and the unemployed: participants will be able to understand (guidance goal):

- if they like this kind of job;
- if essential entrepreneurial skills are aligned with their own skills and/or in what measure they are; what was done well and/or what skills the player needs to improve.

All pilots will be anticipated by dedicated online communities to maximize the effectiveness of the experience.

**The pilots in figures:**

- Number of pilots to carry out: 10
- Stakeholders involved: at least 20 per country (100)
- High school students: at least 120
- University students: at least 120
- Unemployed: at least 120
- Duration of each pilot: 2 months, comprehensive of 1 day in presence to play the business game in small groups.

As we have already met the interest of other external subjects to take part in the pilots, also from foreign countries such as Spain and Poland, we'll also try to organize some dedicated full online activities. If you are interested in joining us, send an email to: [info@play4guidance.eu](mailto:info@play4guidance.eu) indicating your interest and your contact information.

**Text by FPM**

## The P4G Greek Conference, Athens 12 December 2015

Science View and the National & Kapodistrian University of Athens (NKUA) successfully organized the P4G Greek Conference on Saturday 12 December 2015, at the premises of NKUA. During the Conference NKUA and Science View, both P4G partners, introduced the game, its principals and pedagogical framework, its educational framework and the P4G assessment tool. Attendants also had the opportunity to test the game for the first time and attempt to create their own businesses!

Participants also had the opportunity to be informed about relevant initiatives and projects, such as the Digiskills project, presented by Dr. Sofoklis Sotiriou from Ellinogermaniki Agogi, the Enterprise+ project, presented by Dr. Artemis Saitakis from Science and Technology Park of Crete (STEP-C), innovation and entrepreneurship issues, presented by Dr. George Neofotistos from the University of Crete.

More information about the Conference (in Greek): <http://p4gconference.weebly.com/>



# The Play4Guidance Irish National conference on 7.11.2015

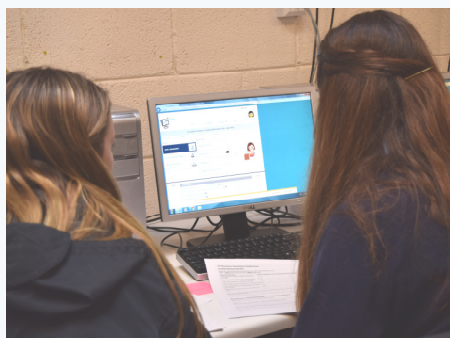
The DCU P4G team held their [first national conference](#) on the 7<sup>th</sup> November 2015 on campus in the innovative DCU Business School. The aim of the conference was to make participants aware of the P4G project, its aims and objectives, the project potential, and entrepreneurial competences, which the simulation addresses. Furthermore, it was an opportunity for industry experts to share their experiences and insights of social entrepreneurship and team entrepreneurship, as well as providing participants with an opportunity to engage in and become familiar with entrepreneurial thinking in education through a series of workshops. Participants came from all levels of the education sector, including primary, post-primary, training agencies, state agencies, unemployment centres, further education, and youth workers. Overall, it was a successful event with a good level of entrepreneurial knowledge exchange, industry insights, and interest ignited in the P4G project.



## DCU - The P4G Business Game Pilot



The first pilot was successfully carried out on 22nd January with the help of Transition Year Business Teacher Meabh, and her students from Portmarnock Community School in Dublin. In total there were 30 participating students. To prepare students for immersion in the simulation, Meabh used a scenario that she developed for the game. The stu-



dents were provided with an explanatory business simulation handbook, as well as a business simulation reflection worksheet and a decision log sheet. By participating in the pilot activity students not only got a taste of the simulation, but it also got them thinking about strategy, the marketplace and analyzing decisions in order to improve their future actions.

# Our findings back from Online Educa Berlin 2015

In this frame we were invited to present the paper "PLAY4GUIDANCE: a new way to evaluation and guidance through Business Games". We were included in the agenda of the session with the catchy title "STUDENT + GAMIFICATION = ENGAGEMENT?".

Here's how it went.

Let's start with our session, which was very successful in terms of audience: about 100 people filled the hall. It is a sign that the theme of games in the learning processes is more alive than ever.

And even among the exhibitors we noticed the presence of a large representation of serious/educational games companies, gamification processes experts and providers of business games.

The concept of the business game has expanded greatly over the years and most of the examples that we saw at the conference focused on the simulation of a business problem in which the player must give the best possible solution through a decision-making process based on content and interaction patterns. The typical structure of these business games awards a corporate role to the player that is placed in front of a complex problem. He/she will have to interact with other simulated colleagues choosing from several options what is the message he wants to pass. Based on the various decisions taken, the system will create a profile that will assess different soft skills acted during the game.

If we come back to the "classic" versions of business games, these solutions sustain a different approach, but are certainly very interesting and appreciated

Last December we were in Berlin at the international conference "Online Educa Berlin" (<http://www.online-educa.com/>). It is a well known event for all those involved in educational innovation. For many years the conference has provided the opportunity to keep updated on the state of the digital learning news: exchanging opinions and experiences, exploring what the main directions taken in European countries are, amongst others. About 2,000 professionals from over 90 countries are the numbers and wealth of this conference.



Photo by [online-educa.com](http://online-educa.com)

by many companies, indeed. Is there any similarity between these business games and P4G? Yes of course!

First, they are both simulations. Moreover, the upgrade that we are operating on P4G focuses precisely on the capability to evaluate some of the key soft skills necessary to conduct a business profitably.

The most important difference lies in how the result is achieved: in the above case the player must choose between a few options what the best answer is: the focus is especially on communication

patterns. In P4G the player must instead simulate the management of a company, making both strategic and operational choices, from early stage investments to sales: this model increases the degrees of freedom, therefore increasing the level of complexity and- we believe so - the level of learning and involvement.

And finally, another important detail, with P4G the players are in a game with a final score: he/she can win or lose. Because the numbers in our case are not an opinion.

**Text by FPM**

# The P4G second interim meeting

*In Athens, Greece on 19-20 January 2016*

The P4G second interim meeting was attended by all members of the Consortium, as well as the P4G external evaluator, Anne-Christin Tannhauser (via Skype). The meeting provided an opportunity to the partners of the consortium to summarize what has been done in the first 16 months of the project and to reflect on the connection and relation between the outputs. All partners worked together in order to set up and organize what we are expected to do in the second part of the project.

Prior to arriving in Athens, partners were provided with an agenda of the meeting, and information with directions to the University, accommodation and the restaurant for the welcome dinner which took place on Tuesday 19 January at Plaka.

On the first day of the meeting, after a warm welcome from Professor Chronis Kynigos from NKUA, Stefano Menon welcomed everyone to the meeting. First day discussions were focused on what was done in the first 16 months of the project and what it's expected to be done in the second part of the project. In addition partners shared previous experiences on realized national conferences and defined in detail the coming conferences for each country.

Furthermore, the P4G Business Game was thoroughly analyzed, while players, post graduate students of NKUA described their finding after playing the game numerous times. Partners also discussed about the BG assessment, the Pilots and the Scenarios, the Toolkit and the P4G Educational Platform.

Day two kicked off with presentations on Project Management and the production of outputs. Presentations that followed included that of the internal review of the quality of the project in terms of processes and outputs/outcomes; the External Evalu-

The P4G second interim meeting was held at Athens, Greece on 19-20 January 2016, at the premises of the National and Kapodistrian University of Athens (NKUA)/ Educational Technology Lab. The meeting was organized by the Greek P4G partners, NKUA and Science View.



ator, whose role as 'critical friend' is to assist the partnership in producing quality outputs and improve organisational collaboration; Administration and finance of Play4Guidance; Exploitation and dissemination and final conclusions.

The second interim meeting in Athens was very productive and successful and provided participants with a clear idea of the project's progress during the second reporting period, as well as definitive courses of action for moving the project forward into the next phase.

