



**Progetto "POSSO..NON POSSO...VADO! Rev.2 "**

**CUP:G72F11000080006**

**Business Idea Catalogue**

**Language of the product English**

**Result n. 21**



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## Introduction

The Catalogue of new Business Idea was realized in each country partner in different way

In this report are collected the catalogues of partner countries.

## 1. Italy

### Final outputs and feedback Building

Once all work Teams (“Entrepreneurs for a day”) have completed the full “play”, composed by 6 financial periods of management of their Holiday Villages, the outputs produced by the tool have been printed and collected.

In details, for each of the 6 years the following documentation is available:

- End year report, generated automatically by the system, composed of several tables and graphs, showing main operational, economical and financial indicators and figures of the year just completed (basic parameters of the Village, % of utilization, sales and revenues per service type, Costs structure, simplified balance, financial situation);
- Board of Directors Deliberation reporting facts and figures of the yearly period just completed, with the necessary comments, analysis and considerations;
- Board of Directors Deliberation regarding targets, strategic decisions and activities to be planned for the upcoming year.

On the basis of all these documents, a panel of experts has performed a detailed analysis of the activities and performances of each work team, articulated in the following steps:

- Analyze all indicators and figures, graphs and comments of each single year of activity, and compare each other the values of the various years;
- find out the strategies designed by the “entrepreneurs” and the operational decisions consequently taken;
- individuate the actions actually carried out according (but sometimes without any coherence!!) with the decisions undertaken;
- analyze the results of each single period, focusing in particular on the profits (or losses) generated in the year, and trying to understand the causes of such results;
- discuss and comment these data, trying to make a link with the expected ones, to find out the gaps, to underline the real effects of the actions realized (or of the ones NOT carried



out, even if decided or planned), noticing the inconsistencies, individuating the most successfully actions and the ones that led to unsatisfactory results;

- indicate, wherever possible, main successes or failure factors, giving indications on alternative, more profitable or effective business practices.

Such analysis have been developed and produced both for the launch of the Village (start of the game) and then for each of the 6 financial years in which the simulation had been designed.

Of course completeness and quality of these documents came out to be very different among the work teams, and even for the different years of a same team and, as a consequence, also the “quality” and depth of the output resulted different, depending on the quality of the input!



8 documents (in MS Word format) have been therefore assembled and archived, one for each of the 8 Teams/Villages:

- 1) Dream Village
- 2) Sun Village Beach
- 3) Sunny Village
- 4) Tropical Pearl
- 5) Crystal Sea
- 6) Acqua Marina



7) Funny Village

8) Sea Fun Village

In each document, in addition to the above described analysis, have been also included the composition of the Team (names of the students-entrepreneurs), the logo and the slogan chosen by the group for their Village, and the whole documentation produced (yearly Reports and Board deliberations as an embedded PDF single file).

The main benefits of this approach can be summarized in the following two points:

- ✓ Give to the “young entrepreneurs” a formal feedback (in addition, of course, to the discussions with the teachers during and after the execution of the game) on their performances in managing the virtual Village, so enhancing the effectiveness of the simulation for the learning of correct business practices and stimulating further discussions on these issues;
- ✓ Evaluate the quality of the simulation itself, in order to find out the weak points of the system, and define a list of points to be improved, modified, added or cancelled in the next releases of the game. The target is to obtain a tool closer and closer to the real business world, with a “behavior” more realistic and, at the end, an improved added value for the students using it in the future.

## 2. Slovenia

The group of students has completed the game by the support of a tutor. During the 2 week education and "playing the game" they have gathered also the basic knowledge about entrepreneurship. In the meanwhile the tutor has explained all the necessary information regarding the business development, and the students has used the knowledge in playing the game.

The students also have a task to start thinking about their business idea which was not necessary to be linked to management of village. The tutor has given them the opportunity to create any suitable idea which they think it would be successful. They have had a time to think about and create the best idea for presentation at the event "entrepreneur for one day".

The knowledge that have been given by tutor and the "real situation" in managing the village of the serious game have opened to the students various ideas for their business.

The students has presented their ideas at the event "Entrepreneur for one day" and the best idea has been the Intelligent house by Ksenija Vončina.

We talk about intelligent sustainable house achieved by means of computer guided instrumentation for all possible machines, equipment and devices that are part of the intelligent house.

Sophisticated controller will incorporate programmable logic controllers, input/output modules, intelligent peripheral devices, sensors, etc., used for automation, supervision and control solutions. It will manage by the computer application which can be installed on computer or smart phone or tablet PC.

The autor, Ksenja Vončina is qualified for that job, experienced and she can enormous energy to follow up all necessary activities.

Business idea is technically sophisticated and has the future for application in new homes and existing homes.

This business idea has been chosen as the most elaborated, completed and advanced idea.



### 3. Spain

Final products and feedback from the game

Once all teams completed the "game", the results generated by the program from each group were analyzed.

The following documentation is obtained:

- Year End Report,
- Deliberation of reports made;
- Decisions for the next year: the strategic decisions and activities.

With the leaders of each group comparing to observe data which had been more fruitful was performed;

- discuss and comment on the information gathered and discussed in each group
- giving practical guidance on more profitable business or effective alternatives.

The main benefits of this approach are:

Young people to acquire the ability to analyze a problem, the ability to work in groups and will learn the ability to learn. Very important issues for young entrepreneurs.

Similarly, the experience has served to students conduct an evaluation of the program (serious game)

## 4 Finland

In Finland, a facebook pages opened for the students to share the ideas of "Young Entrepreneur".

The address is:

[https://www.facebook.com/groupinvite/ATWOBG6B4YY030K-r7B\\_x8Mx84IW7ezuyX\\_ViGXADHX3ZrTtC2NbhCS15cpxpNz4j9sn60KiVF2AdGPC8OUOIB2aayiRF7mBqucqqop9iQ-wYyn5TQegIfAnZDL8OnZPobhAtCF9G0CRs5V1Ty4rrCdJIVbnBxdYeeytjyhvHfEKOOCbshqXg-iZAQDewuOJbzySQOZ\\_SH6aAhIR9QcIZvs6](https://www.facebook.com/groupinvite/ATWOBG6B4YY030K-r7B_x8Mx84IW7ezuyX_ViGXADHX3ZrTtC2NbhCS15cpxpNz4j9sn60KiVF2AdGPC8OUOIB2aayiRF7mBqucqqop9iQ-wYyn5TQegIfAnZDL8OnZPobhAtCF9G0CRs5V1Ty4rrCdJIVbnBxdYeeytjyhvHfEKOOCbshqXg-iZAQDewuOJbzySQOZ_SH6aAhIR9QcIZvs6)

### Game: description and feedback

One of Omnia's business and administration student-group played The Village –game in April-May 2013. First the idea of Village-game was presented to two teachers by Sini Nykänen. We were not able to do the questionnaires electronically in the beginning (did in paper). Minna Järvinen was the responsible teacher for the group and Jonna Haltia was the tutor of the group. All teacher's participated in game-sessions. The game-session were played once a week except the last two weeks when Minna played two times a week with the students.

Student's were enthusiastic about the game and its functions but as the weeks went by they didn't seem to have tolerance to go to game's details and instructions. It was hard to get together with the teachers (different schedules) and to go through the next level of the game. This group was also very shortsighted and needed very much guidance. The game seemed to be very attractive to them anyhow.

The feedback from the teacher was how to get the business back "on track" after "bad descisions". In many cases the student's lost their money and they couldn't get money to try to solve the problem. There wasn't an opportunity to sell your property or houses or rent them or to try to find solutions outside Village. Also the different tactics within the game and possibilities to change the strategy didn't show on graphics (at least we couldn't solve that one). So if you invested "too much" in the beginning was the game "over" afterwards. So more information about success in the game and the things that affect to that would have been helpful.

Also there were some minor problems with translations. We should have had a business teacher in a translation group because some of the terms were not used in a classroom. Also thinking of the curriculum would help to adapt the game to the studies in the future. . In the future we should go to further details



about the game itself and its function and also the content of the game adapted to Omnia's and student's needs.