



Guidelines for transference





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Introducción

This working paper contains the main features that guide the transference process from SEE A GAME project to Entrepreneurship in Serious project.

The transference process identify

- The needs answered by the transferred project – WHY
- The project that we transfer – WHAT
- The development transference from SEE A GAME to Entrepreneurship in Serious – HOW

For that, the report has been elaborated according three main stages:

1. The **state of the art** of the training on key entrepreneurial competences: What are the needs of the target group? Why is this project necessary, what are the main definitions related to the project implementation?
2. **The main characteristics of the SEE A GAME project**: What are the contents that we will transfer? What are the contents that we will update? What are the contents that we will adapt? What are the competences that we will train?
3. The **proposal for a transference**: How we will transfer the contents?

This paper will be a basic to define the methodological guidelines to develop Entrepreneurship in Serious collaborative learning environment

1. State of the art

This document contains a summary of the countries reports elaborated in the framework of Entrepreneurship in Serious project. The paper is aimed to support the transference process collecting a series of conclusions about the three main areas of study:

- Entrepreneurship culture;
- Training for entrepreneurship; and
- Use of serious games in training for entrepreneurship.

The report has been elaborated considering both national reports and results of the interviews and focus group developed by partners.

Culture for entrepreneurship

Regarding to entrepreneurship, there are several differences between participants countries. These differences are based on different approaches about why and how the entrepreneurs deal with the entrepreneurial process.

As results we can define a entrepreneur as

Male between 25 – 44, who is working and he wants to start a new activity based on his experience, but with fear to failure.

As we can see, this definition is a very heterogeneous concept, which included a big range of persons and limited by gender.

So, we should forget the gender and age variable (even if more than 70% of the new entrepreneurs in participant countries are men) and focus exclusively on the entrepreneurial activity. That is, we will focus on

POTENTIAL AND NEWS ENTREPRENEURS, that is, those who want to start a new business or those who have started a new economic activity.

In other hand, different reports and research talk about why Europe is not in the head of the entrepreneurship world trend (as USA or Japan). The lack of different attitudes and key competences as

- Self confidence,
- Empowerment,
- Problem solving,
- Creativity,
- Flexibility,
- Communication,
- Working in team

Training for entrepreneurship

All participant countries have developed different initiatives to promote entrepreneurship. But we should highlight that all initiatives focus more on technical or hard skills than in soft skills.

The programmes and initiatives are promoted by a big range of institution or bodies (public and private, and are intended to:

- To offer technical support for a business creation (how to create a company, main topics to consider, how to develop a business plan
- To offer specific financial support to create a company

The training offered is based on traditional learning/training materials and methodologies as:

- Face to face workshops or seminars;
- Specific training pathways;
- Exclusively theoretical (in some cases with the support of some business simulators);
- Focus on technical (hard skills).

In some cases new learning methodologies have been included, specially mentoring or coaching process that support new entrepreneurs during business creation.

As results, we find a very stricter and restricted learning process to support entrepreneurship that forget different competences, skills or attitudes, which should be promoted. And even if some countries, or better some entities has promoted new methodologies (as coaching or mentoring process) that could promote this skills and attitudes, the learning process is still focus on technical competences as how to finance my business or how to develop a successful

marketing campaign ... but not how to communicate effectively with costumers and providers or with authorities or how to take a decision about any topic related to the business development.

According to the experts the training for entrepreneurship should be:

- More practical (based on learning by doing concept);
- Based (and taking into account) on real experiences;
- Answer to entrepreneurs' challenges;
- Focused on entrepreneur (entrepreneur in the center of training process);
- Focused on certain "soft" skills
- Need to be supported by a trainer/teacher/facilitator

Game based methodologies and entrepreneurship

Game based learning could be considered a new training methodology that answers to some specific characteristics as:

- Developed from the principle learning by doing;
- Based on practical experiences;
- It promotes collaborative learning process;

The methodologies based on games could promote more soft skills through the development of technical skills ... that is what are the attitudes and skills to develop a good business plan???

The theory introduces the concept about what is a business plan ... but we can develop specific attitudes and skills (time management, communication,) in the area.

According to experts there are different **benefits** about using these methodologies in learning and specifically in learning to entrepreneurship as:

- **Innovative:** They are innovative methodologies that could attract more people to the learning process.
- **Learn by doing:** They are based on real experiences, promoting the concept of learning by doing. According to the experts, game based learning methodology could be

appropriate to train/learn on entrepreneurship, specially because it allows the development of certain soft competences.

- **Enable learners to collaborate and to be competitive:** The games promote the collaborative approach of learning process and at the same time the development of soft competences involved in this tasks.
- **Develop better some soft competences:** The general trend on training agree that this methodologies contribute to the development of these attitudes and key skills for entrepreneur.
- **Sequential evaluation:** Games allow sequential evaluation, thus learner is aware of the fulfillment of the objectives for every session, and she/he could receive a feed-back for each session and identify what was working well and not so well.

In other hand experts highlight some barriers to use these methodologies for training:

Barrier	Explanation	Pros
Financial	These methodologies always use to be linked to a expensive solutions. Training bodies (public and private) don't see the cost-benefit ratio of the use of these.	A game based learning tool is not necessary an expensive tool based on high technological devices. We should distinguish between a game and a simulator ... a game could be a short set of instruction, a piece of paper and a pencil, or some cards ... The relevant is not the technology/device used but the game instructions and development.
Behavioural	Games are perceived as informal activities related to	The concept of lifelong learning has develop the idea that we

Barrier	Explanation	Pros
	the leisure time of the youngest people. They are not valid to train, just to spent free time.	can learn in any place, in any time and in any way ... So, informal and non formal learning are valid to train people. Games are sources of learning and they could support (especially) the intangible attitudes. But they are some valid for formal training also.
Informal learning	Games are for informal learning process ...	Not necessary ... it could be useful to develop a formal training activity, if we design them according to a established curricula.
Technofobia	Technological iliteralicity could develop some behaviours against the games ... if we are not able to deal with a technological device, you could not learn through games ...	As in the previous points ... digital competences are necessary to play (and learn) a on-line game ... but not for all the games ..
Un-widespread methodologies	This methodologies are not enough widespread	But they implemented ones have demonstrated to be very useful
Age	It's just for young people ...	Not necessary ... habitual players (independently of the

Barrier	Explanation	Pros
		age) are more familiar with games and they are potential users of the games.

Lessons for Entrepreneurship in Serious

The main objective of the project is to develop a learning community supporting on games based on social networks.

According to the results of the analysis:

1. To improve the training environment of entrepreneurs in addition of the hard skills, some soft skills/attitudes should be developed: communication, self confidence ...
2. Collaborative and experience based scenarios should be encourage to create a training/learning tool to promote entrepreneurial skills.
3. Game based learning could be a appropriate methodology to support training process.
4. In addition ... the learning environment could be supported with tools to promote the collaborative learning and exchange of experiences.
5. The platform should be
 - ✓ Focuses on entrepreneurs' challengues
 - ✓ Competitive and collaborative
 - ✓ Could be played alone and in collaboration
 - ✓ Easy to engage our target group
 - ✓ Specific and clear instructions
 - ✓ Focus on gaming experience
 - ✓ Avoid distractions
6. The competences to develop will be
 - Team building
 - Creativity
 - Problem solving

Communication

Decision making

AND

Time management

Financial

Planning

2. SEE A GAME

The project SEE A GAME was intended to promote different relevant attitudes among people with entrepreneurial aspirations, through the use of board games. The project discovered the value of the competition and collaboration for learning, through the simulation of relevant aspects of the entrepreneurial process. During the game some entrepreneurial skills and attitudes are stimulated.

For that the main step of the project was to identify attitudes, which they relate to the diverse European environments. The result was used for develop the game-concept, which was aimed to train essential entrepreneurial attitudes.

Thus the partnership developed two different games: "MENU" and "FAIR"

MENU is a competitive game designed to promote some attitudes as (among others): Assessment/factor analysis, self-confidence, motivation, focusing/goal-orientation, social competencies and empathy, decision making and creativity (you can find more information about the game in the hand book, as participants, rules, materials, etc ...). In other side, FAIR is a collaborative game designed to promote the following ones: Ambiguity management, taking initiative, self-reflection, decision making,

The two games are supported with a handbook with didactic materials (e.g. scaling to target groups, creative intervention of instructor, organization of feedback/reflection). In addition, the partnership created a Grundtvig -3 course for training teachers and trainers interested in use this learning resource in their normal activity.

As we can see above, the project introduces a new approach for ensuring the promotion of the entrepreneurship, because it's intended to support attitudes and skills and not knowledge. It's important to state that the project does about the "attitudes" for entrepreneurship, providing a add value in the entrepreneurial mindset promotion, always focused on more theoretical contents than on other more practical resources as this game.

In other side, the learning resources encourage the informal learning process, through the use of games, promoting the concept learning by doing. It's a relevant step to introduce the games in the learning process and the use of concepts as competition and collaboration that facilitate the participation and direct involvement of the final users in the learning process.

Considering the above, the project ENTREPRENEURSHIP IN SERIOUS will be developed according to the main rational of the previous project. So, we will use the previous analysis about the attitudes and skills of the entrepreneurs, and other materials that the project has produces: MANU and FAIR games and handbook.

3. Definition of transference

This section is intended to develop some ideas for transference.

The new learning tool will be a learning community

LEARNING COMMUNITY - An online learning community is a public or private destination on the Internet that addresses the learning needs of its members by facilitating peer-to-peer learning. Through social networking and computer mediated communication, people work as a community to achieve a shared learning objective. Learning objectives may be proposed by the community owner or may arise out of discussions between participants that reflect personal interests. In an online learning community, people share knowledge via textual discussion (synchronous or asynchronous), audio, video, or other Internet-supported media.

BASED ON A COLLABORTIVE LEARNING PEDAGOGICAL APPROACH AND/OR LEARNING BY DOING

Focus on the developed on different competences for entrepreneurship - we should identify 4 or 5 ...

Amongst all the partners it was decided only to transfer the 'Menu' game. MENU is a competitive game designed for promoting the development of entrepreneurial attitudes and competencies.

Competitive game means that competition is the main driver in the game. However, the game is designed not to allow uncontrolled flaming up and strikes a balance between in game competition and keeping a socially collaborative learning environment.

For EiS the 'Menu' game will be transferred to an online game, consisting of an online version of the different challenges.

The game can be individually played online and in teams in a classroom environment, in this way it is competitive (play against other users/teams) and also collaborative.

To start with, same challenges as in the MENU game will be used, this means 4 challenges, meaning 4 different games (order in which the games are played shouldn't matter). The goal of

every challenge is to deal with one or more of the decided competences. Unexpected changes to the conditions of the challenges should be included (time wise, financially) and the Euro will be used as the currency.

In game feedback is necessary, although this will be only generic feedback (based on the competences). When played in a classroom environment more personal feedback will be possible.

Also content should be included (eg.: by adding a question mark in the online game where necessary, which can be clicked on by the players throughout the game). Goal of the game is to reach the defined competences and reach the highest score.

Besides the online game also a manual will be made available for the coach, including:

- extra tasks
- how to use social media while playing the game (eg.: make a promotional video of the imaginary company and share it online)
- integration of Web 2.0 tools and applications
- tips to use the game in classroom

So the transference process will be summarised in the following comparative table:

KEY TOPICS	SEE A GAME	ENTREPRENEURSHIP IN SERIOUS
TARGET GROUP	Adults	Potential and new entrepreneurs
PEDAGOGICAL APPROACH	Game based methodology	Collaborative learning community supporting on games Collaborative learning / Learning by doing
GAME METHODOLOGY	Board game Develop attitudes through different challenges that respond to real life	On-line game supporting on social networks Develop attitudes through different challenges that

KEY TOPICS	SEE A GAME	ENTREPRENEURSHIP IN SERIOUS
	experiences	respond to real life experiences
LEARNING APPROACH	FACE TO FACE /BLENDED LEARNING	Blended learning / autonomous learning
FOCUS ON	Soft skills	Soft skills
SKILLS TO DEVELOP	Assessment/Factor analysis Self confidence Motivation Focusing/goal orientation Taking initiative Out-of-the-box thinking Organisational competence (information, searching, planning) Self reflection Decision making Problem solving Social competencies and empathy Creativity	Decisions making Social competences and team building Out-of-the-box thinking / Creativity Planning Time management: indirect as there will be a time limitation on the challenges Financing: indirect as players will have to reflect on the value of their assets
HANDBOOK	To support trainer and game development	To support trainee and trainers

More in details the skills categories and skills and attitudes relates (please see the note at the end of the table).

Soft skills category	Skills / attitude related
Decision making	Analysis and problem solving Information management Proactive attitude Self confidence

	Risk tolerance Risk awareness
Communication	Empathy Flexibility Active listening Assertiveness Presentation
Creativity	Creative thinking Flexibility Courage Self confidence Responsibility Intuitive intelligence
Team building	Responsibility Flexibility Assertiveness Leadership Courage
Problem solving	Motivation Self confidence Information management Empowerment Self reflection Flexibility Leadership
Planning / Time management	<i>Indirect</i>
Financing	

NOTE: The relation of soft skills is not exhaustive ... some skills could be added and other removed ...