GAGING

Erasmus Plus Programme

GAGING

A new spin for entrepreneurship

Germana Di Falco | Milan, 2nd November 2015

Erasmus+

THE PREFACE

7

Erasmus+

OBJECTIVES

G A G I N G

- Bloome **new skills from the GAMIFICATION theory and the 'GROWTH HACKING' strategy** to business coaches and business developers in order to make them able to assist entrepreneurs in an original way

- Offer both a more **personalized assistance to entrepreneurs**, and help them in **'automating' the generation of ideas** according to the growth hacking strategy

Erasmus+

SPECIFIC OBJECTIVES

7

SPECIFIC OBJECTIVES

01. Identifying emerging "hard" and "soft" skill set, related to the new challenges addressing the entrepreneurial coaching sector.

02. Validate a cross-country and cross-sectoral methodology for participatory need analysis in order to better cope the learning outcome and the teaching methods to dynamic re/up-skilling requirements.

03. Integrate MOOC solutions involving both gamification experts and entrepreneurial coaches in order to generate a permanent open repository for innovative self- training and self-assessment.

04. Test peer-to-peer training and skills evaluation, by generating software-based tool.

05. Consolidate a common understanding on how to mix growth hacking strategies and gamification principles in order to upgrade the competencies of business coaching professionals (GAME-HACKERS)

06. Create a unique, shared Competence Profile for gamehakers

07. Create a Virtual Learning Hub (the GAG Lab) in order to establish a network of European qualified gamehackers.

Erasmus+

ACTIVITIES

G A G I N G

Get the overall picture

Analyze needs and opportunities

WP 3

Gather emerging innovations and gamification models

WP 4+
WP5+ WP6

Innovate the training schemes

Network professionals

WP7 **G**uide the PLEF for growth hacking

Erasmus+

INTELLECTUAL OUTPUTS

1

O1 - Resource and Capacity Map of existing, emerging and missing skills in entrepreneurship coaching

2

O2 - Methodological Guide and tools for training needs

3

O3 - Skills Adaptation Decision Explorer

Erasmus+

INTELLECTUAL OUTPUTS

4 **O4+O5** - Interactive Repository of Best Practices and Innovative Training Schemes + Training plan and module's material: training toolkit for the GAGING game-hackers

5 **O6+O7** - GAGING Guide to Community-based Inventorying of Soft and Hard Skills for entrepreneurship coaching+Game-hacking competence profile guidelines

6 **O8** - GAGING OER

7 **O9** - PLEF Standards and Guide

Erasmus+

INTELLECTUAL OUTPUTS

1

O1 - Resource and Capacity Map of existing, emerging and missing skills in entrepreneurship coaching

Dashboard and Interactive Maps of emerging skill-needs and the multi-sector innovative skills related to different local contexts and managerial/organizational models in the entrepreneurship coaching field as a pilot test for skill mapping. The data gathering and collection will be supported by **the preliminary identification of main Drivers for Change, Challenges, Pro and Cons Forces** that are leading to a new skill set in entrepreneurial coaching and business development.
Key existing, emerging and missing skills and related training needs will listed

Erasmus+

INTELLECTUAL OUTPUTS

2

Identification of the existing training and learning resources and identification of the **Competency Boosters** (Drivers for Accelerating Investments on new Skills and related training needs). Designing a training and skill development program involves a sequence of steps that will be summarized and described in the methodological guide. Operational tools and best practices will be grouped into **an Intelligent Interactive Library** and organized according the 4 phases of TNA: 1. Identification of Organization and its goals and objectives; 2. Listing of Jobs and related tasks that need to be learned; 3. Analysis of Competencies and skills that are need to perform the job; 4. Identification and selection of individuals who are to be trained.

Erasmus+

INTELLECTUAL OUTPUTS

3

O3 - Skills Adaptation Decision Explorer

An **interactive platform** will support public decision-makers, business accelerators and trainig providers for skills adaptation in entrepreneurship coaching and business development.
Skills adaptation decision-making is challenging; it requires not only an understanding of present and future economic, social and environmental frameworks that will affect the entrepreneurial world, but also of the socio-economic contexts in which skills adaptation will be implemented. **The SADx concept will be designed to operate as a meta-tool in which several promising decision methods can be compared**. Its objective is to provide support to skills adaptation planning, i.e. guidance and tools on how to choose among the many strategies and measures that are available to decision makers

Erasmus+

INTELLECTUAL OUTPUTS

4

O4+O5 - Interactive Repository of Best Practices and Innovative Training Schemes + Training plan and module's material: training toolkit for the GAGING game-hackers

Good practices from partners will be collected in a catalogue representing a basis tool to build on for GAGING implementation.

Good practices collected will lead to the creation of innovative HE and VET practices in the field of formal and not formal learning for the strategic skills upgrading in entrepreneurial coaching.

Easy **e-questionnaires** for training needs self-assessment allows a direct survey of the perceived training needs among possible trainees/future gamehackers in order to gain relevant data and promote an open and constructive dialogue for selecting related good practices and innovative training schemes.

Erasmus+

INTELLECTUAL OUTPUTS

4

O4+O5 - Interactive Repository of Best Practices and Innovative Training Schemes + Training plan and module's material: training toolkit for the GAGING game-hackers

An extensive repository **collecting full training tool-kit for 8-12 weeks local training programs** related to: 1. train the trainers; 2. field projects as not-formal training for skills upgrading; 3. activate and manage a permanent learning network connecting business accelerators, business schools, research centres and policy makers/public institutions. The training modules will be based on attractive **micro-learning modules focused on unconventional activities based on game-play techniques such as strategy, goals, rules, scoring, levels etc.**

Erasmus+

INTELLECTUAL OUTPUTS

5

A **Methodological Guide on how to detect on a community-basis the competencies** set will be drafted, focusing tools and methods for: Identification of Similarities and Strengths in competencies sets; 2. Identification of Differences, Weaknesses, and Gaps; 3. Reflection of Key Practices; 4. Identification of the benchmark; 5. activation of cooperation and innovation for good practice dissemination and exchange.

Guide for the validation of a high-standard competence profile through the definition of a quality standard to be fulfilled by all bodies aiming at becoming part of the established Network. The requirements for establishing the criteria will be defined through a 3 steps path:1. collection of results from the testing phase of the course; 2. sharing of ideas and solutions among the project partners; 3. establishment of the final criteria for the competence profile

Erasmus+

INTELLECTUAL OUTPUTS

7

O8 - GAGING OER

Repository of OER and MOOC list in order to enable innovative formal and not-formal learning paths supported by digital training.
The GAGING **"MOOC List" is an aggregator** (directory) of Massive Open Online Courses (MOOCs) from different providers.
An interactive tool to select and aggregate MOOC contents in order to fit to different learning needs the MOOC resources will be provided.
Additional OER based on gamification principles (**10 educational interactive games, 5 methods tutorials, 10 e-tools for outcome and satisfaction assessment, 20 self- learning tools**) will be generated in order to cope with shared solutions to maximize conten retention and skills upgrading , especially given the varied backgrounds and motivations of students/participants who choose to enroll

Erasmus+

INTELLECTUAL OUTPUTS

7

O9 - PLEF Standards and Guide

The Personal Learning Environment Framework (PLEF) provides a framework for mashup personal learning environments. Self-organized learning provides a base for the establishment of a model of learning that goes beyond curriculum and organization centric models, and envisions a new learning model characterized by the convergence of lifelong, informal, and ecological learning within a learner-controlled space

Erasmus+

TRAINING AND MULTIPLIER EVENTS

1 Final Event/Multiplier Event

2 10 participants from each partner on MOOC – 60 days – micro-training

3 Joint staff training (ToT) – 5 days – 16 participants

Erasmus+

RESULT INDICATORS

4 Monitoring and evaluation reports

10 Press articles

1500 Professionals involved

30 Universities and TA involved

Erasmus+

RESULT INDICATORS

3 Local Training Plans/ Training Plans for the future

100 Enterprises actively involved

50 Regional authorities contacted and involved

3000 People informed

Erasmus+

Germana DI FALCO
IEIC, Senior Expert
germana.difalco@gmail.com