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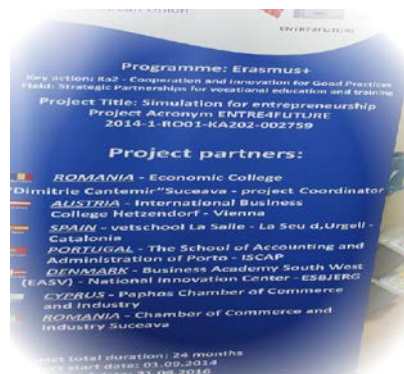
Efthymios (Makis) Tsiatsios



*The good practice guide "Simulation for entrepreneurship"*



*Ghidul de bune practici "Simulation for entrepreneurship"*



**Programme:** Erasmus+

**KA2 – Cooperation and Innovation for Good Practices**

Strategic Partnerships for vocational education and training

Project Title: **Simulation for entrepreneurship (ENTRE4FUTURE)**

**2014-1-RO01-KA202-002759**

**Suceava, 2016**

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# *Introduction*

## *(foreword)...*

Good practice guide "Simulation for entrepreneurship" was created within the project Erasmus + KA2 - Cooperation and Innovation for Good Practices, Strategic Partnerships for vocational education and training, Project Title: Simulation for entrepreneurship - (ENTRE4FUTURE) 2014-1- RO01- KA202-002759.

Economic College "Dimitrie Cantemir" Suceava coordinate at European level in the period 2014 - 2016, Erasmus+ ,Strategic Partners hips for vocational education and training, title "Simulation for entrepreneurship". The partners in this project are:

- ☞ International Business College Hetzendorf Vienna - Austria
- ☞ Business Academy South West(EASV) Esbjerg - Denmark
- ☞ Vetschool La Salle-La Seu d'Urgell, Catalonia - Spain
- ☞ ISCAP - The School of Accounting and Administration of Porto - Portugal
- ☞ Chamber of Commerce and Industry PAPHOS - Cyprus
- ☞ Chamber of Commerce and Industry Suceava - Romania.

The overall objective of the project is the exchange of professional practice and education with partners from Europe on issues related to textbooks, curricula and teaching methodologies for the simulation as an effective method to youth entrepreneurship education, transfer of innovative technologies used in business simulation between two levels of education -undergraduate and higher VET.

At European level, the concern for the promotion and development of entrepreneurship is found in the most strategic documents, beginning with "Lisbon Strategy" and continuing with "Partnership for growth and employment" or "Action Plan for Entrepreneurship". In order make the Lisbon strategy for jobs a successful one, the stimulation of entrepreneurship must be implemented among young people, to encourage innovative business and start promoting a more favorable culture of entrepreneurship. The role of education in promoting entrepreneurship, starting at early ages, is now generally recognized. Implement.

Entrepreneurship refers to an individual's ability to put his ideas into practice. Economic specialized modules available to students from Romania through vocational and technical education give

them the tools to think creatively and to be able to solve problems in an effective manner. Therefore, entrepreneurship education can be particularly effective in initial training as students are close to employment and self-employment and this can be an important option for them.

Adapting to new requirements of the market economy involves acquiring those skills which will develop among students high professionalism, initiative, insight, ability to operate effectively in a dynamic and competitive economic environment.

Today, in a society dominated by competitiveness, the entrepreneurship is a necessary competence for all, helping young people to become more creative and even more confident in any activity they undertake. To ensure the premises of professional integration of graduates into the European labor market and also for professional training, flexibility and adaptation to the types of skills identified as necessary in the present and especially future labor market and the changing adaptation to the requirements of economic development are needed.

In conclusion, with the help of training firms, students develop entrepreneurial skills allowing them for the future to initiate and run their own business, establishing competitive strategies.

Internationally, one of the major objectives of the EU 2020 strategy is to promote creativity and innovation. Development among youth of a culture based on entrepreneurship, characterized by a positive attitude regarding risk taking and innovation through capacity contribute significantly to this goal. The document also defines strategic directions for action at European level in the field of education and training, strategic framework for European cooperation in education and training (ET 2020), establishes as a priority to stimulate creativity and innovation, including entrepreneurship, at all levels of education and training.

Furthermore, entrepreneurship can be seen in an organizational perspective – students are trained to become entrepreneurs in the sense that they will create their own job – or in a personal perspective – all citizens need to be, somehow, entrepreneurs, in the sense that they are able to analyze the risk of a situation, identify possible solutions and implement the one chosen. This later perspective can be applied in any situation and does not need to be related with the creation of a job. Of course, some soft skills are necessary in order to achieve both perspectives, such as, creativity, innovation, lateral thinking, just to mention a few. The question now is how to help youth to develop those skills? How can those skills be taught? By means of simulations, in a controlled environment, students can take risks, try decisions, evaluate the impact of each decision while learning to be autonomous, independent and able of decision making in competitive environments.

**The Training firm** – is an interactive learning method for entrepreneurship skills development, a modern interdisciplinary integration and application of knowledge, an approach to teaching and learning that provides conditions for probation and deepening practical skills acquired by students in the professional training.

The Guide aims multiplying the results of the effects in this project to all schools and universities, but also in the project partners and the schools service profile in Romania. The Good practice guide will be distributed in the various dissemination activities, as an example to be followed and applied in all VET schools, including the entire theme and results of the project on innovative educational strategies on business simulation.

The structure of the guide:

- ☞ Project presentation
- ☞ Profile of the entrepreneur in Europe and Romania (The Chamber of Commerce and Industry Suceava, Cyprus Chamber of Commerce and Industry )
- ☞ Examples of good practice in using simulation method in entrepreneurial education for young,(  
**International Business College Hetzendorf Vienna – Austria, Vetschool La Salle-La Seu d'Urgell, Catalonia – Spain ,ISCAP – The School of Accounting and Administration of Porto – Portugal,Economic College “Dimitrie Cantemir” Suceava – Romania**)
  - ☞ presentation of the educational system of the contry concerned
  - ☞ presentation of good practices on the use of of simulation method in entrepreneurial education of young people ( scientific materials,,lesson plans,IT platform used)
- ☞ Innovative ideas in entrepreneurship education (Business Academy South West(EASV) Esbjerg – Denmark
- ☞ Annex 1 – Economic small dictionary– English– economic terms used in the simulation business
- ☞ Annex 2 – IT business simulation platforms list
- ☞ Annex 3 – Journals project meetings

The guide also is available in electronic form on the Partnership web site at: [www.entre4future.com](http://www.entre4future.com) and on the school website: [www.cedcsv.ro](http://www.cedcsv.ro)





ENTRE4FUTURE

## *About the project...*

### *Programme: Erasmus+ KA2 – Cooperation and Innovation for Good Practices*

#### *Fields:*

*Strategic Partnerships for vocational education and training*

#### *Project title:*

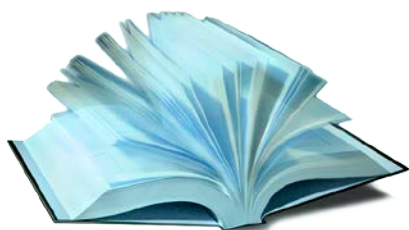
*Simulation for entrepreneurship (ENTRE4FUTURE)*

*2014-1- RD01- KA202- 002759*

The overall objective is the exchange of professional practice on issues related to textbooks, curricula and teaching methodologies for the simulation as an effective method to entrepreneurship education of young people, innovative technologies used in the simulation business transfer between the two levels of schooling - high school VET and university.

The objectives of the project are:

- ☞ The development of entrepreneurial skills, IT and foreign languages to students;
- ☞ Upgrading skills of teachers through new learning and teaching methods, by development and delivery of new teaching materials and methods, especially using the method "training firm" (high school) or "virtual company" (university);
- ☞ Implement innovative practice VET learning and teaching methodologies (training firm, virtual company), those delivering key competences and basic skills, language skills, focusing on the use of ICT.



## *Project consortium*

- ☞ Romania - Economic College "Dimitrie Cantemir" Suceava - coordinating
- ☞ Austria (International Business College Hetzendorf - Vienna) - expertise in using the method of "training firm"
- ☞ Spain - Vetschool La Salle - La Seu d'Urgell Catalonia - the only schools who decided to implement this work methodology in Catalunya - simulated business (enterprise)
- ☞ Portugal - ISCAP - The School of Accounting and Administration of Porto - university has expertise in using a method of action-based learning through Business Simulation (BS) courses.

ENTRE4FUTURE consortium constitutes a balanced set of a variety of institutions operating in different domains and in different ways. There are three VET high schools, two economics universities (one is national innovation centre appointed by Danish Business Academies within the field of Innovation & Entrepreneurship), organization with role of labor market and two chambers of commerce. Additionally consortium organizations are relevantly related to different target groups and stakeholders, what will make the direct contact with them easier.

In the plan of activities, we address the following target groups:

- ☞ target group, short-term staff active in education and training - objective:
  - upgrading skills of teachers through new learning and teaching methods, by development and delivery of new teaching materials and methods, especially using the method "training firm" (high school) or "virtual company" (universities);
  - implement innovative practice VET learning and teaching methodologies (training firm, virtual company), those delivering key competences and basic skills, language skills, focusing on the use of ICT.
- ☞ target group, long-term - students, school pupils (17-20 age) - objective:
  - the development of entrepreneurial skills, IT and foreign languages to students



## *Intellectual outputs*

The project will develop the following **intellectual outputs**:

### **1. The project website: [www.entre4future.com](http://www.entre4future.com)**

The project website contains a range of information about the project: general information (objectives, activities, indicators, final products, monitoring, etc.), meetings of project reports, events, media gallery, links and contacts.

### **2. Curricula "Learning Office"**

Curricula is a result of a fruitful educational cooperation of partner organizations in the project, of exchanges of experience (Denmark, Austria, Portugal and Romania) as activities within the project.

It is structured in such a way in order to be applied to each partner in the project in various ways: local development curriculum, curriculum available to school, extracurricular activity or specialized module. The curriculum proposed by the project regards a close collaboration between the business and school both in a national as well as in an European context. It was validated by the project partners who have expertise in the real business environment and knowledge of entrepreneurship education: Chamber of Commerce and Industry Suceava, Chamber of Commerce and Industry Cyprus and National Innovation Center Denmark.

### **3. Good Practice Guide "Simulation for entrepreneurship"**

The Guide aims multiplying the results of the effects in this project to all schools and universities, but also in the project partners and the schools service profile in Romania. The Good practice guide will be distributed in the various dissemination activities, as an example to be followed and applied in all VET schools, including the entire theme and results of the project on innovative educational strategies on business simulation. The guide will be available electronically on the website of the Partnership.

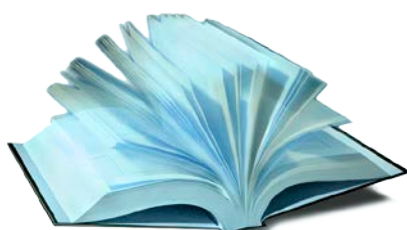
## *Multiplier Events*

1. Peer learning activity "Simulation for entrepreneurship"/good practice exchange in IPT representative organizations in the North-East area, in the resource centre
2. Organizing the international seminar "Simulation for entrepreneurship"
3. Organizing international fair of training firms and simulation businesses "Students of today, entrepreneurs of tomorrow!"



## *Impact on the participating teachers*

- ☞ They will develop relationship and integration skills in new work environments
- ☞ They will improve their communication skills
- ☞ They will efficiently exploit their professional skills, applying them in real situations, and thus developing a professional conduct according to the European standards
- ☞ They will improve their professional skills, through learning new training methods, using the “training firm” (high school) and “simulation business” (university) methods
- ☞ Due to the contacts with specialists from the partner institutions, the working style of the European developed countries, and the access to modern working methods (audio and video tools, online platforms, interactive websites), the participants will be able to easily adjust to the new working environment
- ☞ They will get to know an intercultural and multi-linguistic environment
- ☞ They will acquire new negotiation techniques through the discussions with working groups, institutions, managers



## *Impact on the participating students*

- ☞ Improving communication in a foreign language
- ☞ New knowledge in the field of economics, presented in an European context and put into practice
- ☞ Developing social skills: teamwork, communication, interaction within the common virtual platform
- ☞ Developing entrepreneurship skills, IT and foreign languages to students
- ☞ Developing personal abilities that lead to better results both at school and at their future career on the international labor market
- ☞ Creating a professional conduct at international standards
- ☞ Exploring their leadership and entrepreneurship qualities (many students want to start their own business even from high school)
- ☞ Increasing awareness on European realities and finding paths to follow in a constraint free society, hopeful for great achievements



# About entrepreneurship in Europe

## What is entrepreneurship ?

*“The best way that you can predict the future is to create it.”*

*Peter Drucker*



Entrepreneurship has several definitions, it can be defined as:

- ☞ **a process:** looking at things in the way that makes to see solutions to problems and perceive needs that can be converted into business opportunities;
- ☞ **a practice:** creation of a new organization, procedures and especially starting a new business;
- ☞ **a way of thinking:** predisposition to risk and involvement in the initiation and development of business, focusing on “what could be” and “what would be”.

Entrepreneur term comes from the French term “entrepreneur”, a person who initiates an action, an activity on their own. In the most plastic way, entrepreneurship means the business expression in which an individual is able to transform a business idea into a profitable reality. In practice, entrepreneurship has many faces and manifestations, from businesses that are driven from one’s residence to franchising in suitable locations, and to transform a new and unique idea into a developing firm.

Currently the concept of entrepreneurship is becoming increasingly important as technological, economic, social and psychological changes occur that generate needs for action, opportunities. Entrepreneurial activity is summarized in identifying and capitalizing on economic opportunities. Entrepreneurship is a process that takes place in different environments and business units causing changes in the economic system through innovation by people who exploit economic opportunities. Thus, it creates value for both individuals and society.

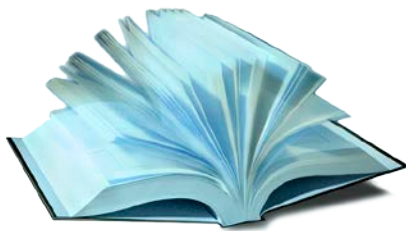
Austrian economist Joseph Schumpeter (who first used the terms entrepreneur and entrepreneurship in the modern sense) when defining entrepreneurship focuses on innovation: new products, new production methods, new markets and new forms of work organization. Wealth is created when the results of innovation turns into demand. From this point of view, we can define the role of the entrepreneur as to combine inputs (material, human, financial resources, etc.) in an innovative manner in



order to generate value for the customer, with the hope that this value will exceed the cost of input factors, thereby generating wealth.

Therefore, we deduce the three components of entrepreneurship:

1. To identify an opportunity.
2. To pursue this opportunity beyond the existing resources.
3. To believe that this opportunity can be realized.



## *What makes an entrepreneurs ?*

*"I'm convinced that about half of what separates the successful entrepreneurs from the non-successful ones is pure perseverance..."*

*Steve Jobs, Apple founder*

The concept of entrepreneur is very large and can be applied to many perspectives. Thus, the question is: everyone can be an entrepreneur? Many would not consider a newspaper peddler, a young person who types his colleagues' homework for money or a housewife who sells cakes as genuine entrepreneurs, although usually they are "offspring" of future successful business people. Although some temporary activities are usually considered hobbies, when they generate additional income they actually provide entrepreneurial skills market testing with minimum risk.

Can be considered an entrepreneur someone who starts a new business, but does not bring anything innovative or entrepreneurs are only those that come with new business ideas.

Initially there is an advantage of the "first comer" in the market to exploit a new concept. Then the market and competition grow up and profits occur at very low innovative efforts.

Can we consider an entrepreneur a person who inherits a business? As soon as he has inherited, it is practically his, including money and the associated risk. This person may sell or conduct business and refocus it. The answers to these questions can be different depending on the perception of each, entrepreneurship is more an attitude than a profession.

The success stories of great entrepreneurs, as Steve Jobs<sup>1</sup> or Walt Disney<sup>2</sup>, businessmen who changed the world, helped to shape the profile of an entrepreneur and its required qualities, creativity and access to resources being the only limits of an entrepreneur.

### **The required qualities of an entrepreneur:**

<sup>1</sup><http://www.cariereonline.ro/articol/cele-mai-importante-sfaturi-ale-lui-steve-jobs>

<sup>2</sup><http://www.lifehack.org/articles/work/7-lessons-entrepreneurship-from-walt-disney.html>

- Special skills (creativity, determination, communication skills, competitive spirit etc.)
- Continuous improvement
- Promoters of new and change
- Self confidence (even when others do not support the idea)
- Develop business according to their vision
- A salesman
- Assumes the risk in business (develop a high tolerance for risk)
- Persevering (attitude towards failure)
- Leadership qualities (inspiration, innovation and focus)

## *Born or become an entrepreneur ?*

Although there are many examples of successful business people who have not completed university studies, education helps entrepreneurs succeed in business. According to a detailed study of American labor<sup>3</sup>, entrepreneurs earn more with each extra year of formal education. The idea of teaching entrepreneurship appeared in 1947, when Harvard University began to offer a course in “ups” for veterans. The teaching of entrepreneurship was standardized as an element in the curriculum in the 80s and then it developed rapidly.



Stimulating entrepreneurship is one of the four long-term objectives of the strategy for education in the European Union “Education and Training 2020”. Already in 14 of the 27 member States, entrepreneurship is part of secondary education as a mandatory element in the core of social sciences<sup>4</sup>. Entrepreneurship education in the university begins with exposure as many students as possible to the idea of entrepreneurship (associated risk, how to identify opportunities, innovation as essential skill). This type of exposure has not the aim to transform students into entrepreneurs, but to help assess whether or not they want to become entrepreneurs.

Also, there are taken measures that ensure entrepreneurship education, entrepreneurial

<sup>3</sup> M van Praag et al, Returns for Entrepreneurs versus Employees: The Effect of Education and Personal Control on The Relative Performance of Entrepreneurs vs. Wage Employees, Forschungsinstitut zur Zukunft der Arbeit Discussion Paper, 2009

<sup>4</sup> Entrepreneurs speak. Romanian Entrepreneurship Barometer 2013, Ernst & Young Study Entrepreneurs speak. Romanian Entrepreneurship Barometer 2013, Ernst & Young Study

networks, business incubators, sites internet, mentoring projects. Those who act as *business angels*<sup>5</sup> train investee businesses. Most seek to inspire those around them to take the risk of working on their own. In addition to direct mentorship provided by this type of organization or acquaintances/friends, informal meetings in entrepreneur clubs or entrepreneurs networks are very important for entrepreneurs with start-ups, where they have access to specialized information when they most need it. Business incubators and accelerators should also provide their package of services know-how and mentoring.

Once it became an entrepreneur, in addition to formal education and success stories, it gains highest importance advice given from personal experience by already mature entrepreneurs who have met and overcome mental, operational, financial obstacles typical of an entrepreneur's road. Richard Branson, who have built eight separate billion-dollar companies in eight different industries, shares his advice for entrepreneurs in an article for *Business Insider*:

- ☞ do what you enjoy and what you are keen on;
- ☞ be visible (publicized);
- ☞ choose your brand's name wisely (a name that will represent you);
- ☞ take some business risks. Success rarely comes from playing it safe;
- ☞ the first impression matters;
- ☞ perfection is unattainable, there's always room for improvement;
- ☞ the customer is right, most of the time;
- ☞ define your brand;
- ☞ explore uncharted territory (new opportunities);
- ☞ employees should associate themselves with your company;
- ☞ build a corporate comfort zone (It takes an engaged, motivated, and committed workforce to deliver a first-class product or service and build a successful, sustainable enterprise);
- ☞ choose the suitable CEO (someone who brings out the best in people);
- ☞ seek for and listen to other opinions;
- ☞ cut ties at the right time as amicably as possible;
- ☞ use of efficient ways of business communication is important (problems are more difficult to solve by text or email, a phone call solves everything);
- ☞ change shouldn't be avoided, but it should be managed
- ☞ learn from every made mistake;
- ☞ be a leader, not a boss. (A boss orders, while a leader organizes. A good leader is someone who doesn't just execute his or her own ideas, but also inspires others to come forth with their own.

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<sup>5</sup> people with significant wealth, usually entrepreneurs themselves, who invest in young companies and provide a lesser or greater advice for start-up funding.



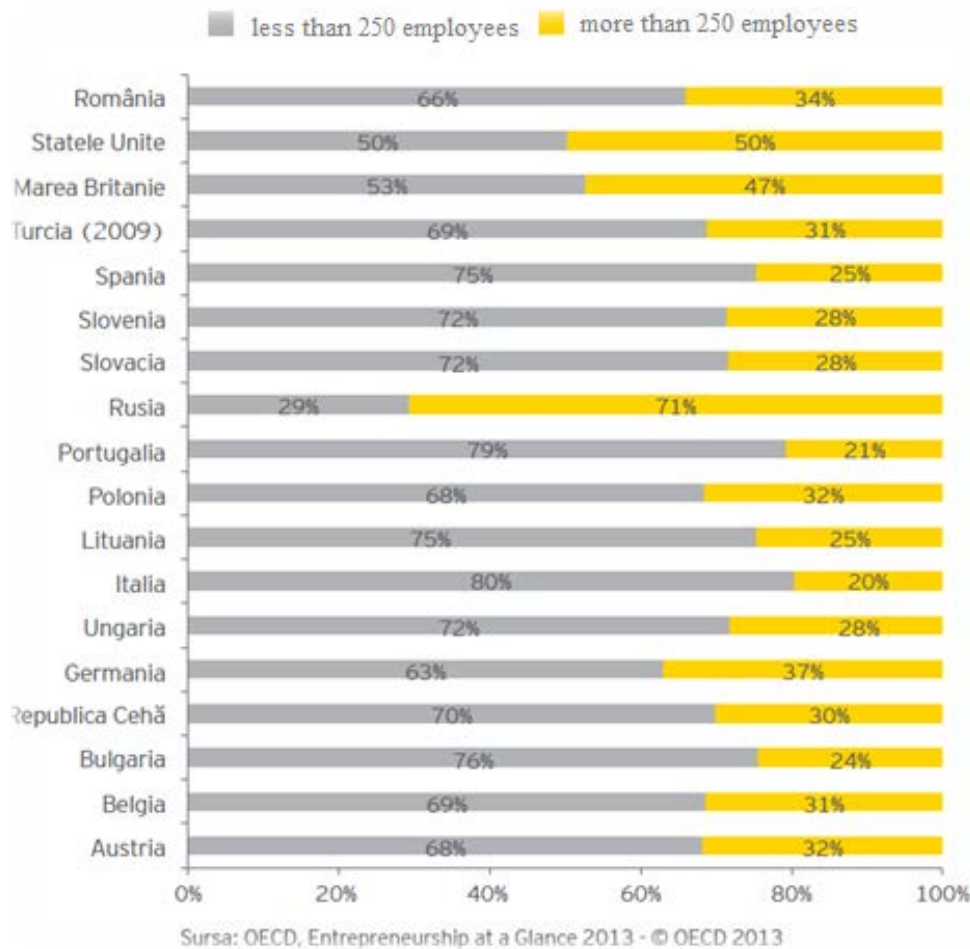
# Entrepreneurship development in Romania

*"It is good to celebrate success but it is more important to draw lessons from failure."*

*Bill Gates*

Entrepreneurs can be an engine of economic growth and are a key source of jobs. SMEs (companies with less than 250 employees) represent the majority of companies in the economy and are the largest employer. In the OECD (Organisation for Economic Co-operation and Development), SMEs account for 99% of the companies and 2/3 of employees. In Romania, SMEs contribute 66% of the total number of employees of private companies.

## The Contribution of SMEs in Total Employment in Private Companies



Contrary to popular opinion, entrepreneurship is appreciated in the Romanian society. Thus according to the Global Entrepreneurship Monitor 2014 study, Romanians are among the first

European countries when it comes to how entrepreneurship is viewed in society. Positive attitude towards entrepreneurship influences the likelihood of becoming an entrepreneur and the level of support that new companies will receive, whether it is access to funding, partners or mentors. 74% of Romanians aged between 18 and 64 consider entrepreneurship as an excellent career alternative compared to only 57% of Europeans, and 75% of the population believes that entrepreneurs have a privileged status in society.

<i>Region and economies</i>	<i>Entrepreneurship as a good career choice</i>	<i>High status to successful entrepreneurs</i>	<i>Media attention for entrepreneurship</i>
<b>Austria</b>			
<b>Belgium</b>	52.4	51.7	50.8
<b>Croatia</b>	63.3	46.6	40.4
<b>Denmark</b>			
<b>Estonia</b>	55.6	64.9	43.3
<b>Finland</b>	41.2	84.4	66.9
<b>France</b>	59.0	70.4	39.0
<b>Germany</b>	51.7	79.1	51.4
<b>Greece</b>	58.4	66.4	45.8
<b>Hungary</b>	47.4	72.4	33.5
<b>Ireland</b>	49.4	76.9	75.7
<b>Italy</b>	65.1	72.1	48.3
<b>Lithuania</b>	68.8	58.3	55.1
<b>Luxembourg</b>	40.7	68.2	43.5
<b>Netherlands</b>	79.1	67.8	55.7
<b>Poland</b>	63.3	56.5	54.5
<b>Portugal</b>	62.2	62.9	69.7
<b>Romania</b>	73.6	75.2	71.3
<b>Slovakia</b>	45.4	58.1	52.6
<b>Slovenia</b>	53.4	72.3	57.6
<b>Spain</b>	53.9	49.0	46.3
<b>Sweden</b>	51.6	70.9	60.3
<b>United Kingdom</b>	60.3	75.0	58.4
<b>Average (unweighted)</b>	56.9	66.6	53.3

Source: GEM, 2014 Global Report

Share of Romanians who is currently in the early stages of entrepreneurship is 5.3%, the European average being 4.8%. Preference for entrepreneurship can be explained by the low level of salary in Romania, context where people have higher income potential based on the road on their own. However, half of Romanian respondents stated that they do not have the financial resources to setting off on their own.

The main indicator used by the Global Entrepreneurship Monitor (GEM) to measure entrepreneurial activity in a country is the total entrepreneurial activity (Total Entrepreneurial Activity ~ TEA<sup>6</sup>). Romania is among the first in Europe<sup>6</sup> in terms of total entrepreneurial activity, with 11.3%

<sup>6</sup> active population aged between 18 and 64 years who are in the process of starting a business (rate of entrepreneurship in forming ~ nascent entrepreneurship rate) or conduct their own already start-ups (rate of newly established companies ~ new business ownership rates)



of the working population being in start-up or pre-start-up phase.

In 2014 Romanian business environment is quite sustainable. Sustainability entrepreneurship in a country is reflected by stable business rate (established business ownership rates), which measures the percentage of companies who exceed the start-up period and businesses who reach this level are those who innovate and create new jobs. In Romania this is about 8%, namely over 60% of newly established initiatives survive the critical period of 42 months. In this context, it should be noted the importance of developing entrepreneurship education on improving the survival of existing companies.

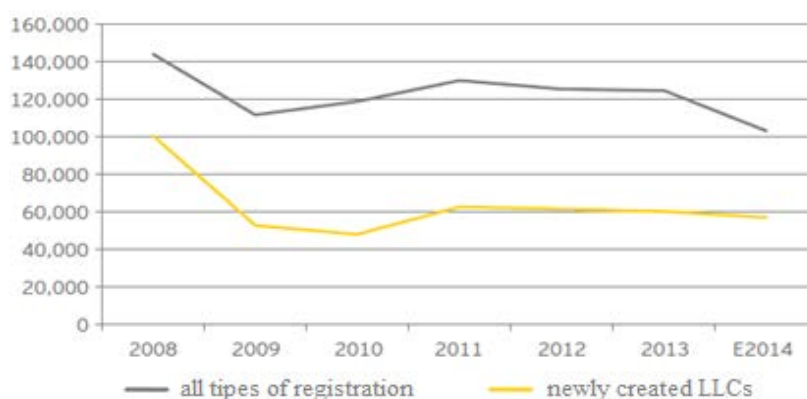
Region and economies		Nascent entrepreneurship rate	New business ownership rate	Early-stage entrepreneurial activity (TEA)	Established business ownership rate	Discontinuation of businesses (% of TEA)
European Union	Austria	5.8	3.1	8.7	9.9	2.7
	Belgium	2.9	2.5	5.4	3.5	2.3
	Croatia	6.0	2.0	8.0	3.6	3.8
	Denmark	3.1	2.5	5.5	5.1	2.2
	Estonia	6.3	3.5	9.4	5.7	2.0
	Finland	3.4	2.3	5.6	6.6	2.3
	France	3.7	1.7	5.3	2.9	1.7
	Germany	3.1	2.3	5.3	5.2	1.7
	Greece	4.6	3.4	7.9	12.8	2.8
	Hungary	5.6	3.9	9.3	7.9	3.1
	Ireland	4.4	2.5	6.5	9.9	1.9
	Italy	3.2	1.3	4.4	4.3	2.1
	Lithuania	6.1	5.3	11.3	7.8	2.9
	Luxembourg	4.9	2.3	7.1	3.7	2.6
	Netherlands	5.2	4.5	9.5	9.6	1.8
	Poland	5.8	3.6	9.2	7.3	4.2
	Portugal	5.8	4.4	10.0	7.6	3.0
	Romania	5.3	6.2	11.3	7.6	3.2
	Slovakia	6.7	4.4	10.9	7.8	5.2
	Slovenia	3.8	2.7	6.3	4.8	1.5
Spain	3.3	2.2	5.5	7.0	1.9	
Sweden	4.9	1.9	6.7	6.5	2.1	
United Kingdom	6.3	4.5	10.7	6.5	1.9	
Average (unweighted)		4.8	3.2	7.8	6.7	2.6

Source: GEM, 2014 Global Report

In Romania, 29% of entrepreneurial activity is determined by need, and 70% is held to meet market opportunities encountered. The situation is characteristic of the status of developing country of Romania: thus, Romania has more entrepreneurs motivated by need compared with the European average and a smaller percentage of people motivated by market opportunities (70% compared with the European average of 73 %).

Despite previous favorable opinions, in the absence of accelerated economic growth, the number of new firms is decreasing in Romania, according to Ernst & Young study<sup>7</sup>. In the first 10 months of 2014 compared to the same period in 2013, the number of registered companies fell by 20%, while the number of LLCs created decreased by 6%.

## Evolution of Registration of Companies in Romania, 2008-2014

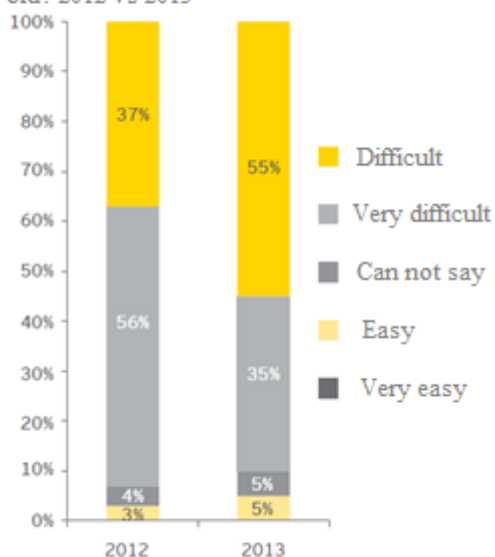


Source: EY, ONRC calculation

Explanations for the state of affairs prevailing in Romania are many, including: low aversion to risk, unfriendly entrepreneurs culture, a low rates of growth economy, lack of starting capital and lack of entrepreneurship education.

Entrepreneurs are highly motivated, innovative and find resources to cope with any context. However, if the tax, regulatory, financial, cultural and educational environment was friendlier, more people would have the courage to start a business, helping to increase the competitiveness of the Romanian economy. To remove barriers that are standing in the way of Romanian entrepreneurs, it requires joint effort not only of policy-makers, but also investors, entrepreneurs, journalists, teachers, specialized associations and corporations.

Do you think that access to finance is easy in Romania for entrepreneurs under 40 years old? 2012 vs 2013



Source: EY Entrepreneurs speak

Deterioration of access to finance is felt by Romanian entrepreneurs amid difficult access to finance. Thus, 88% of them consider local market funding as difficult or very difficult. And for young entrepreneurs (under 40 years), access is even more difficult: 90% of the respondents believe that this type of entrepreneur financing is difficult or very difficult – perception slight improvement over last year.

Fear of failure remains one of the significant barriers to entrepreneurship approach. Only 14% of respondents think that Romanian society tolerates failure in business, while 81% think it will be a barrier for future business projects, it is a failure in career or it shows lack

<sup>7</sup> Barometer of education and entrepreneurial culture among students, Romania 2014

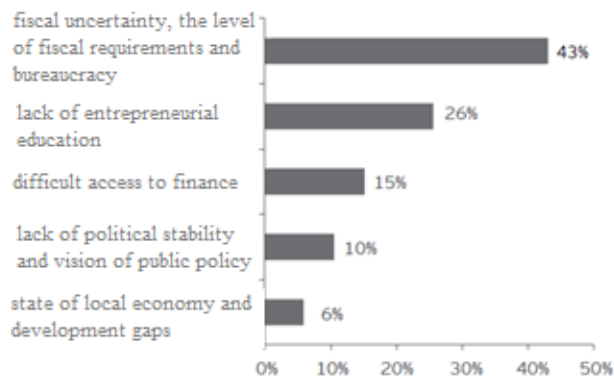
the necessary skills. This attitude towards failure indicates that the Romanian society penalizes insolvency and bankruptcy of companies, both from a regulatory perspective and from the perspective of further financing options, from banks and other investors. When the company fails, the cost of insolvency should be relatively small. By ensuring that the state does not overly penalize honest entrepreneurs who arrive in this situation, and private creditors are encouraged to take a similar approach, the government can directly reduce one of the biggest barriers for entrepreneurs. This policy will strengthen the idea that business failure is part of a learning process. The government sent to Parliament a new Insolvency Code at the end of 2013, that has been adopted. It remains to be seen whether or not the adopted form will penalize entrepreneurs fail.

To the open question: which is the most important obstacle for entrepreneurs in starting or growing business in Romania, fiscal uncertainty, the level of fiscal requirements and bureaucracy have obtained the highest score: 43%.

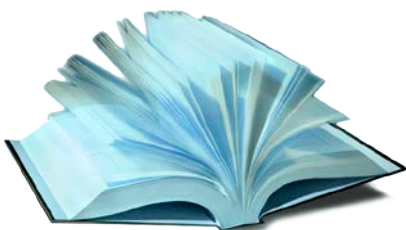
Providing tax and regulatory system stability (94% of respondents) and simplification of laws and regulations in the field (91%) are the two solutions considered

by entrepreneurs as having the greatest impact on entrepreneurship development in Romania.

Which is the most important obstacle for entrepreneurs in starting or growing a business in Romania?



Source: EY Entrepreneurs speak and EY G20 Entrepreneurship Barometer



## *Encouraging entrepreneurship among young people in Europe*

At the beginning of 2013, European Commission presented an action plan to support entrepreneurs and radical change of entrepreneurial culture in Europe. The plan emphasizes the crucial role of education and training in growing new generation of entrepreneurs and it includes specific measures to assist those who take their first steps in entrepreneurship among young people, women, the elderly, migrants and unemployed. The high level of unemployment in the EU leaves untapped human resources, especially among women and young people. Between 15% and 20% of students participating in a simulation of a micro program in high school will open their own business later, a rate three to five times higher than the average population in general.

In the aftermath of the crisis, youth unemployment rates have reached new heights across Europe. In January 2014, 23.4% of young Europeans were without a job. Following an EU wide initiative, “youth guarantees” are being implemented in many EU countries. At the same time youth entrepreneurship is moving into focus, as entrepreneurship is known to be a driver for economic growth and job creation. While only 4% of 15-24 year-olds were self-employed in 2011, the interest in self-employment and entrepreneurship seems to be much higher according to a Flash Eurobarometer Survey from 2012. The survey found that around 44% of 15-24 year-old Europeans think that self-employment is feasible and would like to set up their own business. Lack of skills and financial resources are the most common barriers to youth entrepreneurship. In 2014, the rate of entrepreneurship (TEA) was 7% among young people aged 18-24 and 12% among young people aged 25-35 years. These young people are in the process of starting a business or already run their own start-ups. These rates are quite low, given that young people should be those with greater initiative and risk tolerance.

In order to address these issues and encourage entrepreneurship a number of initiatives at both EU and National level have been introduced in recent years. At EU level, the Small Business Act called already in 2008 for an environment that supports youth entrepreneurship and fosters entrepreneurial spirit. Since 2009, the Erasmus for Entrepreneurs programme facilitates the exchange of young entrepreneurs to gain valuable learning experience in another business abroad. So far, more than 1600 exchanges have been organised with high satisfaction rates among both participants and hosts. Entrepreneurship education also became a key area in the Rethinking Education strategy and the Entrepreneurship 2020 Action Plan which encourages Member States to create entrepreneurial learning modules. Moreover, it offers financial support for young business starters through the European Social Fund (ESF). For several years the ESF has financed projects in the field, such as the learning network on inclusive entrepreneurship COPIE. Further financial support comes through the European Progress Microfinance Facility which provides access to finance for SMEs. The European Parliament has passed several resolutions (7 February, 11 September, 22 October 2013) underlining the importance of investing in entrepreneurship education and skills for young people.

In Romania, the Youth Law no. 350 of 21/07/2006 provides that young people are citizens aged between 14 and 35 years. This category of population has little knowledge of what entrepreneurship is, has no self-confidence needed to start a business on their own or they lack funds.

According to the National Youth Strategy 2014-2020, in 2012 about a quarter of young people in Romania (27%) expressed their desire to start a business. The area covered by the youth is the trade, services and advice (30%), followed by agriculture, animal husbandry, fishery and forestry (18%). Also, the collected data shows that young people would cover areas such as construction and interior (11%) and that of information and communication (10%).

According to statistics published by the National Trade Register Office, by August 2013

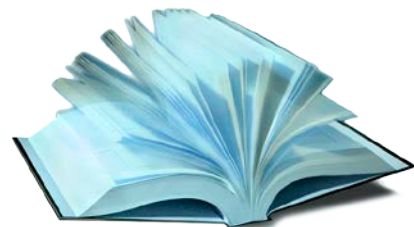
the most associates of companies (about 29%) are aged between 30 and 39 years, while only 11% of active companies in Romania are owned by young people up to 29 years.

In Romania, one of 100 young people decide to start a business on their own, compared with 1 in 4 young people in the Czech Republic, Poland and Hungary. The most common causes are lack of money and bureaucracy. European statistics show that Romania attaches a very low importance to entrepreneurship education, so that less than 10% of those who initiated and developed a business have a theoretical basis in this respect compared to the European average which indicates a percentage of 30%.

In Romania, there it appears to be a slightly negative culture regarding success factors on labor market, which may reflect on business environment. When asked how a young man believes that career can be successful today, the most numerous responses (cumulative 3 mentions) meet the "relations and social position" (47%), followed by "work and personal effort" (45%), "good training" (43%) and "honesty and fairness" (32%).

In addition to encouraging youth entrepreneurship, the Commission intends to promote entrepreneurship among specific segments of the population, highlighted once again the entrepreneurial potential of women - that women represent only 34.4% of employed workers in Europe *suggests that they need more encouragement and support to become more entrepreneurial.*

## Women Entrepreneurship in Europe



While Europe does not have enough entrepreneurs pursuing their ideas to set up new businesses, there are disproportionately even fewer women than men entrepreneurs. Europe's economy needs more entrepreneurs to keep up. The Commission is working with Member States to find ways to overcome the factors that discourage women from taking entrepreneurial option.

Although in the last decade women who run businesses have not an encouraging return a greater effort is needed to overcome the specific factors which discourage women from starting or taking over small firms. **In 2014, women entrepreneurs in Europe are only 30% of all entrepreneurs.** And even more importantly, it should be created an environment in which those women who run a small business can more easily develop their businesses.

In 2012<sup>8</sup>, the percentage of women entrepreneurs in total EU-28 was 31% (10.3 million). Female entrepreneurship rate (the percentage of women entrepreneurs in the total number of women



who are active labor force) was 10% for Europe-37 and EU-28. Rates for males were higher by 20% and 19% respectively for Europe-37 and EU-28. The top five countries with the highest rate of entrepreneurship among women were Greece, Albania, Portugal, Italy and Croatia, and the countries with the lowest rates were Norway, Estonia, Denmark, Liechtenstein and Sweden.

The studies on sectorial presence of women entrepreneurs indicate that the proportions of women entrepreneurs in EU-28 were much lower than men in the sector groups of construction, transport and storage, water supply, information and communication, and manufacturing. For example, in 2012, 21% of the entrepreneurs in EU-28 active in manufacturing were women.

Instead, in 2012, women entrepreneurs in the EU-28 tended to have a higher education than that of male entrepreneurs.

In this regard, in Warsaw, Poland during the event of the Polish Presidency on 15 November 2011 the European Network of mentoring for women entrepreneurs was inaugurated. Mentoring Network is one of the actions proposed in the 2011 SBA Review and it aims to promote female entrepreneurship in Europe.

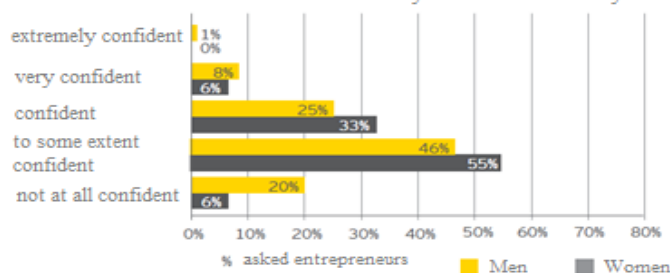
Mentoring network requires and supplements promote, support and encourage female entrepreneurship, which began with the creation of the European Network of Female Entrepreneurship Ambassadors (ENFEA) in 2009.

**In Romania, according to the same study,** female entrepreneurship has decreased dramatically. In 2012 the share of female entrepreneurship in total existing entrepreneurs in Romania was 29%, while that of men was much higher – 71%.

The main motivation that women invokes for their involvement in entrepreneurship is the ability to improve quality of life, followed by the opportunity to earn money and therefore to achieve personally. In Romania, women have a lower level of education than men (1.53 points for women entrepreneurs and 1.61 points for men entrepreneurs). The difference is not very large, but the focus should be on women entrepreneurship training and their confidence to start a business.

**Women - more optimistic in economic growth**

Which is the level of confidence in the country's economic direction you come from?



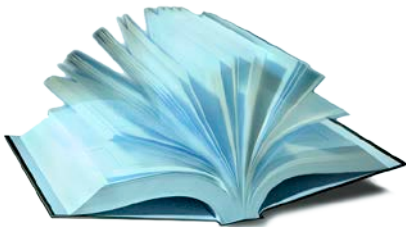
Sursa: EY, 2013

Women also have a more optimistic economic outlook than men and pay their loans with a higher probability than men, yet they become entrepreneurs lesser extent than men, so they should be encouraged.

Under these circumstances creating an entrepreneurial ecosystem for women and youth is very important, an entrepreneurial

<sup>8</sup> Statistical Data on Women Entrepreneurs in Europe, September 2014, European Commission

ecosystem that would be successful in generating and supporting companies with some issues that have to be taken into consideration: without mentoring financing is not effective, like financing entrepreneurial risk-taking culture without the existence of knowledge of business management; also, entrepreneurs will consider an entry barrier too high an excessive fiscal requirements and bureaucratic, even in the fulfillment of the other elements. It is also very important for the system to support companies in all stages of development, otherwise the chain breaks and companies do not reach maturity. At the beginning companies can be helped, for example, business incubators, while a large company that wants to expand will need funding and access to networks of investors. At the same time, the relationship is not only from companies to other categories of entities in the ecosystem, it is advisable also communication between companies that are at the same stage of development or in different stages.



## *Overview of the role of business and entrepreneurs in a market economy*

1. Delivery of goods / products and services
2. Creation of wealth, through the profitable management of activities
3. Enable people to pool capital, exploit opportunities, manage risks.
4. Means to deliver innovation in new sciences and technology, products or services
5. Create value through efficient use of resources
6. Sustainability, not only environmentally but also for the impact and interaction with local society.

It can be seen in three different distinct areas:

- ☞ the company's own operations;
- ☞ the company's relations with its business partners through the value chain and
- ☞ the philanthropic contribution it makes.

7. Employment generation
8. Raise people's quality of life and standards of living



# *Chamber of Commerce and Industry Suceava – Romania –*

The Chamber of Commerce and Industry Suceava is the oldest and the most representative autonomous post-communism organization from the district of Suceava.

Chamber of Commerce and Industry Suceava is from over 20 years the oldest and the most representative autonomous post-communism organization from district of Suceava.

The Chamber of Commerce Suceava focuses on representing and defending the interests of the business community and its members, in front of the most important decision makers, facilitating access to information regarding potential partners and their business community.

The Chamber of Commerce and Industry Suceava is a local organization of businesses and companies in Suceava with the intention to develop and further the interests of local companies and businesses in Romania. It is organized in 15 directions and services, crated on the specificity of activities and criteria and has the goal to satisfy the demands of the economic operatively and with professionalism.

Many businesses are international operating companies with offices in Romania.

Members of a Chamber of Commerce are usually international and local operating companies, such as lawyers, property developers, tourism companies, airlines, manufacturing companies, import and export businesses, banks, finance companies, legal advisors, IT and electronics manufacturers etc.

Chambers of Commerce main activities are, among others, safeguarding business interests and sharing business experiences and business interests, contact with governments, civil society, local media and the press and organzing trade shows and events

The Chamber of Commerce and Industry from Suceava (CCI SV) is an autonomous organization, non governmental, of public utility, apolitical, without patrimonial purpose, non profit, with judicial personality, created in order to represent, defend and sustain the interests of its members and of the business community in relation with public authorities and of the business community in relation with the public authorities and organisms from the country and from abroad.

The district chambers established from the traders initiative acquired judicial personality at the date of the coming into force of the Govern Decision through which they have been recognized and are the continuers by rights of the Chambers of Commerce and Industry dissolved through the Order no. 47 of RPR from 25 February 1949.

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date of the coming into force of the Govern Decision through which they have been recognized and are the continuers by rights of the Chambers of Commerce and Industry dissolved through the Order no. 47 of RPR from 25 February 1949.

The Chamber of Commerce and Industry from Suceava is organized in many directions and services, created on the specificity of activities criteria and has the goal to satisfy the demands of the economic operatively and with professionalism. The CCI SV is the main promoter of the local economic development through the promotion of the local partnership. The affiliation to national and international similar bodies, the international contacts established, confers the quality of a great partner to the Chamber in implementation and development of local, regional, cross-border and international projects.

The activities and services offered by the Suceava Chamber of Commerce and Industry from Suceava are:

- ☞ the unique service of business consulting
- ☞ commercial arbitration
- ☞ regional centre for promotion and protection of the industrial property
- ☞ Romanian goods stock-exchange - The CCI SV terminal
- ☞ Bucovina Business School
- ☞ financing Programs from european and national funds
- ☞ services offered by the CCI SV through the representatives from Ukraine
- ☞ Demand and Supply / Intermediations / Contracts
- ☞ National and International fairs and exhibitions, economic missions
- ☞ Bucovina Business Publication and complementary services
- ☞ electronic archive of real guarantees.

The mission. The main concern of Chamber of Commerce Suceava focuses on representing and defending the interests of the business community and its members, in front of the most important decision makers, facilitating access to information regarding potential partners and their business community.

To best meet his mission and to meet a greater extent of the requirements and expectations of over 30.000 retailers in the county. The Chamber:

- ☞ takes multiple actions to better define priority areas
- ☞ increases capacity to analyze problems regarding the strengthening and further development of the private sector.

The Chamber of Commerce and Industry from Suceava had implemented several projects and programs:

- ☞ Consulting program for Small and Medium Sized Enterprises
- ☞ Bucovina Business Centre
- ☞ The Association for promotion the Bucovina tourism destination
- ☞ Assistance services for SMSs start up and business consulting as part of the redistribution of the labour Program
- ☞ Regional economic development through the sustainable improvement of the entrepreneurs
- ☞ PROMO-REGTOUR – Regional Tourism Promotion techniques
- ☞ V.I.S.E.C. – Virtual Incubater for Students Entrepreneurs Crossborder

The Chamber of Commerce and Industry from Suceava is implementing the following projects financed from The European Social Fund:

- ☞ The „Fit to Tourism – Fit Tour” project – The Chamber of Commerce and Industry from Suceava is the applicant in this project which provides training in tourism for 2 major regions from Romania;
- ☞ The „CREA – Regional cooperation for entrepreneurial excellence” project – The Chamber of Commerce and Industry from Suceava was the partner for the Suceava county. The project was successfully finished in November 2011.
- ☞ The „ANTRE(pre)NOR for PERFORMANCE” project – The Chamber of Commerce and Industry from Suceava is the partner in this project for the NE Region;
- ☞ The „DARMA – Entrepreneurial Development and Networking in business” project – The Chamber of Commerce and Industry from Suceava is the partner in this project for the Suceava county;
- ☞ The „Elife – Developing innovation, creativity, accountability and sustainability of Romanian entrepreneurship” project – The Chamber of Commerce and Industry from Suceava is the partner in this project for the NE Region;
- ☞ The „EVA – Development of Entrepreneurship Era for Women” project – The Chamber of Commerce and Industry from Suceava is the partner in this project for the NE Region.





# *Paphos Chamber of Commerce and Industry – Cyprus –*

The Cyprus Chamber of Commerce and Industry is a private corporate body functioning under special law, financially independent, and free of any state influence. The Chamber is funded by membership subscription fees and through income generated from the services it provides.

The CCCI is a union of Cypriot business people, and promotes their interests by lobbying the government and Parliament, and through its participation in associations and committees, it promotes the views of the business community.

The Cyprus Chamber of Commerce and Industry was founded in 1927 and in 1963, a new structure was adopted, which still remains in place, under the name: “Cyprus Chamber of Commerce and Industry”. The CCCI is a federation of the local Chambers of Commerce and Industry (CCIs) which operate in Nicosia, Limassol, Famağusta, Larnaca and Paphos. The local CCIs have a geographical coverage of their respective districts. The Nicosia CCI covers also the districts of Kyrenia and Morphou.

The membership of the CCCI exceeds 8,000 enterprises from the whole spectrum of business activity. There are also more than 140 Professional Associations from the trade, industry and services sectors.

The basic objective of the CCCI is to safeguard and steadily develop the Cypriot economy in order to continuously improve the standard of living and prosperity of all the people of Cyprus.

This objective directs the policy and activities of the CCCI to deliver a range of high quality services to members, including:

- ☞ Promotion of the interests of the business community, within the framework of the broader interests of Cyprus and the welfare of its people.
- ☞ Strengthening of private enterprise, which constitutes the backbone of the economy whilst safeguarding and promoting the liberal character of the economic system of Cyprus.
- ☞ Keeping abreast of the economic developments and maximising the contribution of the business community to the country's progress.
- ☞ Contributing towards continuous and balanced growth nationwide, within the framework of the European Union.

The Paphos Chamber has been twinned with other European Chambers, such as the Chamber of Patra/ Greece in 1975 and with the Chamber of Chios/ Greece in 1989 and the Chamber of Chania/

Greece in 2010.

The Paphos Chamber has also signed Protocols of cooperation with the Chambers of Fthiotida, Preveza, Mytilene, Thessaloniki, Corfu of Greece.

It has also established close relationships with Ukraine and signed Protocols of Cooperation with the Chambers of Kiev, Odessa, Lviv, Chercasy, Sumy and Kirovograd.

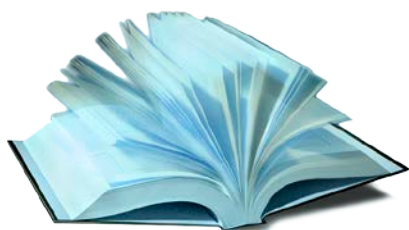
Since 1997 the Paphos Chamber of Commerce and Industry is housed in its new, privately owned offices and conference centre on the corner of Athens Avenue and Al. Papağou Avenue, which are equipped with all the modern equipment in order to be able to correspond in the new role that it is called to play.

Today the Chamber numbers 500 members from all the sectors of economy and includes in its provinces 6 professional Associations:

- ☞ the Cyprus Hotel Association of Paphos,
- ☞ the Cyprus Russian Association of Pafos,
- ☞ the Paphos Land & Building Developers Association, as well as
- ☞ the Association of Travel Agents

With its long and multifaceted activity, the Paphos Chamber has gained recognition in the consciousness of the business world and our place of wider society. Through its work has shown in practice that can meet the challenges of the times, in a dynamic role and assertive speech.

The rapid changes taking place around us, create new needs. In this context we have upgraded the website of PCCI to meet the requirements of the business community of Paphos. We tried to give answers to the main questions that concern our entrepreneurs. At the same time, we provide information about basic services provided by Paphos Chamber such as seminars, events, etc.



## *The Board of Directors*

It consists of 30 members 21 regular members and 9 ex-officio members.

In our Board of Directors you can find among others businessmen of all sectors of the economy: hotel owners, developers, a private university owner, a private hospital/ clinic owner, an advocate, economists, accountants/ auditors, golf courses owners, a supermarket chain owner, manufacturers, architects and civil engineers, private bank owners etc

Only our Chamber's Directors' licenced private projects exceed in value 5 billion Euros and include:

- ☞ Private marinas,
- ☞ Golf courses,
- ☞ Large complex developments,
- ☞ Medical centres,
- ☞ Educational centres,
- ☞ Modern sport facilities,
- ☞ Thematic parks,
- ☞ Hotels and tourist developments,
- ☞ Luxury holiday homes.

## *Join the Paphos Chamber of Commerce and Industry for:*



- ☞ Representation in the decisions taken by the Government and other official bodies in issues that concern you directly.
- ☞ Support your any negotiations with the unions, with the active participation Director of Labour Relations of the Cyprus Chamber of Commerce and Industry (CCCI).
- ☞ Consultation in areas such as trade, industry, services, tourism, labour relations and the economy in general, both in Cyprus and abroad.
- ☞ Accurate and timely information in regards to your business and the European Union.
- ☞ Promotion to entrepreneurs abroad through the websites of the Paphos Chamber of Commerce and Industry and the CCCI and directories published by the CCCI in printed and electronic form.
- ☞ Identifying applicable and reliable partners in Cyprus and abroad.
- ☞ Reduced charges in the issuing of various certificates, necessary for exports and the rest of your business activities.
- ☞ Participation in international fairs and trade missions abroad that are organized by the CCCI and the Ministry of Energy, Commerce, Industry and Tourism especially for companies operating in Cyprus.
- ☞ Access and information on the results of research and studies conducted by the PCCI and the CCCI in relation to business and economic fields.
- ☞ Utilization of the services provided by the CCCI and the PCCI

Moreover the Cyprus Chamber of Commerce and Industry:

- ☞ Represents the business community of Cyprus in international fora and organisations.
- ☞ Organizes seminars abroad for the promotion of Cyprus as international business center.
- ☞ Participates in European Union programmes and initiatives which are of particular interest to the business people.
- ☞ Has established GSI Cyprus, responsible for the administration and promotion of the GSI system (bar coding service) in Cyprus
- ☞ Operates a Mailing Labels Service.
- ☞ Organises professional examinations in a number of business – related subjects.
- ☞ Provides information on environmental issues, on questions relating to the technological upgrading of industrial units, on investment matters, on port issues and on economic issues arising from the relationship of Cyprus with the European Union.
- ☞ Issues ATA – CARNETS which are, essentially, passports for merchandise; the ATA – CARNET is an international customs document which exempts the temporary export of professional equipment for personal use, commercial samples and exhibits for trade fairs from customs procedures and the imposition of duties.



# *The Use of Information System to Educate Accounting Student*

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## *50 years of history*



This paper provides evidence about the use of information systems to educate students from the accounting and administration degree of ISCAP - School of Accounting and Administration of Polytechnic Institute of Porto. Students recognize the importance and value of the new methodology used to teach Business Simulation (BS). A discussion about the improvements that can be made in the disciplines, considering contemporary literature in accounting education is provided. The case study also helps to clarify what is the level of satisfaction of some stakeholders.

### Keywords:

- ☞ Business Simulation;
- ☞ Accounting Education;
- ☞ Learning by doing;
- ☞ Accountants' skills;
- ☞ Information systems





## *1. Introduction*

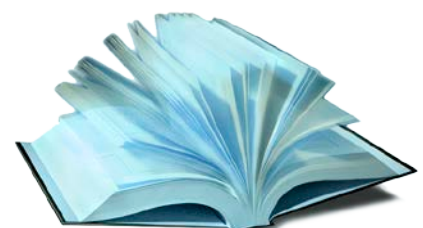
In recent years there have been a lot of changes in accounting education. As the result of fast technological advances and market globalization, the role of today's accountants has shifted from a simple bookkeeper to a provider and “translator” of diverse information to different users (AIPCA, 2006). These changes incited the need of accounting professionals being prepared with skills that were unnecessary in the past. To deal with this situation, research has been made, especially in order to provide insights about the way accounting students should be prepared for their profession (Adler and Milne, 1997; Meyer and Eley, 1999; Fiet, 2000; Duff, 2004; Lin, Xiong et al., 2005). As a consequence learning-by-doing or action-based approach has been used in several higher education institutions all over the world (Adler and Milne, 1997; Kinsella and McBrierty, 1997; Hughes and Berry, 2000; Fiet, 2001; Silva and Lopes, 2004). Adler and Milne (1997) do not understand why new pedagogies to promote organizational, interpersonal, and communication skills are not implemented in practice, as they have a lot of benefits in students. In their findings, the authors conclude that students agree with the use of action-oriented learning tasks in order to provide them the needed attitudes, skills, and knowledge (Adler and Milne, 1997). Adler and Milne (1997) pointed out two problems that had been visible in several reports from various accounting professions and agencies: i) accounting educators were not capable of dealing with a broader knowledge base, and ii) students were not capable of developing fundamental capacities, as communication, problem solving, or interpersonal skills.

This paper presents an example, which uses action-oriented learning tasks with the objective of helping students to develop attitudes, skills, and knowledge which helps to solve Adler and Milne (1997) pointed problems.

The paper is organized as follows. In the next section, some contemporary literature review in accounting education is presented. Section 3 provides information about research method and data collection. The following section presents the case study. Section 4 presents the general results and a discussion about the case study. The final section contains conclusions and suggestions for further research.

## *2. Literature Review*

Important competencies for an accountant were identified by American Institute of Certified Public Accountants - AIPCA (AIPCA, 2006). AIPCA (2006) defines six functional competencies that are aligned with what



the accountant profile should be. The first competency is decision modeling. For AIPCA, accounting professionals must be prepared to use a critical and strategic way of thinking in decision-making issue. The second functional competency suggested is risk analysis, as it is very important to avoid frauds and other inadvertent errors. The third competency proposed by AIPCA is measurement, as accounting professionals must be prepared to assess organizations' performance, both qualitatively and quantitatively. The fourth competency suggested by AIPCA is reporting. This is one of the most important ways of communication used by accounting professionals, as that communication can be very useful for the decision maker. The fifth competency is research, as the changing environment in the business world does not let other alternatives. The sixth and last functional competency proposed by AIPCA is leverage technology to develop and enhance the other functional competencies. The capacity to use efficiently and effectively information and communication technologies is essential in order to develop the other functional competencies.

Others researchers identified other important skills that accountants should have. In China, Lin et al. (2005) have made research about the perceptions of accounting practitioners, teachers, and students on the required knowledge, skills, and pedagogy for accounting education. The authors concluded that accounting practitioners emphasize education of written and oral communication skills, a relatively weak area that should be strengthened in Chinese accounting education (Lin, Xiong et al., 2005). In the same vein, Ellis (2006) values writing skills as one of the most important ways to communicate. The researcher considers that a better understanding of what students learn is connected with a further approach in writing (Ellis, 2006).

Team work is another important competency that accounting professionals must have. Luthje and Prugl (2006) explore the role of team work among students with different backgrounds. In spite of the fact that prior studies had shown some relational problems among people from other disciplines, they demonstrated that their course experience provided an attitudinal beliefs' change among students (Luthje and Prugl, 2006). The main reason presented for that change was communication, as the more students shared experiences with each other and the more they familiarize themselves, the stronger these effects became (Luthje and Prugl, 2006). In the same stream, Prichard et al. (2006) investigated the effects of team-skill training on collaborative learning at an university level and concluded that team-skill training facilitates teamwork on a collaborative learning task. As investigated by Scofield, selecting unstructured cases for a team approach can create pedagogical benefits, i. e., students can improve their learning of accounting and their teamwork skills (Scofield, 2005).

The use of new information and communication technologies changed the way we live today, especially how an organization works. The need of a decision support system in management is very important (Baupin and Zreik, 2000). Technological advances require that accounting professionals have skills to obtain information from several sources, manage computer-based projects, and utilise computers

as the main tool of their work. Several authors called for more research in accounting education with a technological basis (Rebele, Apostolou et al., 1998; Apostolou, Watson et al., 2001; Watson, Apostolou et al., 2003). Some responses were given (Larres and Radcliffe, 2000; Bhattacharjee and Shaw, 2001; Lane and Porch, 2002; Stanley and Edwards, 2005; Carayannis, Popescu et al., 2006; Freitas and Oliver, 2006; Markett, Sánchez et al., 2006; Patten, Sánchez et al., 2006; Potter and Johnston, 2006). In UK, Larres and Radcliffe (2000) analyze the level of effectiveness in promoting student learning through computer-based instruction. They conclude that technological tools are valued by students in order to achieving educational results, and as a preparation for lifelong learning. However, it was not possible to conclude that this methodology was more effective than traditional ones. In the USA, Bhattacharjee and Shaw (2001) analyzed the effects of using a project that was designed to concurrently develop students' computer-based skills and improve their perceptions towards technology. The authors found that the project enhanced students' technological skills. Other study was done in UK to examine the impact of computer-aided learning (CAL) on the performance of nonspecialist accounting undergraduates (Lane and Porch, 2002). The results illustrate that the project enhanced students' Internet knowledge and skills to access information on a technological basis. Stanley and Edwards (2005) developed a CD ROM to assist students in their accounting learning and concluded that students were receptive to learning in online environments, which are properly designed and built. Carayannis et al. (2006) explore how technological learning and information and communication technologies (ICT) may influence the development of entrepreneurs in the Knowledge Economy. They conclude that technological learning and ICT act as important means of knowledge creation, dissemination and utilization in the process of economic development (Carayannis, Popescu et al., 2006).

Freitas and Oliver (2006) propose a four-dimensional framework for helping educators to assess the potential of using games- and simulation- based learning in their practice. The four dimensions are:

1. the context where learning takes place;
2. attributes of the learner, like age, learning background;
3. the internal representational world;
4. processes of learning (Freitas and Oliver, 2006). Patten, et al. (2006) explore the role of handheld devices in the way people learn.

They conclude that mobile phones and other handheld devices will have a strong influence in learning in the future (Patten, Sánchez et al., 2006). In the same vein, Markett, et al. (2006) explore the use of SMS (Short Message Service) by students' mobile phones with educational proposes in a classroom. The result was a higher level of interactivity that brought some advantages to learning, such as, a more active learning environment, greater and ongoing feedback for educator, and increasing in student interest and motivation (Markett, Sánchez et al., 2006). There seems to be a positive effect on students' performance by using technologic-based education tools. Potter and Johnston (2006) explored the association between

undergraduate accounting students' use of an on-line learning system and the learning outcomes achieved by those students. The results demonstrated that the use of the learning system by students has a positive influence on their learning results (Potter and Johnston, 2006). The use of technologies in order to improve students' learning is something that educators have kept in mind.

An entrepreneurial attitude is very important for an accounting professional. Some studies about entrepreneurship in accounting and business education have been done. In 1997, a study to rank university entrepreneurship programs was conducted in the United States (Vesper and Gartner, 1997). The researchers conclude the study using the education criteria from the Malcolm Baldrige National Quality Program to measure progress in entrepreneurship education (Vesper and Gartner, 1997). In the US, an entrepreneurial leadership course, that was created in 2001, has been improved in each successive semester it is offered (Okudan and Rzasa, 2006). In their findings, Okudan and Rzasa (2006) conclude that these improvements make the course a success. In Canada, entrepreneurial education is not new. McMullan and Gillin (1998) discussed the implementation of a graduate-level degree programme design and the results about surveys conducted. In Ireland, a study that provided pioneer evidences of technological entrepreneurialism within the higher education was conducted (Kinsella and McBrierty, 1997). The authors identified knowledge equity as the basis of competitive advantage of industry, and of countries (Kinsella and McBrierty, 1997). Rasmussen and Sorheim (2006) demonstrate, in their findings, that entrepreneurship education in Sweden is changing from a traditional focused on teaching individuals to on learning-by-doing activities.

Some researchers explore other different ways of accounting education. Duff (2004) proposes ways accounting educators can make use of Cognitive Learning Styles (CLS), develops associated measures to help students 'learn how to learn'. The author concludes that CLS literature has not been used efficiently, and there have been no efforts to apply it in a concerted way within accounting education (Duff, 2004). Additionally, to help students 'learn to learn' Duff (2004) suggests accounting educators to use both cognitive information processing (CIP) and student approaches to learning (SAL) paradigms. While CIP paradigm helps accounting educators to understand how the learner organizes and processes information, the SAL paradigm takes into consideration the difference between the quality of learning outcomes and academic grades (Duff, 2004). Fiet (2000) defends that theory-based activities can be very powerful within a class, for example to stimulate students to apply their knowledge in an innovative way. Students can be on the alert for a special promoted activity. Some advantages of using theory-based activities are: i) they keep away from monotony by inviting student to play a role in the learning environment; ii) it is easier to enroll all the class in the learning process (Fiet, 2000). Fiet (2000) pointed out some obstacles to using theory-based activities. The first one is a question of mentality; it is very difficult to change from a traditional way to a theory-based activities form for those educators that need to exercise their professional control.

Another problem to the use of theory-based activities is that requires a lot of time to prepare classes, especially because educators are not compensated for that (Fiet, 2000).

On the other hand, some authors defend that university accounting educators should have a different role in their profession (Craig and Amernic, 2002). Craig and Amernic (2002) consider that accounting educators should emphasize more social issues in their classes. In studying education methodologies in other areas, such as mathematics, some authors support that the approach to learning may differ between subjects (Meyer and Eley, 1999). Although accounting professionals should acquire important competencies and skills to be prepared to perform at the best way, those qualifications may not be sufficient. The continuous changes in several areas require an “up-to-date” professional. Lifelong learning is a habit that must be addressed by accounting professionals. Some studies have been done about this issue. Candy (1995) defends lifelong learning as one of the main important pillars in undergraduate programs. He stated that universities that focus on developing lifelong learners, perform their role at the best way (Candy, 1995).

In Europe, lifelong learning has an important role. An European Commission report shows which are the resources dedicated to lifelong learning in order to provide new and better policies about this issue and assess their efficiency and effectiveness (European Commission, 2004). In Portugal, research about lifelong learning deserves an important interest. A background report explores how national qualifications systems can promote lifelong learning (OECD, Ministério da Educação et al., 2004). Lifelong learning cannot be apart of technology. Larres and Radcliffe (2000) conclude that students are better prepared for lifelong learning if they know how to use technological tools.

In order to provide the needed feedback to students, assessment systems should be different from the traditional ones. In a recent position paper about the state-of-art of education assessment, Birenbaum et al. (2006) support the need of changing the traditional assessment system used not for learning but only as an assessment instrument of learning. These authors defend a paradigm shift from

Assessment of Learning towards Assessment for Learning (Birenbaum, Breuer et al., 2006). Birenbaum et al. (2006) propose an Integrated Assessment System to overcome the problems of the traditional assessment systems. Therefore, that system should integrate both new and old ways of assessment, offer other new ways on test validity, develop new methodologies, include both formative and summative assessment forms, and be cost-effective (Birenbaum, Breuer et al., 2006).

Although there had been several examples of research in educational areas, contributing into practice within teaching community, Lucas and Mladenovic (2004) stated that there is a need for research in a large number of areas within accounting education. As supported by several researchers, the view of learning results and perspectives to learning may differ accordingly with disciplines (Lucas and Mladenovic, 2004). Their study is a response to that need, especially because it presents a new approach to learning and the assessment of learning outcomes is new (Lucas and Mladenovic, 2004). All higher



education institutions have an important role to perform. A changing paradigm is coming, as the higher education institution cannot be static and away from the rest of the world. Some authors defend the use of a triple helix model to a better contribution from all institutions that take part of the model. Marques et al. (2006) have researched, in a case study base, the interaction between university–industry–government, with specific reference on the University of Coimbra, Portugal. The triple helix model is conceptualized by Etlowitz and Leydesdorff (Etzkowitz and Leydesdorff, 2000) in a way that exist a spiral pattern or relations and links between the three institutional actors: Industry, University, and Government, in which the university can play an important role in the context of a knowledge–base economy.



### *3. Research method and data collection*

The chosen method of investigation was the case study. Yin (1994, pag. 13) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. This methodology is used in many different situations, such as political science, community psychology, organizational and management studies, the conduct of dissertations and theses in the social sciences, etc. (Yin, 1994).

There are several different classifications of case studies. Yin (1993) divides case studies into exploratory, descriptive, or explanatory. Moreover, research can be based on single or multiple–case studies, which means that can exist six different types of case studies (Yin, 1993). An exploratory case study aims at constructing questions and hypotheses of a consequent study. A descriptive case study shows a full description of an experience within its context. An explanatory case study illustrates which causes produces the observed effects (Yin, 1993). Several authors have used this methodology in higher education research (see, for example, (McMullan and Gillin, 1998; Rasmussen and Sorheim, 2006).

As each research strategy can be utilized for all three purposes of investigation, i. e., exploratory, descriptive, or explanatory (Yin, 1993), the choice for this type of research strategy took into account the three conditions exposed by Yin (1994). The first condition is about the type of research question created. The second is about the control researcher has over behavioral events. And the last condition is about the center of attention on present as contrasting to past events. This study is focalized on contemporary events and the type of questions more appropriated for a case study are ‘how’ and ‘why’ (Yin, 1994).

The basis for this investigation is the case of BS disciplines. The access to information about the research was completely free. The researcher had the opportunity to collect some contributes from all the

staff involved in BS environment, namely the coordinator, teachers, and administrative staff. Besides the literature review, other information sources were used, such as internal and official documents from ISCAP (ISCAP, 2004; ISCAP, 2005), and documents from external entities (SGS, 2003). These research procedures, which can be considered as triangulation (Yin, 1994; Modell, 2005) intend to provide a more valid and reliable data.

This study can be considered as exploratory, because it aims to have some insights about the use of new methodologies in accounting education.

## 4. Case Presentation Background



Polytechnic Institute of Porto – School of Accounting, known as ISCAP (*Instituto Superior de Contabilidade e Administração do Porto*) is one of the biggest Portuguese schools in accounting. ISCAP is more than a hundred years old and has about five thousand students. Although ISCAP provided five different graduate degrees, the majority of students are enrolled in accounting degree. The case that will be presented shows how two disciplines have changed ISCAP accounting degree.

In February 2003, two Business Simulation (BS) disciplines were introduced in the accounting and administration degree in ISCAP. This change occurred because the context was peculiar. First, future accounting professionals need to learn more than only theoretical concepts.

AIPCA (2006) suggests six functional competencies for an accounting professional. Second, the accounting education had been orientated to basic competencies that do not have a sufficient value for the accountant professional. Third, some old-fashion accounting concepts that were taught had no practical use. In the same stream of other higher education institutions, ISCAP has changed the way of accounting and business were taught.

It was necessary to buy a lot of material resources, especially hardware and software. Two classrooms were totally equipped with computers, printers, scanners, telephones, and other equipment. The other rooms, needed for administrative purposes, were also equipped with hardware and software. Integrated management system software and a relational database were provided in order to provide an extent network environment. In the very beginning it was necessary to have a lot of human resources, as the project initiate with more than a thousand students. Since the beginning of the project, companies have an important role as sponsors. There is a partnership between ISCAP and external entities in the project. ISCAP has been performing the new role of a higher education institution as defended by Etskowitz and Leydesdorff (2000).

## Objectives

The main objective of the BS disciplines is to overcome the deficiencies of traditional education, giving a practical view of the professional activity and preparing students for the real business world. This objective is consistent with some studies that defend the action-based learning (Adler and Milne, 1997; Fiet, 2001). Other objective of BS disciplines is to enable students to apply their knowledge previously obtained in other disciplines. Actually, there have been some difficulties, because the graduation programme was not totally prepared to facilitate that purpose.

This new methodology of education allowed students have to know, not only traditional and theoretical concepts, but also how to apply them in a practical situation. Moreover, students must be prepared for a lifelong learning during their professional careers. The use of an integrated management information system by students prepares them for the highest-level business and management careers.

## Resources

In the beginning, seventeen teachers, and administrative and technical staff were needed, as the number of students was extremely high (more than a thousand). After the first semester the number of teachers was reduced. Teachers' background is mainly in management and accounting areas. The teachers' role in a classroom is essentially to explain and support students' activities. All activities are planned and prepared for students with two classes in advance. Additionally, some administrative tasks are done by teachers, such as, preparing the environment, providing some special services (banks, insurance companies, public administration, etc.) to students' companies.

Administrative and technical staff maintains operational the whole system. In terms of material resources used, there are two classrooms with a maximum capacity of sixty students each, a planning and an administrative room. The classrooms are used only for classes. The planning room is used for teachers work and for planning meetings. The administrative room is divided in two; one for computer servers and all the needed material to put the system running, and the other for students. Students are allowed to practice and train in the information system, whenever they want in order to improve their performance in classrooms.

## BS Environment

With the advances of technology, the problems of information scarcity and information access have diminished a lot. For an accounting professional is very important to know which the relevant information is. That could not be an easy task, if the right tools were not used. In addition to several important competencies an accounting professional should have the right information systems to manage all information. Consequently, the accountants' role is more and more important for the organizations, as their work has a wider perspective. The decision making process and the knowledge of how the company works are some examples of a new accounting professional's activities.

The BS disciplines aim at alerting students that all of these changes (in the world, and consequently in the accountant's role) are not a future trend but a fact of the present. Therefore, to stimulate lifelong learning, students are requested to read and analyze business magazines and newspapers and to make some comments about the possible consequences on their companies. Additionally, students have to apply their broadened knowledge in BS disciplines. The first example is the starting process of a company, which allows students to apply law concepts. Other activities' examples are inventory management, human resources management, financial management, and information systems management. All these activities are possible without any risk, as students perform in a "protected" or risk-free environment.

In a classroom there are several groups of students. Each group has three or four elements that represent a company. This procedure intends to provide a teamwork skill, as defended by other authors (Prichard, Stratford et al., 2006). All students' companies perform their activity in a risk-free environment, which means there are no professional consequences of doing something wrong. The companies have to do exactly what a real company does, especially concerning with deadlines. All real events that have a deadline, such as, taxes and salaries' payment, must be accomplished by students' companies. Each students' company has a different activity, providing a diversified market. Other special entities, such as, associations, insurance companies, banks, rental companies, public administration, leasing and factoring companies, etc., are managed by teachers (ISCAP, 2005).

Students' companies are the main entities of the environment, as they are the focus of the new methodology. They cooperate and compete among themselves. All tasks done by students will provide substantial volume of information for decision-making process. In spite of the fact that students have a plan with some predictive costs and profits, there are some decisions they have to make. For example, some questions like "which is the product's quantity to order?", "what to do if there is too much, or too less money in the bank account?" should be responded by students.

Students write a report about company's performance during the semester and present it orally in an audience, in the end of the semester. Moreover, in BS disciplines, students are invited to write frequently some comments about the news. Both languages, Portuguese and English, are used in this task. Students' companies have a quality orientation in order to be certified by ISO 9001-2000 standards. As the real world can provide some uncertainty, some tasks are done under pressure.

There are some restrictive rules that must be respected by all students' companies. These rules allow the interactivity of the system, allowing companies interact with each other (ISCAP, 2005).

## Assessment System

The BS disciplines' assessment system is very different from the other disciplines of ISCAP. As a consequence, the number of classes must be the same each semester, and nothing must change that. If something happens and a teacher cannot be present in a specified date, another teacher will substitute

him/her. BS disciplines have a special regulations document (ISCAP, 2005), in which is defined the assessment system. The assessment system has a group evaluation component of 65%, and an individual evaluation part of 35% (ISCAP, 2004). Group evaluation is divided into continuous evaluation, and punctual evaluation. Continuous evaluation consists in classes' assessment, and punctual evaluation encloses assessment of physical files and of the final report. Individual evaluation takes into account participation, behavior and the report's oral presentation (ISCAP, 2004). All these assessment procedures are done by teachers using the help of an information system. Table 1 presents the assessment system's components.

**Tabel ~ Business Simulation Assessment System's Components**

Description	0 – 10 scale
Continuous Evaluation	48,75 %
Punctual Evaluation (Files)	9,75 %
Punctual Evaluation (Report)	6,50 %
Behavior	10,50 %
Participation	10,50 %
Oral report's presentation	14,00 %
Total	100,00 %

Source: Silva, P. L. and I. Vieira (2006). A Utilização dos Sistemas de Informação nas Metodologias de Avaliação no Ensino Superior. XVI Jornadas Luso-Espanholas de Gestão Científica. Évora, Portugal.

## Quality certification and external recognition

BS disciplines were the first higher institution disciplines that introduced quality certification, in Europe. This argument was made by the coordinator of BS disciplines. The quality issues were introduced since the very beginning, as the disciplines were certified for the first time in July 2003. Since that time, SGS (Société Générale de Surveillance S.A) makes two audits every year in order to verify if all certified characteristics continue well- implemented (SGS, 2003). Additionally, at the end of each semester students respond to a questionnaire, in which they give their opinion about BS organization and teachers, in several different items. Since the very beginning, students' opinion about teachers and about organization and planning of BS disciplines is very positive, as shown by the coordinator.

There are some examples of recognizing the value of this innovative approach. First, in the beginning of the project, the Minister of higher education has visited ISCAP. Second, there were two other higher education institutions that were using the same environment; one is from Lisbon, Portugal, the other from Maputo, Mozambique. Regularly external entities visit ISCAP with the objective to know BS environment. The majority of visitors are companies' directors, which give very positive feedback. ISCAP



has also received visitors from France, Poland, Spain, Czech Republic, Slovakia, Finland, Angola, Mozambique, among other countries. Many of them are teachers and researchers from higher education institutions. The opinion from them is also very positive, as stated by the coordinator of BS disciplines.



## *Results and discussion*

This study has revealed interesting aspects about accounting education. First, there are more and more innovative teaching methodologies in higher education. Second, an accounting professional should be prepared not only with theoretical structure, but also with a number of competencies, as the world changes rapidly. Third, Portugal is considered the last in several issues among the EU countries. In higher education, especially in accounting area, there seems to be a good example of innovation. Fourth, the Bologna process appeals to a paradigm shift in education, especially in the way teachers and students perform their role. Students are accountable for their curriculum and teacher must help students as a tutor. As demonstrated previously, in BS disciplines students' responsibility is high, and teachers are continuously present to help students to overcome any difficulty during and after classes. Fifth, the use of new technologies in higher education is far from being generalized. Students perceptions about that use is very positive (see, for example, (Potter and Johnston, 2006). The case provided an illustrative example of how high technology is used to serve students education.

In order to give some insights in higher accounting education, three research questions are presented:

1. What are the characteristics of BS disciplines from ISCAP?
2. Are these characteristics consistent? Is there any opportunity to improve the existing characteristics, according to recent investigation?
3. What is the satisfaction level of several stakeholders (students, teachers, administrative staff, directive board of ISCAP, Government)?

The first question is easily responded, as the case description explains exhaustively the characteristics of BS disciplines. The second question is important to respond in order to know if any improvements are possible to do. Some of the characteristics of BS disciplines are consistent with literature. As reviewed in contemporary literature, there are some important competencies that must be provided to students in higher education. It is possible to identify some important skills an accounting professional must have. First, an accountant must be prepared with all functional competencies (AIPCA, 2006), such as, decision modeling, risk analysis, measurement, reporting, research, and efficient use of technologies. In addition, and as identified in literature review, accounting professionals must have other

important skills, such as, entrepreneurial attitude, written and oral communication skills, teamwork, and a lifelong learning attitude. BS disciplines provide some of these skills. Some of the activities, such reports, or comments provide the development of written and oral communication, but that may not be sufficient, as students communicate orally just once, in the final of the semester. Team work is one of the clearest characteristics of BS. As students are divided into groups of three or four, they have to work as a team. Moreover, the assessment system gives an important value to group work. Although BS disciplines are from an accounting degree, students experiment the need of being “up-to-date”, as external environment is changing continuously. However, this message may be reinforced during the classes, in order to prepare better students for the future. There is a final point, which could be better developed, that is entrepreneurial attitude. Students manage their own company during classes, and consequently, are being accountable for their performance. In spite of this, several limitations in management are provided in order to put the simulation environment under control. Consequently, students do not develop an entrepreneurial attitude for the long-run.

Other characteristics of BS disciplines must be presented. A strength that can be presented is the use of high technologies to help teachers assess students (Silva and Vieira, 2006). Furthermore, a continuous assessment is provided, that goes towards the researchers’ appeals in order to create learning integrated assessment systems that focus assessment for learning, not assessment of learning (Birenbaum, Breuer et al., 2006). Another strength is quality certification, as presented by previously researched literature (Vesper and Gartner, 1997).

The third question cannot be responded totally, which can be considered a limitation of this study. From the description of the case study, there seems to be clear that BS disciplines have an important impact among other international higher education institutions and among Portuguese companies. Additionally, the visit of a Minister can be considered also recognition from the Government. In general, it seems that teachers have positive opinion about BS, but no survey study was done to demonstrate that. As exposed by the coordinator, and as revealed in questionnaires, students, in general, have a very good opinion about the disciplines and about teachers. Although, students’ perceptions is a research issue that should be further investigated. Other research strategies, such as, surveys can be taken into account to assure validity and reliability of the study. No opinion from ISCAP directive board was collected, which means that this is one of the most important limitations of the study. However, as BS disciplines have functioned during the last three years, it can be interpreted that no big problem is there.

## Conclusion

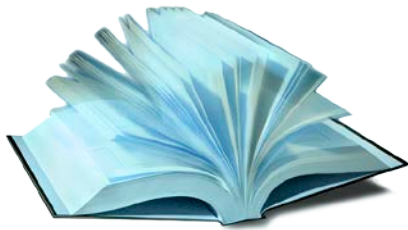


This paper provides evidence that BS disciplines have important strengths in higher education methodologies. First, they provide important skills, such as team work (Scofield, 2005; Prichard, Stratford et al., 2006), written and oral communication (Lin, Xiong et al., 2005; Ellis, 2006), use of technologies (Larres and Radcliffe, 2000; Potter and Johnston, 2006). Second, they provide some of the needed competencies for an accountant (AIPCA, 2006). Third, they have an innovative assessment system, supported basically by information systems. The use of a such assessment system goes towards some recent investigation approaches that defend assessment, not only of learning, but essentially, for learning (Birenbaum, Breuer et al., 2006).

The use of several different sources of information provided a more realistic description of the case. The investigation was based in a three-year period, which can be considered sufficient time for an investigation like this. It was possible to identify strengths and weaknesses of BS disciplines. In spite of the fact that no survey was conducted some of the stakeholders' opinions were easily gathered by the researcher in an informal way.

This study has also some limitations that must be identified. It does not provide a quantitative analysis about perceptions of stakeholders, especially students. It only provides a general opinion based on some internal questionnaires that students complete and return at the end of each semester. The ISCAP directive board is one of the most important stakeholders and no feedback was provided. Other disciplines' teachers were not listened about BS. It is possible that BS disciplines have a strong influence in other disciplines. The use of new assessment methodologies, especially based on information systems could be further investigated. It should be interesting to know how effective they are.

As demonstrated previously, BS environment has characteristics that could be used also in other education levels, and in other institutions. As this is an exploratory case study, further research is needed to give additional insights about new accounting education methodologies. Questions such as, "What are students' perceptions about BS disciplines?", "How BS disciplines are seen by different stakeholders?", "In accounting professionals' opinion, what can be done to improve BS environment?", "Is the assessment system of BS disciplines efficient and effective? Why?" can be responded in the future. In other related areas of knowledge it would be important to know how higher education disciplines can be more effective in terms of student learning.



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# *International Business*

## *College Hetzendorf Vienna*

### *- Austria -*

The International Business College („ibc“) was founded in the 1970's as a public commercial school as well as a public commercial academy in the 12th district of Vienna. At present ibc employs about 150 teachers and has a student enrollment of about 1,600. The International Business College („ibc“) was founded in the 1970's as a public commercial school as well as a public commercial academy in the 12th district of Vienna. At present ibc employs about 152 teachers and has a student enrollment of about 1,637.

The International Business College Hetzendorf is a vocational school in the secondary and tertiary sector specializing in the field of international business and trade and providing its graduates with a general certificate of education and business licenses.

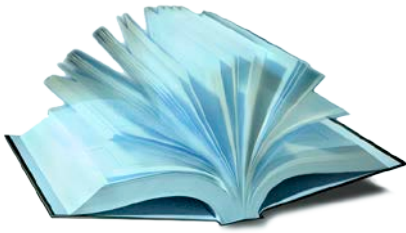
Through a team-teaching model IBC provides a bilingual education in English and German with French, Spanish, Russian and Chinese as second foreign languages.

The major fields of specialisation are:

- Management, accounting and controlling
- International marketing and analyses
- Information technology and information management
- Bilingual international business studies

In special subjects students acquire cultural awareness and all the skills necessary for operating in foreign markets. We have a long term experience in operation practise firms and numerous partners in the European practise firm market.

This business school for students aged 14 to 18 (different educational backgrounds, 60% migration background) uses reform pedagogy (Klippert tradition), and different forms of self-driven student learning with an emphasis on social interactions. Groups of students either explore meaningful questions in single lessons or over the course of a whole week, or they work in small groups on structured activities, each being accountable for their own contribution. The physical environment for open learning includes a “business centre” with meeting desks, pin walls, PCs, etc.



*Presentation of good practices on  
the use of simulation method in  
entrepreneurial education of  
young people used on JBC Vienna*

## Curriculum – Central aims

- ☞ Employability
- ☞ Study skills
- ☞ Comprehensive entrepreneurship education → which enables the students to act responsibly and actively as entrepreneur, as worker/employee or as consumer
- ☞ Peace and justice and to support the protection of a humane environment and future for everybody
- ☞ Be familiar with the European Union and its member states regarding their historical, cultural, economic and social aspects
- ☞ See the importance of co-operation amongst the countries of the European Union with other European countries and with the rest of the world
- ☞ Show understanding and respect for other people, their work and their points of view based on intercultural education
- ☞ Look for constructive solutions in conflict situations
- ☞ Understand the economy as a part of society and culture
- ☞ Help to form the state and the society
- ☞ Stand up for freedom and democratic principles,
- ☞ Think about the meaning of life, tackle ethical and moral values like e.g. the religious dimension of life
- ☞ Assess, as a responsible person, the consequences of one's own behaviour and that of others for the society and be able to form an independent judgement as well
- ☞ Understand the importance of education and training as well as see the necessity for further personal education to be able to successfully cope with a constantly changing world.

## *Practical business skills*



### **Personal and social skills** such as: solution and

goal orientation, flexibility, assertiveness, communication skills, critical awareness, self-reflection, self-motivation, decisiveness, team-minded, customer-oriented, conflict solution skills, motivation and commitment, self-organization, skills for project management and networking, analytical thinking, presentation skills and reasoning ability.

### **Working techniques** such as: creativity and innovative ability, knowledge about the

market, entrepreneurial and business skills such as creating marketing concepts, applying strategic and operational marketing tools, making investment and financing decisions, interpreting financial ratios, using computer science systems for publication and communication etc.

- ☞ Acquire social competence (dealing with others and consideration for others, tolerance and situational behaviour)
- ☞ Gain insight into the consequences of their own behaviour and accept responsibility for their actions
- ☞ Develop the readiness to change their behavior
- ☞ Set targets for themselves and be able to organise their lives independently
- ☞ Be able to handle time pressure and stress
- ☞ Pursue their goals consequently (endurance, will-power)
- ☞ Be capable of solving problems independently
- ☞ Take initiative and deal with and solve practice-oriented tasks successfully alone and together with others
- ☞ Be able to experience group dynamics and be able to acquire conflict solving competence
- ☞ Acquire the capability to work in a team and use this strategy

## **Spiral Curriculum**

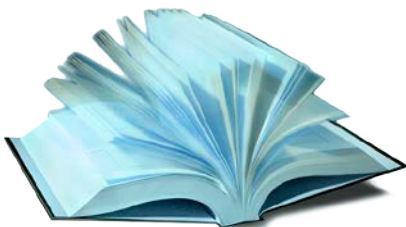
- ☞ Increasing level of detailed information and rising complexity by repeating the same topics during the five years education
- ☞ To be done in each school subject as well as over all subjects (cross-curricula)
- ☞ Business administration is the leading subject
- ☞ Training firm is the integrating subject for all the skills acquired in different

- ☞ To consolidate all skills acquired in different clusters the didactic concept of the training firm serves the acquisition of a holistic and integrative capacity.

## Practice firm

The didactic concept of the training firm promotes the individualization and the development of technical, methodological, social and personal skills of the students. The practice firm concept is foreseen as the place at which a competent and practice-oriented education in the meaning of the commercial education is realized.

In the business center of the school – in the virtual enterprise – students are trained on the different tasks from the various company departments. The use of foreign languages should be promoted by establishing business relations with foreign practice firms.



*First year - 2 h*

### Aims for the student's education

- ☞ Assess their strengths and weaknesses in order to deal with them and to use the new information for individual development
- ☞ The importance of rules recognize an active part in their creation and implementation, and compliance reflect
- ☞ Organize their own learning processes, structure and document and develop their ability to learn
- ☞ Asked at their work order to record, plan, implement and evaluate the result
- ☞ Identify the development phases of building groups and take over different roles and functions
- ☞ Identify conflicts, work out and apply strategies of conflict resolution
- ☞ To interact appreciatively with others, as well as personally and by digital networks in order to find solutions
- ☞ Maintain a cooperative approach with people of different characters
- ☞ To represent positively the society
- ☞ Describe and reflect social values from the experience in group-work



## Subject Matter

### Developing of personal skills:

- ☞ Strengths / weaknesses analysis, internal and external views, self-esteem, self-motivation, self-efficacy, self-reflection, feedback, dealing with crises and conflicts

### Developing of social skills:

- ☞ Creating and keeping rules (including class and school rules), social interaction by personal digital networks, group processes, roles and functions in groups, confrontation and criticism, elements of a positive communication, conflict and resolution phases

### Methods competences:

- ☞ Learning and working techniques, organization of the learning environment, time management,
- ☞ Social participation and responsibility for the community:
- ☞ Social differences, cultural diversity, respect and acceptance, values and changing values

### Organisation of the Learning Process:

- ☞ Identifying of the individual type of learner and the practical consequences as well as working out objectives
- ☞ Planning the achievement of a target by keeping a calendar, designing of one's own work place, handling teaching- and working materials, learning about filing techniques.

### Learning and Creative Techniques:

- ☞ Drafting and designing materials, keeping systematic notes, excerpting and structuring texts
- ☞ Understanding essential contents, independent formulation, revision and practise techniques
- ☞ Getting familiar with new forms of teaching and learning techniques
- ☞ Being aware of the necessity of life-long learning

### Situational Behaviour, Business Behaviour:

- ☞ Knowing the importance of manners in professional life, correct behaviour towards others and their consequences
- ☞ Building a personal image by training of application and interview situations, by dealing with cultural standards
- ☞ Training of conversation and speech culture.

### Promotion of Performance and Self-organisation by exercising

- ☞ Self-motivation, concentration training, stress and anxiety management strategies, relaxation techniques, will-power and endurance capacity
- ☞ Types of communication (verbal, non-verbal, unilateral, multilateral, single-stage and multi-stage, symmetrical and asymmetrical communication,) and group dynamics; feed-back;
- ☞ Basics and techniques of presentation, professional use of media, giving and taking of feed back

- ☞ Basics and techniques of conducting conversations such as question techniques, listening and arguing, conducting telephone-conversations, knowing patterns of behaviour regarding colleagues, superiors, business partners and authorities, being familiar with basics of rhetoric- and speech techniques

#### **Knowing about Socio-psychological Fundamentals:**

- ☞ Self- and foreign perception, strength and weakness analysis, social roles; behaviour in a group, dealing with conflicts, contributing ideas and requests, having a healthy life-style as basis of personal efficiency
- ☞ Use of IT-programmes for the production of materials, use of presentation software for the design of presentation materials.

## *Second year – 2 h*



### **Aims for the student's education**

- ☞ To assess the characteristics of businesses and industries
- ☞ To know and to create the typical business practice forms of communication and appearance features
- ☞ Assess the appropriateness of their behavior in different situations of working life, prepare and organize their own internship
- ☞ Prepare, conduct and document meetings
- ☞ Apply sales and negotiation techniques
- ☞ Present products in different sales situations
- ☞ Apply modern information technologies and expand and deepen their knowledge when running the training firm
- ☞ Initiate and carry out business independently by participating in the national and international training firm market
- ☞ Revise and actualise substantially the knowledge and skills acquired in Business Administration, Accounting and Controlling,
- ☞ Be able to see and analyse the central importance of the quality of operational achievements for the continued existence and the development of the virtual enterprise the students are working for

- ☞ Deal independently with problem-oriented, interdisciplinary case examples and case studies in compliance with existing norms, rules and regulations, show networked thinking in handling simple and complex cases
- ☞ Be able to use software purposefully and concerning the demand of the individual case

## Students should know about

- ☞ Corporate culture and identity (design, behaviour, communication)
- ☞ Rules of conduct in the workplace
- ☞ Supervised preparation and organization of compulsory internship (selection of the suitable company, creating application forms, interview, time management)
- ☞ Documentation with a portfolio
- ☞ Preparation, management and documentation of meetings
- ☞ Training: presentation techniques, sales and negotiation techniques and product presentations
- ☞ Be able to use communication and presentation techniques and judge their effects
- ☞ Behave situationally in professional routines and be able to use the communicative abilities
- ☞ Develop a customer-oriented behaviour and act accordingly
- ☞ Expand the personal experiences and the knowledge and skills acquired in other subjects and be able to apply these in practice-oriented tasks (e.g. case studies),
- ☞ Be able to deal with basic business tasks in an exact, formally correct, punctual, target-oriented and independent way
- ☞ Be able to draft and interpret evaluations based on operational data, make entrepreneurial decisions and present them
- ☞ Get to know, understand and evaluate operational targets, organisational structures and connections as well as work processes through simulations and therefore be able to act efficiently

## Subject Matter

### Communications presentation

- ☞ Prepare conversations in everyday operations, implement and follow up customer oriented phone-calls and create memos
- ☞ Apply presentation techniques and evaluate their effects
- ☞ Accept and provide feedback

### Range of learning company ('mini training firm')

- ☞ Set their own goals and pursue their own or predefined goals consistently
- ☞ Organize themselves and their work environment

- ☞ Procure and evaluate expert information, process a comprehensible document
- ☞ Take appropriate actions for breach of contract, address current business cases on the basis of original documents in the suitable accounts
- ☞ Evaluate their self-imposed or prescribed targets on achievement
- ☞ Enhance entrepreneurial thinking and acting
- ☞ Develop a business idea in a team, document and present the result
- ☞ Create a simple business plan for their business idea
- ☞ Carry out the simple business plan within the framework of a learning company
- ☞ Apply basic quality management methods
- ☞ Learn the transactions running between companies
- ☞ Detect ongoing business transactions in connection with their learning company on the basis of original documents in the double bookkeeping using a commercial standard software
- ☞ Evaluate and reflect the results in terms of the achievement of objectives.

#### **Techniques of Communication and Presentation (Revision and Deepening):**

- ☞ Kinds of communication, group processes, team development, feed-back, presentation and use of media.
- ☞ Preparation, conduct and evaluation of conversations in everyday business.

#### **Operational Communication:**

- ☞ Preparation and evaluation of sales talks, argumentation techniques, sales techniques and negotiation techniques, simple sales talks with feed-back and use of video, customer oriented
- ☞ Telephone conversations, keeping notes of conversations, handling standard situation in a callcenter, applying presentation techniques (software-aided).
- ☞ Dealing with practical business cases with reference to the basic subjects Business Administration and Accounting by using modern office information- and communication technology.
- ☞ Independent acquisition of information for business purposes.

#### **Office Organisation:**

- ☞ Know the perception of the Ergonomic-science for planning the office equipment (also software-aided)

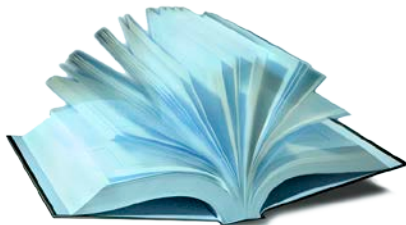
#### **Extension Area:**

- ☞ Work with forms, deal with 'mini-projects', handle customer data bases, deal with consumer as customer, play simple business games, preparation for the work experience.

#### **IT-Reference:**

- ☞ Deal with search engines, E-mails, office planning programmes, electronic banking
- ☞ Use of presentation programmes, customer database, Excel-spreadsheet, word-processing software

- ☞ Communicating in the operating range
- ☞ Applying Presentation techniques, definition of objectives, target tracking , methods of evaluation, self-organization and organization of the work environment
- ☞ Knowing the methods of information gathering
- ☞ Processing of business cases referring to the subjects Business Administration and Accounting
- ☞ Recording of running business transactions in the cash-basis accounting including preparation of required reports
- ☞ Working out a simple business plan by cooperating with other virtual companies via the Business Administration Centre.



## *Third year – 2 h*

### **Aims for the student's education**

#### **Fundamentals of Project- and Quality Management:**

- ☞ project, project management, project types
- ☞ Projects (e.g. foundation of enterprises, stock exchange games) definition of roles and functions in the project, define the project culture, draft the project management phases (pre-project phase, project and post-project phase), determine project implementation and project completion, fix the project management tools such as application, goal definition, schedule, cost plan, object structure plan, job, work breakdown structure, responsibility matrix, work packages, risk analysis, project controlling etc.
- ☞ Perform project worthiness analysis
- ☞ Define project roles and competence-oriented occupy
- ☞ Define project objectives and formulate indicators of achievement
- ☞ Project deferrals perform
- ☞ Form teams and develop a project culture
- ☞ Define different project phases and edit
- ☞ Process the Project according to the methods of project management
- ☞ Evaluate the project constantly
- ☞ Communicate and negotiate with (external) customer in an appropriate manner



### **Preparation for work in the training firm under application of quality management methods**

- ☞ Get specific information of the range of training firms and ACT Services Analyze the training firm market
- ☞ Learn about the operational procedures ( build-up, process organization)
- ☞ Understand the processing of a practice firm
- ☞ Apply in an appropriate manner at a training firm by acting in a goal-oriented application process
- ☞ Carry out simple business cases during the work in the various departments of the training firm using standard software
- ☞ Experience management techniques, apply company-related exercise

## **Subject Matter**

### **In-company Communication:**

- ☞ Sales techniques in sophisticated customer situations and negotiation tactics, sale of services.
- ☞ Handling of conflicts with customers (also on the telephone including note-taking). Practising difficult call-centre situations.
- ☞ Conflict management.
- ☞ Organisation and conduct of meetings, moderation techniques.
- ☞ Presentation using multi-media.
- ☞ Creativity techniques.

### **Application:**

- ☞ Written and oral application training.
- ☞ Preparation for working in the training firm with the use of project and quality management methods.
- ☞ Working out complex business cases based on the subject matter of Business Administration and Accounting

### **Extension Area:**

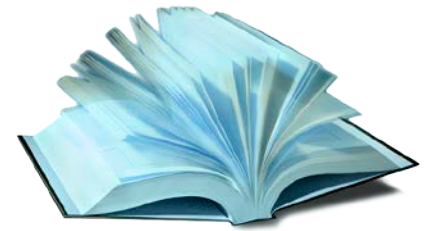
- ☞ Training of sales management
- ☞ Keeping and designing minutes
- ☞ Drafting and evaluating of simple questionnaires
- ☞ Practicing customer relationship management
- ☞ Evaluating permanently the work experience

### **IT-Reference:**

- ☞ Evaluation of questionnaires
- ☞ Design of minutes

- ☞ Handle data base administration.

## *Fourth Year - 3 h*



## Aims for the student's education

### **Working in Business Administration Centre in various functions**

- ☞ such as administration, accounting with tax and levy resources, acquisition, investment and finance, human resources, sales, import and export, controlling, quality management

### **Or process-oriented**

- ☞ Using the current information- and communication technologies and application software including the learning content of all years
- ☞ Communicating in at least one foreign language
- ☞ Working out a quality management system
- ☞ Watching goal attainment and applying control instruments (Controlling tools of corporate analysis e.g. Balanced Scorecard), installing strategic management principles
- ☞ Learn about Customer Relationship Management, Key Account Management , 'End-of-year procedures', tax returns

## Subject Matter

**Apply the knowledge and skills acquired in other subjects in practical tasks in the student's area of responsibility**

- ☞ Develop strategic and operational objectives
- ☞ Work out operational processes to understand and recognize relationships that represent processes and process tracking perform
- ☞ Create a projected profit and loss statement and work out investment planning
- ☞ Optionally: Edit basic business tasks with an international content and perform properly, on time, goal-oriented and responsibly
- ☞ Create reports based on company documents to interpret and meet business decisions established on the basis of available operational data
- ☞ Work out a process plan according to the goals with continuous improvement and adjustment when there is a need to change
- ☞ Perform with given data cost and price calculations
- ☞ Payroll using a commercial standard software to perform

- ☞ Recognition of wage and salary payments
- ☞ Calculate business-related taxes and fees and settle their removal schedule
- ☞ Accounting work involving the application of a standard commercial software to perform
- ☞ Internal and external corporate communication in oral and written form appropriate to the situation
- ☞ Field-related business strategies and marketing instruments, apply and use it properly
- ☞ Use of current information technologies focused and insert the requirements of the case in accordance with and apply
- ☞ Recognize the central importance of the quality of operational performance for the existence and development of a company and analyzing
- ☞ Corporate perform analysis

### **Range communication, presentation and Conflict Management**

- ☞ Apply management techniques
- ☞ Strengthen creativity, presentation, moderation skills and communication techniques to apply and evaluate their effects
- ☞ Encourage the techniques of work organization in accordance with the operating field use
- ☞ Expand opportunities for obtaining information and deepen it
- ☞ Solve conflicts with the principles of conflict management
- ☞ Behave in a team appropriately to the situation (be humane, tolerant and appreciative) using their communication skills
- ☞ Train the ability for successful cooperation, develop and successfully work together as a team
- ☞ Develop customer-oriented behavior and act accordingly.

### **Range Time Management and Organization**

- ☞ Time management tools integrated into the employees' behavior
- ☞ Reliable and act the way people work subordinate to the group goal
- ☞ Carefully, independently and accurately perform them applied work flexibly respond to changing work situations and reflect critically on their own actions

**Applying in other subjects and in particular the knowledge acquired in previous competence module knowledge and skills in practical tasks in their area of responsibility and, depending on area of responsibility:**

- ☞ Payroll using a commercial standard software to perform
- ☞ Recognition of wage and salary payments to make Calculate business-related taxes and fees and settle their removal schedule
- ☞ Accounting work involving the application of a standard commercial software to perform
- ☞ Assess the cost and assess their impact on prices and operating income

- ☞ Implement business concepts in business plans, present and argue
- ☞ Recognize quality in operational work as a key business strategy factor
- ☞ Strategic control as Customer Relationship Management and key account management apply
- ☞ Entrepreneurial adaptation and optimization processes perform
- ☞ National and international procurement and sales processes initiate and conduct
- ☞ Take appropriate actions for breach of contract
- ☞ Create a portfolio of services
- ☞ Annual perform work and tax returns shall issue
- ☞ Control models and management tools such as cost accounting , budgeting , financial planning, use
- ☞ Analysis of management decisions in the company perform - Personnel management used as use of the innovation and implementation- related skills and knowledge of all employees (eg. knowledge management)

#### **Area management**

- ☞ Management concepts and management techniques apply in specific situations
- ☞ Information to resolve the problem , obtain and evaluate
- ☞ Use a variety of communication techniques.

#### **Work in the center for business administration in various functions such as**

- ☞ Accounting including tax and duties,
- ☞ Acquisition, investment and financing, personnel management
- ☞ Sales, imports and exports, controlling, quality management
- ☞ Information and communication technologies and software (e.g. e-business).
- ☞ Presentation of the training firm in public.
- ☞ Situational behaviour in the field of internal communication.
- ☞ Taking on several functions in the course of the job-rotation.
- ☞ Job reference.

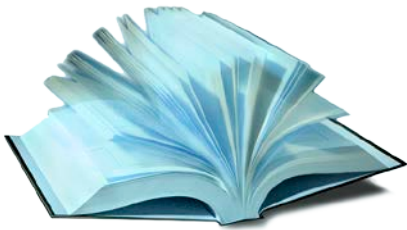
#### **Extension Area:**

- ☞ Communication in at least one foreign language.
- ☞ Drawing up a business plan.
- ☞ Training on customer relations management and key-accounting-management.
- ☞ Implementation of an accepted quality management system.
- ☞ Settlement of annual accounts and draft of a tax declaration.

#### **IT-Reference:**

- ☞ Internet, mailing programmes, looking after the homepage,
- ☞ E-business, application oriented

- ☞ Use of up-to-date software.



## *Fifth year – 2 h*

### Aims for the student's education

#### Area Case Studies

- ☞ Its in the compulsory subjects “Business”, “Management Accounting” and “business training, project management, training firm and Case Studies” acquired technical, methodological, social and personal skills to use networked in practical tasks, deal with business management case studies / case studies from corporate practice and / or from a training firm IT support.

#### More detailed repetition and update:

- ☞ Curriculum content of the compulsory subjects “Business Studies”, “Management Accounting” and “Business training, Project management, training firm and case studies” of all years, using the necessary software packages for processing the business tasks
- ☞ Inclusion and developing the skills of working in the training firm
- ☞ Business case studies with integrated tasks

#### Deepening Revision and Up-Dating:

- ☞ Subject matter from the core subjects “Business Administration” and “Accounting and Controlling” of all years using those software packages required for managing operational tasks.
- ☞ Business Case Examples and Case Studies
- ☞ Case examples with integrated tasks and increasing level of difficulty.

#### IT-Reference:

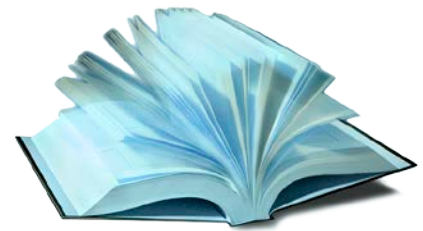
- ☞ Administration of data base, Business standard software, Enterprise games.

#### Connection to Training Firm:

- ☞ Including and developing the experience gained from working in the training firm.



*Presentation of the practice  
firms from International College  
Hetzendorf Vienna*



**DekoKreativ GmbH**  
**Handel mit Schaufensterdekorator**  
Übungsfirma des ibc - hetzendorf

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Öffnungszeiten: Do. 17:30 - 21:00

E-Mail: [deco@ibc.ac.at](mailto:deco@ibc.ac.at)  
<http://www.ibc.ac.at/deco>



*DecoKreative GmbH*  
*Practice firm*

Industry: window dressing

Founded: 2000

## Vision

Our motto: *"Decorative we are not creative enough!"*

Our vision is, therefore, every customer to provide the best possible product for them, so this creative decorative showcase can call their OWN.

## Mission

We are always keen to perfect your delivery. With the right tools, the proper know-how and many additional services, we are the perfect partner in decorating questions. Our customers can rely on us and be sure to have acquired the best products from us. Our philosophy is also to provide a long-term complete package for our customers is. Since we are located and the nature of the heart and therefore we only use environmentally friendly materials, we are the right choice.

**Target** - training firm as a "place of learning" and training firm as operating.

One of our tasks is to enable all employees working in the company a realistic professional life. Employees learn a lot about the work processes in a company, there are given comprehensive cooperation, resulting from errors is learned to deal subsequently with these difficulties. Through dedicated work, the job opportunities in their future careers improve. Since our employees are paid performance-related, the morale increases in our team and it will work more efficiently. With this motivation also creates a friendly company's internal climate. The procedure is based on the principle of job rotation, with the aim that every employee can apply his knowledge in all departments at the end of the year.

An important goal for us is to satisfy our customers. In addition, we want to establish ourselves in the market and to increase the level of awareness in Austria and Europe. We apply the TQM model bringing success to maintain our position in the market with the aim to improve or to give us an even better image. Based on our in-depth commercial training, which is characterized by process-, project- and quality-oriented work, we introduce creative decoration of the market leaders.

Dedication, teamwork and determination are expressions that describe our company and its employees perfect.

## *Activity 1 in DecoKreative GmbH firm*

### General information

You are staff member of the practice firm “Deco Kreative” and just for today responsible for tasks concerning all departments.

The newly arrived records should be registered and carried out following the process-oriented organization of the company.

In order to deal with the records that have already been registered in the company please follow the special instructions.

Use the prepared account please, you should not change it.

Accounting tasks should be worked out by the BMD program using the client “Radler”.

### General business conditions

If you order goods out from this catalogue you accept the following conditions:

#### **1. General**

These conditions are valid for all our offers and contracts; changes have to be confirmed written by us.

#### **2. Prices**

Our prices are quoted in euro without 20 % VAT; all ours offers are not binding for us. Only when we either send a confirmation of order or immediately an invoice we accept the order.

#### **3. Terms of payment**

Our term of credit is 60 days, if you pay within 14 days we grant 3 % cash discount. For special occasions we allow a special rebate of 10 %.

For delay in payment we charge interests of 10 % p.a.

#### **4. Terms of delivery**

We deliver ‘free warehouse’ if the order value is above euro 250.00. Below this amount we charge euro 20.00 for freight costs. We deliver within 10 days to all locations in Austria.

#### **5. Reservation of ownership**

The goods are our property until the invoice is fully paid.

## 6. Guarantee

Defects have to be claimed immediately; hidden defaults have to be claimed immediately when they have been discovered.

## 7. Place of fulfillment

Vienna is the place of fulfillment as well as the place of jurisdiction for all rights and obligations resulting from the contract.

Information for the newly arrived records:

- ☞ Deal with the purchase invoices following the process-oriented organization of the company.
- ☞ Analyze the offer from “Refresh”.
- ☞ Order the software package “Open Office” from “Kroko”.
- ☞ Work out a counter offer to “Eventers”; complete missing specification.
- ☞ Work out the customers’ orders by using BMD with the client Radler.
- ☞ Before working out the invoice you have to enter the articles number 103 “Herbstgesteck”, number 105 „Gartenzwergepaar“, number 104 „Obstkörbepaar“ and number 106 „Kürbislichterkette” into the stock, 50 pieces each at a cost price of 50 % of the sales price
- ☞ If our delivery is delayed subtract a special discount of 10 % and write a letter of apology
- ☞ The reminders have to be worked out according to the process-oriented organization
- ☞ Concerning the complaint of our customer “Refresh”: The goods were consigned to the forwarding agent in faultless condition
- ☞ Work out an appropriate offer to the potential customer “IBC Apotheke” - choosing suitable articles from the enclosure
- ☞ Deal with the bank statements according to the process-oriented organization.

After having finished this task please hand in the outgoing invoice, the stock journal, the booking journal and the customers account.

## Information for the already registered records

- ☞ Send a complaint to “Webcreator” because the hard disk cannot be format and it is not possible to switch on the receiver.
- ☞ Write a second reminder to “Kitzhas” charging EUR 40.00 for reminding costs (we have already sent a reminder on the 25<sup>th</sup> of January)
- ☞ We placed an order to “IBC Apotheke” some time ago and reminded them the times to deliver the goods “as soon as possible, because of an urgent demand”; work now out a correct reminder follow in the legal requirements by telling also the consequences of a non-delivery.
- ☞ Order one piece each of the “Chill Chair” and the “Heimtrainergerät” from “Present Perfect” out from the Webshop by filling in a form (hand written).

- ☞ Calculate the net pay for an employee, earning euro 4,500.00 monthly, sole earner with 3 children, calculate the employers costs as well and work out all entries.
- ☞ Internet research concerning the following items:
  - ☞ Which ones of the ibc practice firms took part at the in-house exhibition on the open door's day?
  - ☞ Which ones of the ibc practice firms have their mission statement and their business conditions as well in English and in German on their homepage?
  - ☞ Which ones of the ibc practice firms have an ACT-Webshop?
  - ☞ For which areas you can find training courses on the ACT-homepage?
  - ☞ The two top managers and four members of the Marketing department have to join a meeting in Ettelbruck in Luxemburg from 11<sup>th</sup> to 13<sup>th</sup> February.
- ☞ Find out the cheapest mean of transport and the most advantageous accommodation in Luxemburg. As it is foreseen that the overnight stay should be in Luxemburg you have also to find out the train connection to Ettelbruck; the meeting starts at 9:00 a.m. and the walk to and from the train station to the meeting place takes about 10 minutes.

## Statement analysis

- ☞ Was there a gain or a loss in 2014?
- ☞ How did the result change compared to the previous year?
- ☞ Work out the change in EURO and in a percentage.
- ☞ Calculate the return on equity and interpret the result.
- ☞ Comment on the financial situation (liquidity) of the company.

## *Activity 2 in DecoKreative GmbH firm*

### General office

#### Dealing with incoming mail:

- ☞ Put date at top of Incoming Mail List.
- ☞ Enter incoming mail with consecutive numbers.
- ☞ Put IM number on the original document.
- ☞ Sort into "piles" according to the department responsible.
- ☞ Pass to Management for distribution to the departments.

### Dealing with outgoing orders from purchasing department:

- ☞ Make copy of order.
- ☞ Put consecutive Outgoing Mail number on copy and enter order in Outgoing Mail List for that day.
- ☞ File the copy of the order (together with any relevant offer) in the “Open Purchase Orders” folder.
- ☞ Enter the order in the Open Purchase Order list at the front of the folder including the expected delivery date.
- ☞ Fold and put the original order in an envelope, **OR** put it in the incoming mail tray for an ibc hetzendorf firm.

### Dealing with outgoing inquiries from purchasing department:

- ☞ Enter the inquiry in the Outgoing Mail List for that day.
- ☞ Make a copy of the inquiry, put the consecutive number on the copy and file in “Other Transactions”.
- ☞ Fold and put the inquiry in an envelope, **OR** put it in the incoming mail tray for an ibc hetzendorf firm.

### Dealing with outgoing offers from sales department

- ☞ Make copy of offer.
- ☞ Put consecutive Outgoing Mail number on copy and enter offer in Outgoing Mail List for that day.
- ☞ File the copy of a **special** offer in the “Other Transactions” folder, **OR** check if there is a copy of the **general** / **seasonal** offer in the “Offers” folder, if **not**, file your copy of the general/seasonal offer in the “Offers” folder.
- ☞ Fold and put the original order in an envelope, or put it in the incoming mail tray for an ibc hetzendorf firm.

### Dealing with outgoing invoices from sales department

- ☞ Make a copy of the invoice.
- ☞ Prepare the original for dispatch and enter in the Outgoing Mail List.
- ☞ Put the consecutive number on the copy.
- ☞ Staple the copy and the order together.
- ☞ File in the Sales Invoices folder.
- ☞ Fill in the Sales Invoices list at the front of the folder.



## Processes for dealing with documents

### Purchasing Department

#### Orders to Suppliers:

- ☞ Orders can be placed on instruction from the Management **OR** on the employee's initiative up to € 400.00 gross.
- ☞ Write an order **OR** fill in an order form (If you write the order, repeat the terms of delivery and payment)
- ☞ Submit to Management for approval.
- ☞ Give order to general office.

#### Incoming / Purchase Invoices:

- ☞ Locate the corresponding order in the "Open Purchase Orders" folder.
- ☞ Enter in the Open Purchase Orders (OPO) list that the invoice (goods) have arrived.
- ☞ Take the order out of the OPO folder.
- ☞ Enter the invoice in the Purchase Invoice list at the front of the Purchase Invoices folder, marking on the invoice the next consecutive number.
- ☞ Compare the invoice with the order (VAT law requirements! – remember under € 150.00 is different).
- ☞ If everything is correct, then pay (always take the cash discount when possible).
- ☞ If something is wrong, write a complaint to the supplier.
- ☞ Submit this letter to Management before sending.
- ☞ Pay by Internet Banking.
- ☞ Print out 2 (TWO) copies of the transaction confirmation.
- ☞ Staple one copy to the purchase invoice you received.
- ☞ Put the other copy in the Bank folder.
- ☞ The purchase invoice + payment copy + order should be filed in the Purchase Invoice folder.

#### Incoming offers:

- ☞ Decide whether the offer is interesting for Gourmet or not. Remember € 400.- gross limit on your own purchases.
- ☞ Place an order **OR** make a counteroffer.
- ☞ If the offer is not interesting, BIN it now and forever!!!

#### Inquiries to suppliers:

- ☞ Normally on the instruction of the Management, write a letter / e-mail.
- ☞ Submit to Management for approval.
- ☞ Pass inquiry to General Office.

## Processes for dealing with documents

### Sales department

#### **Inquiries from customers:**

- ☞ Prepare an offer: a standard seasonal offer or a special offer if necessary.
- ☞ Submit ALL offers to Management for approval.
- ☞ Pass offer to General Office.

#### **Order from customers:**

- ☞ Compare the order with any special offer (Other Transactions folder) that was made, **OR** if the customer has not used the general order form but written their own letter, check that the order contains all the necessary and correct information by checking against the original offer (Offers folder) **OR** check that the order form has been completed correctly.
- ☞ Reserve a sales invoice number in the Sales Invoices list.
- ☞ Invoice the order in BMD.
- ☞ Submit the invoice to the Management for approval.
- ☞ Make a copy of the invoice.
- ☞ Pass to General Office together with the original order.

## *Activity 3 in DecoKreative GmbH firm*

### Terms and Conditions

We only work with our terms and conditions below, which you accept by ordering goods from the catalog.

#### **1. General**

These terms and conditions apply to all contracts concluded with us and we've created offers. A departure from these agreements require written confirmation from our side.

#### **2. Prices**

Apply the amounts reported in the catalog prices in Euro, exclusive of 20% VAT. All offers are subject to change. For effective contract our written confirmation is required. This will be replaced by delivery and / or Rechnungs-stellung.

#### **3. Terms of payment**

Net 60 spot, for payment within 14 days, we provide a 3% cash discount. On special occasions, we offer a special discount of 10%.

#### 4. Delivery

We deliver for orders of € 250.00 free home. For amounts under € 250.00 we charge € 20,00 are like fixed Freight Charges. We deliver throughout Austria within 14 days.

#### 5. Retention of title

Until full payment the goods remain our property.

#### 6. Warranty

Open defects must be notified in writing immediately after receipt of the goods. Hidden defects must be reported immediately upon discovery.

#### 7. Place of performance and jurisdiction

For all disputes arising from the transactions rights and obligations, Vienna is the place of performance and jurisdiction.



### *Coworking Space Rochuspark – entrepreneurial center*

([www.rochuspark.at](http://www.rochuspark.at))

The entrepreneurs center Rochus Park – built in the late 19<sup>th</sup> century as a blacksmith – offers today self-employed, entrepreneurs and artists a physical and social space. Is a place of work, inspiration, learning, meeting, the possibilities.

**Motto:** Proud entrepreneurs, nice people, plenty to talk about. One learns new things and come up with ideas.

**Here you'll find many different spaces:** large and small, common and individual, public and private, finished and unfinished. From the social space, not to mention, which is the most important and constantly growing!

**The people from here are a colorful mix of characters.** They all share the desire to also work together side by side and sometimes each other.

**The people at the Rochus Park, in the screw and hat factory** are the closer network. And even those who've been there. Each has still its own network. as it starts to get really big. We as operators maintain moreover also good contacts with different persons economic, political, scientific and artistic context. With whom we are friendly connected.

**Things are always what Yes!** Sometimes a festival or a panel discussion, or a concert there. Every now and then someone can jump a round or bring a cake with a reason always there..

Over the past years they have founded and nurtured three innovative co-working spaces in Vienna: **Schraubefabrik, hat factory and Rochus Park**. Initially relicts of the industrial age, these former manufactories amidst the city are now home to the entrepreneurs and businesses of the 21<sup>st</sup> century – for different organizations, doing different jobs, using different tools: Architects or PR consultants, freelancers or micro-enterprises working with laptops and cell phone.

Together this forms a growing network of like-minded people, a homely atmosphere to work in and to inspiring community to be part of.



# *The School of Accounting and Administration of Porto - ISCAP - Portugal -*

Porto is the second largest city in Portugal, with an enormous tourist interest. It is world known for its bridges and wine: the real PORTO WINE. Both the name Porto and Portugal are said to be derived from the Roman name Portus Cale. Porto is the gateway to the Douro Valley wine district, where nature joins in an unforgettable landscape.

ISCAP was founded as the School of Commerce of Porto in 1886. In 1976 ISCAP was renamed to its current name. ISCAP integrated the Polytechnic Institute of Porto in 1988.

Since the academic year of 2007/08, all degree programs offered are designed under the Bologna Declaration, with a total of 6 semesters. Students and Staff: 3.800 students, 230 teachers and 50 other staff professionals. Polytechnic Institute of Porto has 7 Schools (including ISCAP), with approximately 20.000 students, teachers and other staff professionals.

The Porto Accounting and Business School, which belongs to one of Portugal's largest and most prestigious public Polytechnic Institutes, the Polytechnic Institute of Porto (IPP). ISCAP is located in S. Mamede de Infesta (Matosinhos), very close to IPP Campus, and offers its 4,000-strong student population a range of innovative undergraduate and graduate programs in Accounting, International Commerce, Marketing, Business Communication, Tourism and Hospitality Management and Administrative Assistance and Translation.

ISCAP also offers Master Programs in Specialized Translation and Interpreting, Accounting and Finance, Auditing, Organizational Management, Digital Marketing, Logistics, Entrepreneurship and Internationalization.

It is a national reference as far as business sciences are concerned, namely through the courses of Enterprise Simulation (ES) which, besides exempting students from the internship required to access the Chamber of Chartered Accountants, aims to provide a demanding, complex, universal and technologically advanced business environment. Apart from this, ISCAP is equipped with modern and technologically advanced Multimedia and Marketing Centers and has created PAOL – Online Support



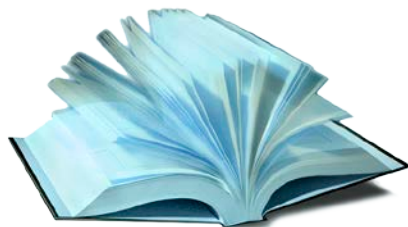
Project -since 2003, an e-learning platform based on Moodle aiming at helping students and lecturers to develop alternative ways within the teaching/learning process.

Over the years ISCAP has trying to increase its international experience and has developed a broad network of partnerships, both in Europe and also in Brazil and EUA and has been a partner is several international networks, such as AFECA, SPACE, EdiNeb.

Moreover, we have been managing since long years Socrates/Life Long Learning Programme, namely many Erasmus, Minerva, Leonardo and Grundtvig projects.

The number of outgoing and incoming students (both Erasmus and free-mover) has increased significantly over the years. Besides, during our International Weeks we welcome visiting lecturers and our partners' representatives, which has contributed to the "Internationalisation at Home" process and the establishment of enduring academic and scientific bonds amongst lecturers and researchers.

At ISCAP, we take both the academic and personal needs of our international students and lecturers very seriously, and we continually strive to provide a dynamic and stimulating teaching and learning environment.



*Presentation of good practices on  
the use of simulation method in  
entrepreneurial education of  
young people used on ISCAP*

*Improving Management Skills through Business  
Simulation*

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## Abstract

A survey was conducted among students of the Accounting and Administration undergraduate degree at ISCAP - IPP (School of Accounting and Administration of Polytechnic Institute of Porto) in order to understand their perception value of their course Business Simulation (BS). This course is provided in a business environment where students can learn by doing through the management of a company as they were in the real life, but risk-free. The learning tasks are provided in an action-oriented format to maximize the learning process. Students learn by doing a set of tasks every session and have also

to produce reports and presentations during the course. BS is part of the undergraduate degree of Accounting and Administration at ISCAP – IPP since the beginning of 2003.

The questionnaire we used captured the students' perception about general and specific skills and competencies considered important for managers and accountants in the real life, about the methodology used in the course, which is totally different from the traditional form, and also about the adequacy of the course included as part of the undergraduate degree.

The results showed that students' perception is highly positive and almost all of them think they improve the skills needed for a job during the course. These results are consistent with<sup>9</sup> Adler and Milne's research in which the authors found that students agree with the use of action-oriented learning tasks in order to provide them the needed attitudes, skills, and knowledge. The improvement of group skills is the most important issue for students, which can be understandable as BS is the only course from the degree in Accounting and Administration they really have to work in groups.

Keywords: Business simulation, learning by doing, action-oriented learning, work in groups, management skills.

## 1. Introduction

We are living in exponential times. The book "Future Shock" by Alvin and Heidi Toffler published in 1970 is still relevant today. The Toffler's central premise is that the pace of technological change is influencing a psychological state they call Future Shock, equivalent to the disorientation people face when visiting another culture, commonly called culture shock. They defended that society has given little consideration to intentionally managing our future and how individuals deal with change.

In these turbulent times, with a increasing level of specialization and professionalization, higher education in accounting and management areas is also under pressure, especially for failing to impact useful vocationally-related competencies to students. This pressure comes not only from the actual customers, who are the students, but also from employers, alumni, business leaders and opinion makers. One of the justifications for criticisms and pressures is the high level of unemployment, which is constantly increasing as the time goes on. The focus of the criticisms has to be with the inadequacy of the vocational competencies acquired by accounting and management graduates<sup>10,11,12</sup>.

In order to deal with these criticisms and pressures, some Portuguese higher education institutions developed enterprise simulation projects and included them in the undergraduate degrees of

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<sup>9</sup> R. W. Adler and M. J. Milne, "Accounting Education : An Improving the quality of accounting students' learning through action-oriented learning tasks," no. May 2012, 2010

<sup>10</sup> W. G. Bennis and J. O'Toole, "How business schools lost their way," *Harvard Business Review*, pp. 96-104, 2005

<sup>11</sup> R. C. Mill, "Meeting The Needs Of Business : Are We Teaching The Right Things ?," vol. 4, no. 8, pp. 7-12, 2007

<sup>12</sup> M. Augier and J. G. March, "The Pursuit of Relevance in Management Education," *California Management Review*, vol. 49, no. 3, pp. 129-146, 2007

accounting and management. One of the most important projects was developed at the School of Accounting and Administration at the Polytechnic Institute of Porto (ISCAP/IPP). Polytechnic Institute of Porto is the largest Polytechnic institution of the whole country.

The school of accounting and administration has more than four thousand students, most of which enrolled in the degree of accounting and administration. The enterprise simulation project was created in the beginning of 2003 (summer semester) and has two courses named Business Simulation I and Business Simulation II, taught during the two last semesters of the degree.

Business Simulation (BS) courses were important to deal with the pressures from stakeholders, but are still important because they represent an innovative way of education. First, they are used to evaluate higher levels of learning, such as integration of education materials from other courses. Second, they provide a variety of teaching techniques, such as learning by doing, tutorials, on-line resources. Third, the assessment of these courses is very complex and wide, since students are evaluated not only in terms of their cognitive achievement but also for their writing skills through the creation of management reports, their oral and presentation skills through some public oral presentations during the course, only to mention a few.

The paper is organized as follows. The next section will provide a brief literature review about accountant's competencies. Section three presents the methodology followed in this paper. In the section four a description about the enterprise simulation project at ISCAP-IPP is provided, including the implementation, the teaching process, learning issues and assessment. The following section presents analysis and discussion of the results. In the last section some lessons learned are presented, especially in order to improve the future of the courses and to make the project sustainable before the stakeholders. The conclusion is also provided in this last section.

## 2. Brief literature Review about Management Skills

During last years a lot of researchers have been trying to identify the most important competencies in the management-related areas. A survey made in the Netherlands<sup>13</sup> has showed that it is possible to have three groups of competencies: basic, advanced and highly advanced. Higher education students should have basic competencies. One example is written communication. Ellis<sup>14</sup> argues that writing skills are very important, as a better understanding of what students learn is connected with a further approach in writing. A few years after the beginning of the professional career advanced competencies have to be part of individuals. For example, financial management is a fundamental

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<sup>13</sup> J. M. Bots, E. Groenland, and D. M. Swagerman, "An empirical test of Birkett's competency model for management accountants: Survey evidence from Dutch practitioners," *Journal of Accounting Education*, vol. 27, no. 1, pp. 1-13, 2009.

<sup>14</sup> R. A. Ellis, "Investigating the quality of student approaches to using technology in experiences of learning through writing," *Computers & Education*, vol. 46, no. 4, pp. 371-390, 2006.

advanced competency, especially for professionals from accounting and management areas. Highly advanced competencies are central for individuals that achieve high-level functions. For example, project management is essential for a financial director candidate.

More specifically related with the accounting area Lin et al.<sup>15</sup> explored the perceptions of Chinese accounting practitioners, teachers, and students on the required knowledge, skills, and pedagogy for accounting education. The study has showed that accounting practitioners emphasize written and oral communication skills, which is an issue that should be strengthened in the Chinese accounting education.

Teamwork is also considered an important competency in real-life. Exploring the role of teamwork among students with different backgrounds, Luthje and Prügl<sup>16</sup> argued that student's course experience provided a change in attitudinal beliefs. According to these authors, communication explained the changing process, as students shared experiences and ideas with each other and becoming closer among themselves. Additionally, Prichard et al.<sup>17</sup> found that team-skill training facilitates teamwork on a collaborative learning task. The study was conducted in a collaborative learning environment at the university level.

Accounting and management skills are also a preoccupation of professional associations and other governmental organizations. The Tuning Project<sup>18</sup>, supported by the European Commission developed a methodology to explore study programmes for the Bologna cycles. A survey was conducted among the main higher education's stakeholders to find the most important competencies that should be achieved in this level of education. Several competencies were identified and six of them were considered for different areas of business:

- a) ability for abstract thinking, analysis and reasoning;
- b) ability to apply knowledge in practical situations;
- c) knowledge and understanding of the subject areas and understanding of the profession;
- d) ability to identify, put and solve problems;
- e) capacity to learn and to stay up-to-date with learning;
- f) ability to work in a team.

Then, using the same methodology, specific competencies were also selected for undergraduate levels in business education:

- a) ability to analyse and structure a business problem and provide the solution (e.g. entering a new

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<sup>15</sup> Z. J. Lin, X. Xiong, and M. Liu, "Knowledge base and skill development in accounting education: Evidence from China," *Journal of Accounting Education*, vol. 23, no. 3, pp. 149-169, 2005.

<sup>16</sup> C. Lüthje and R. Prüggl, "Preparing business students for co-operation in multi-disciplinary new venture teams: empirical insights from a business-planning course," *Technovation*, vol. 26, no. 2, pp. 211-219, 2006.

<sup>17</sup> J. S. Prichard, R. J. Stratford, and L. A. Bizo, "Team-skills training enhances collaborative learning," *Learning and Instruction*, vol. 16, no. 3, pp. 256-265, 2006.

<sup>18</sup> AIPCA, "Functional Competencies," 2006.

- market);
- b) identify and use suitable tools (e.g. market research, statistical analysis);
  - c) understand present and new technology and its impact for new markets;
  - d) learning to learn (how, when, where new personal developments are needed);
  - e) identify the functional areas of an organisation and their interactions;
  - f) understanding, reading, speaking and writing in a foreign language.

According to American Institute of Certified Public Accountants<sup>19</sup>, individuals should use strategic and critical approaches to decision-making, identifying alternatives, and choosing and implementing solutions to deliver services and provide value. Other specific competencies of an accountant should include risk analysis and control, ability to apply different assessment criteria; communication skills; research skills and the skills to use adequately technology tools.

For management and accounting functions the traditional education and theoretical knowledge is not sufficient. Students should acquire practical skills as they were in real-life. The United Nations Conference on Trade and Development<sup>20</sup> (p.4) states: “it is not sufficient for persons aspiring to become professional accountants to possess only theoretical knowledge. Accountants must be able to apply theoretical knowledge in practical, real-life situations by obtaining, analysing, interpreting, synthesizing, evaluating and communicating information”.

### 3. Methodology

This study is based in a survey conducted during 2011 and 2012 to students from the BS courses. A random sample of seventy-five students was selected for this study. In spite of the fact the number of respondents was not very high we think the results are still valid, since other studies in the same stream were conducted before. A paper questionnaire was provided to students in order to know their opinion about the BS courses.

First, students were asked to identify themselves, except the name and e-mail, which were optional. Three intervals were used for age, namely less than 23 years old, between 23 and 30 years old, and more than 30 years old. After asking if students had professional experience we also asked about the area of that professional experience, because we considered important to know if the professional experience was in the management and accounting areas or not. After these contextualization questions ten other questions were provided in the questionnaire using a Lickert scale type: 1 = totally disagree up to 5 = totally agree. Five questions asked students' opinion about BS courses, specifically if they are needed, if they are a useful way to learn, if the learning methodology is better than in the other courses. The other five questions asked students' opinion about skills, even in general terms, or in specific terms. For

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<sup>19</sup> AIPCA, “Functional Competencies,” 2006.



example, students were asked about if they acquired management skills, if they acquired skills they believe will be useful in the future, if they improved work-team or writing skills.

The last question (eleventh), if we consider it as a question, was provided for them to comment globally the BS environment (including the logistics associated with planning and functioning).

## 4. Business Simulation at ISCAP – IPP

### 4.1. Context of Implementation

The School of Accounting and Administration (ISCAP) is part of the Portugal's largest and most prestigious public Polytechnic Institute, the Polytechnic Institute of Porto (IPP). Located in S. Mamede de Infesta (Matosinhos), very close to IPP Campus, ISCAP offers its approximately 4000 students a range of innovative undergraduate and graduate programmes in Accounting and Administration, International Commerce, Marketing, Business Communication, and Administrative Assistance and Translation.

In February 2003, BS courses were introduced. This occurred because three major reasons:

1. To allow students to meet the requirements of the OTOC – Chamber of Portuguese Certified Accountants to be a certified professional accountant;
2. Change in the teaching and competences transmitted; and
3. Updated content lectured by force of changes in normative and other outdated content.

Currently ISCAP has two classrooms exclusively for BS. These rooms are equipped with enterprise software and a hardware. Students are divided in companies with three elements each. At their disposal they have two computers, a printer, a scanner, a telephone and other equipment. At the software level students work with an enterprise resource planning (ERP). In addition to classroom work, students are able to access the system by remote desktop connection; they only need an Internet connection. This feature allows students to review past classes and prepare future classes. Another important aspect is the partnership with some external companies, there is even one of the major Portuguese companies that gives preference in its recruitment to students who have attended the courses of BS.

### 4.2. Teaching Process

The most important objectives of the BS are:

1. Allow students to apply all the knowledge acquired during your course;

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<sup>20</sup> U.Nations, “United Nations Conference on Trade and Development,” no. June, 2003.

2. Change in the way of teaching. Leave the old school of knowledge to move to a new era of learning by doing.

Based on these two main objectives can be said that there was a change in the way of teaching in ISCAP. The new approach is falls into the study by Adler & Milnew and Fiet<sup>21</sup>, in proclaiming a new way of teaching called the action-based learning. This new way of teaching allows reach another great goal which is to provide students in a virtual environment, apply all the knowledge accumulated in the course. In BS students apply knowledge acquired in accounting, taxation, ethics and other core subjects. A major advantage is that this virtual environment eliminated the risk, since the errors are corrected by students and teachers is explained to them the right way to do this in the future. Cumulatively to what has been said students can have a view that their learning will take place throughout their life, ie, obtaining the Bsc is the beginning not the end of his apprenticeship.

This course is full of peculiarities when compared with other existing in ISCAP. In addition to two classrooms exclusive, still has a teaching staff, mostly used solely in the BS. BS currently has 10 teachers members at your disposal. The classes are all planned in advance and students are always at your disposal the next two classes. Students develop their activities in a trading company, which subsequently adds the productive activity. Teachers in addition to the lectures, still have to do other administrative tasks and manage some companies that provide special services (banks, insurance company, public administration, etc.). There is also technical and administrative staff permanently assigned to the service of the BS. The lectures of BS must have 90 hours every semester and divided into two lectures which makes a total of 180 hours. There are two lessons per week for each class.

### 4.3. Learning Issues

The evolution that has happened in recent years the world has also brought increased complexity in accounting. This increase of complexity has created new challenges for the accounting profession and new needs. Needs of new data processing more and more complex and increase new reporting requirements are part of the main changes in accounting. In Portugal the new accounting standards that increase came even enhance accuracy in processing and reporting accounting information. Thus, BS tried to create the largest number of accounting and more complex events possible in order to prepare students for the demands of the accounting profession.

The operation model, as described here, has as components: agents, products and transactions. The relationships between these are summarized in the Business Plan of each company (estimates), taking place the respective events in the sessions of BS, according to the activities planned for each session<sup>22</sup>.

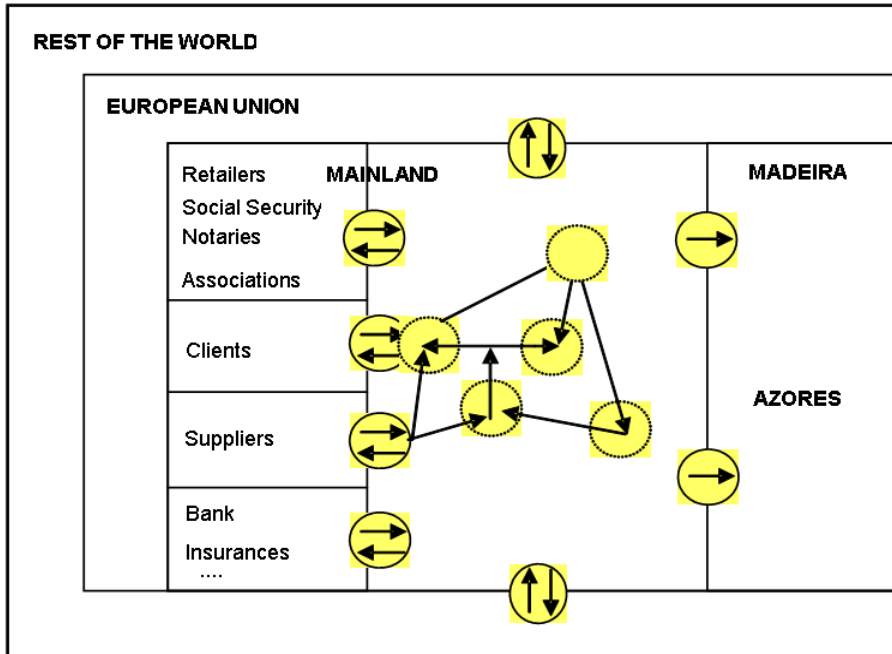
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<sup>21</sup> J. O. Fiet, "The theoretical side of teaching entrepreneurship," *Journal of Business Venturing*, vol. 16, no. 1, pp. 1-24, 2001.

<sup>22</sup> ISCAP, *Managerial Simulation: Support Book*. 2005, pp. 1-27.

The market is constituted by agents located in different economic zones, which interact, establishing relationships and transacting goods and services.

Fig.1 - The model of BS



The companies interact, compete and cooperate. They take note of the events, register transactions (data), extract information and acquire knowledge, which they will have to use in subsequent decision-making<sup>23</sup>.

With the purpose of formation in the aspects of systematization and standardization of tasks, the companies created by the students are guided to their certification according to the norms of the family ISO 9001:2000<sup>24</sup>.

### 4.4. Assessment

Assessment of BS is distributed as follows: six items, continuous evaluation, summative (Files), summative (Report), Behavior, Participation and oral presentation. The most important item is the continuous evaluation of the assessment with 48.75%, i.e. almost half of the total evaluation. The second most important item is the oral presentation with 14% of the assessment. The distribution of the others items of assessment is similar. With this distribution we try to cover all the activities students make during the course<sup>25</sup>.

<sup>23</sup> ISCAP, *Managerial Simulation: Support Book* 2005, pp.1-27.

<sup>24</sup> ISCAP, *Managerial Simulation: Support Book* 2005, pp.1-27.

<sup>25</sup> ISCAP, *Regulamento de Inscrição, Frequência e Avaliação das Disciplinas de Simulação Empresarial* 2005, pp.1-8.

Fig. 2 ~ Components of BS Assessment

Description	0-100	0-20
Continuous Evaluation	48,75%	9,75
Summative (Files)	9,75%	1,95
Summative (Report)	6,50%	1,30
Behavior	10,50%	2,10
Participation	10,50%	2,10
Oral Presentation	14,00%	2,80
Total	100,00%	20,00

## 5. Analysis and Discussion of the Results

In this study, seventy-five students responded to a paper-based questionnaire after finishing the semester. The ten main questions were provided in a Lickert scale base: 1 = totally disagree up to 5 = totally agree. Five questions were about the importance of BS courses. The first question asked students about they think the course was useful, the second question asked them if they think BS courses were a valid form to learn. The third question was about the methodology used, specifically if students think they learn better with this methodology (action-based) than with the traditional one (study-based). The fourth question was only for controlling the attention of the respondents, as we put the question in a reverse order. We asked students if they think BS courses were completely useless for them. The fifth question was about skills, so it will be presented later, and the sixth question asked students about they think BS courses were needed.

In terms of competencies' questions, we also have five questions. The fifth question asked students if they think they learned practical skills needed for the management of a company. The sixth question (about the importance of BS) was already presented. In the seventh question we asked students if they think they learned competencies that will be useful in the future. The eighth question was about the cooperation with the elements of the group. Related with teamwork skills, in this question we asked students if they cooperate well with their team colleagues. In the following of this question, the ninth question asked students about if they think they learned teamwork skills during the course. Finally in the tenth question we asked students about writing skills, if they think they improved those competencies during the course, as they made reports and other writing works. The eleventh open question will not be object of this study.

As we can see in Figure 3, younger students give more importance to the course than older students. In all questions related to the importance of BS courses students with less than 23 years old have results above the mean. The highest overall mean obtained with the questions related with the importance of BS courses was in the first question (Q1), in which we obtained 4,12. Comparing the mean obtained with students older than 30, which was 3,5 with the mean obtained with younger students, which was 4,15 it is clear the preference given by younger students. This tendency is

common in all questions related with the importance of BS courses and can be explained as younger students are more open to new ways of learning. Also with very high values we have questions two and six (Q2, Q6) in which the overall mean is 4,04 and 4,05 respectively. It is interesting to see that the youngest students think BS courses are strongly needed (mean=4,21). In terms of gender it is very clear that girls value BS courses higher than boys. This can be explained as girls are more compromised in doing the best than boys are. Normally higher grades are from girls. In terms of professional experience, the results are not a surprise as inexperienced students value BS courses more than the experienced ones. This is in line with what happens in terms of age.

**Fig. 3 - Descriptive Statistics**

		Q1 Mean	Q2 Mean	Q3 Mean	Q4 Mean	Q5 Mean	Q6 Mean	Q7 Mean	Q8 Mean	Q9 Mean	Q10 Mean
	All	4,12	4,04	3,91	1,53	3,8	4,05	4,21	4,29	4,13	3,46
Age	< 25 years	4,15	4,11	4	1,5	3,85	4,21	4,32	4,38	4,21	3,5
	23-30 years	4,15	3,95	3,68	1,57	3,74	3,79	4,05	4,11	3,95	3,32
	> 30 years	3,5	3,5	3,75	1,75	3,5	3,25	3,5	4	4	3,75
Gender	Male	3,95	3,75	3,7	1,5	3,75	3,75	3,85	4,35	4,05	3,35
	Female	4,18	4,14	3,98	1,54	3,82	4,16	4,35	4,27	4,16	3,51
Professional Experience	Accounting/Management	4,09	4	3,86	1,77	3,91	3,86	4,05	4,36	4,36	3,41
	Other Areas	3,9	3,7	4	1,1	3,8	4,2	4,5	4,8	4,5	3,3
	No Professional Experience	4,19	4,14	3,91	1,51	3,74	4,12	4,23	4,14	3,93	3,53

In terms of skills-related questions we have also very positive results. In fact, the highest mean (4,29) of all questions is obtained in the eighth question (Q8) in which students stated the cooperation with colleagues was very good. Beyond this question, which can be biased by a positive opinion the students can have in these situations, the seventh question (Q7) had the second highest mean (4,21) of all questions. In skills-related questions, except in terms of the improvement of writing skills (Q10), younger students demonstrate to have a more positive response than older students. In the same vein girls have higher means than boys in all these skills related questions except in Q8. The eighth question is about how was the cooperation between colleagues of the team. The improvement of teamwork skills is highly valued by all students. Finally, in terms of professional experience more experienced students value more the competencies acquired than younger students.

## 6. Lessons Learned and Conclusion

BS courses have very specific characteristics, either in terms of competences provided for students, or in terms of education methodologies utilized. The innovative form of teaching used in BS courses is becoming more and more valuable in recent literature. Students perform their activities as they were in a real-life environment, allowing them to achieve results, as they were professionals. This type of education (action-based) provides competences and skills that are showed by recent scientific



studies as the best practices. This is also aligned with the view of national (OTOC) and international professional associations (such as AIPCA) and other important organizations (such as United Nations) that consider some of the skills provided during the courses as the most important for a professional in practice. For example, teamwork is very important for these organizations.

The questionnaire used in this study captured the students' opinion about not only the need an importance of BS courses, but also about general and specific skills and competencies considered important for managers and accountants in the real life. The students' opinion is very positive since results found were around 4, which is very good compared with a maximum of 5. This happened both for the importance of BS courses but also for the contribution of BS courses in improving competences and skills.

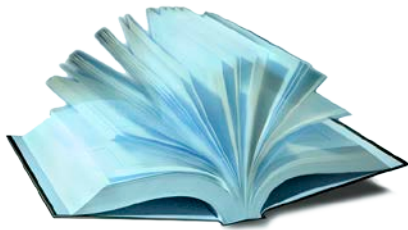
The very positive opinion from our students about BS courses and about skills and competencies acquired, especially in terms of teamwork, is particularly higher when we are talking about younger and female students. These students have almost in all questions a higher value.

The results showed that students' perception is highly positive and they think their skills needed for a job are improved during the course. These results are consistent with previous research that also used action-oriented learning tasks in order to provide students the needed attitudes, skills, and knowledge.

The improvement of teamwork skills is one of the most important issues for students, which can be understandable as BS is the only course from the degree in Accounting and Administration they really have to work in groups.

In conclusion, BS courses help students to:

1. to apply the knowledge acquired in their course and realize the complexity of corporate business,
2. understand the importance of teamwork;
3. sensitize students to the need to study and learning throughout life.



## *The Evaluation Process of Business Simulation at ISCAP*

Business Simulation provides a risk-free enterprise environment, where students interact with each others (in form of companies) and with other external entities. Business Simulation courses (I and II) started to function at ISCAP in February 2003. There are two classrooms exclusively dedicated for the Business Simulation environment. These rooms are equipped with an enterprise software (ERP) and hardware.

Business simulation at ISCAP was introduced in the Accounting and Administration Degree in February 2003:

- ☞ Taught into two semesters;
- ☞ Sessions of three hours, twice a week;
- ☞ Total of 180 hours per year;
- ☞ 16 ECTS - European Credit Transfer System
- ☞ Students interact in a global market
- ☞ Students work in group (company)
- ☞ The company consists in: 3 students, 2 computers, 1 printer, 1 scanner, 1 optical pen, 1 telephone

### **Components of Evaluation**

Group (65%)

#### **BS-I and BS-II Evaluation**

Group - 65%:

- ☞ Document management, accounting and fiscal information – 48,7%
  - ☞ Physical archives – 9,8%
  - ☞ Final report – 6,5%
- Individual - 35%:
- ☞ Assiduity and punctuality – 10,5%
  - ☞ Ethics and attitude – 10,5%
  - ☞ Oral presentation of final report – 14%

## a. BS – I evaluation

### Writing and oral skills – BS-I evaluation

#### Writing skills:

- ☞ Intermediate report
  - ☞ This report consists in an economic and financial analysis of company performance
  - ☞ This task takes place in the middle of the semester and do not have oral presentation
  - ☞ Table of contents:
    - ☞ Introduction
    - ☞ Economic and financial analysis
    - ☞ Income statement analysis
    - ☞ Balance Sheet analysis
    - ☞ Cash flows analysis
    - ☞ CVP (Cost-Volume-Profit) analysis
    - ☞ Financial Statements
    - ☞ Conclusions
    - ☞ Appendices
- ☞ Workgroup
  - ☞ Every group of students have to do during the semester a workgroup on a specific topic. This topic must to be connected to the business and simulation course.
  - ☞ Examples: Explanation about the leasing process, factoring process, International and National Accounting Standards, etc.
  - ☞ Table of contents
    - ☞ Introduction (1 page)
    - ☞ Development (3 pages)
    - ☞ Conclusion (1 page)
    - ☞ Very brief work. One of the most valued aspects is the ability to synthesize.
- ☞ Final report
  - ☞ The final report is required for all groups. Usually includes the intermediate report increased by further information and tends to be more complete.
  - ☞ This report is similar to an annual financial report
  - ☞ Table of contents
    - ☞ Introduction
    - ☞ Economic and financial analysis
    - ☞ Income Statement analysis
    - ☞ Balance Sheet analysis

- ☞ Cash flows analysis
- ☞ CVP (Cost-Volume-Profit) analysis
- ☞ Financial Statements
- ☞ Conclusions
- ☞ Appendices

**Note:** This report have the same structure of the intermediate report but with more pages (18 pages)

### Oral communication:

- ☞ Workgroup
- ☞ Final report

Each member of the group have 5-6 minutes to make a brief presentation about a part of their work. The student need to demonstrate some skills such as:

- ☞ Talk naturally to the audience;
- ☞ Preparation and organize the presentation;
- ☞ Effective speaking;
- ☞ Use visual aids correctly;
- ☞ Time management.

### b. BS-II Evaluation

#### Writing and oral skills – BS-I evaluation

#### Writing skills:

- ☞ **Audit report**
  - ☞ This report is one of the most important activities made by students and takes place on the 2nd semester (BS-II);
  - ☞ The students need to audit the accounts. This audit covers major financial areas of the company such:
    - ☞ Investments;
    - ☞ Inventories;
    - ☞ Cash and equivalents;
    - ☞ Bank loans;
    - ☞ Other liabilities;
    - ☞ Capital, etc.
- ☞ **Table of contents**
  - ☞ Currency Exchange
  - ☞ Human Resources

- ☞ Accounting
- ☞ Cash and equivalents
- ☞ Bank
- ☞ Loans
- ☞ Clients
- ☞ Taxes
- ☞ Investments
- ☞ Inventories
- ☞ Orders/Production

☞ **Intermediate report**

☞ **Table of contents:**

**1. Enterprise introduction**

- a) Identification
- b) Capital owners
- c) Facilities
- d) Human resources
- e) Activity developed
- f) External references

**2. Activity**

- a) Competitors
- b) Products and markets
- c) Economic and financial sector situation

**3. Situation analysis of the company**

- a) Strategy
- b) Goals / Financial Forecast
- c) Implemented Activities
  - ☞ Commercial and marketing
  - ☞ Internationalization
  - ☞ Innovation
  - ☞ Supplies
  - ☞ Power facilities
  - ☞ Security
  - ☞ Quality
  - ☞ Human Resources Training
  - ☞ Investments
  - ☞ Loans

**4. Economic and financial analysis**

- a) Income statement analysis
- b) Balance Sheet analysis
- c) Cash flows analysis

**5. Conclusions**

**6. Future developments**

**7. Profit distribution**

**8. Appendices**

**Workgroup**

- Every group of the students have to do during the semester a workgroup about a specific topic. This topic need to be connected with the business and simulation course.
- Examples: Explanation about the leasing process, factoring process, etc.
- Table of contents
  - Introduction (1 page)
  - Development (3 pages)
  - Conclusion (1 page)

Very brief work. One of the most valued aspects is the ability to synthesise.

**Production report**

**Table of contents:**

**1. Analysis of technical data sheets**

2.	Analysis of a production day	
3.	Variance analysis	
4.	Analysis of activities in the production	Centers

Specify management measures to solve variances found

**Final report**

**Table of contents (BS-II)**

**1. Enterprise introduction**

- Identification
- Capital owners
- Facilities
- Human resources
- Activity developed
- External references

**2. Activity**

- Competitors



- ☞ Products and markets
- ☞ Economic and financial sector situation

### 3. Situation analysis of the company

- ☞ Strategy
- ☞ Goals / Financial Forecast
- ☞ Actions Implemented
- ☞ Commercial and marketing
- ☞ Internationalization
- ☞ Innovation, Supplies
- ☞ Power facilities, Security
- ☞ Quality
- ☞ Human Resources Training
- ☞ Investments, Loans

### 4. Economic and financial analysis o Income statement analysis

- ☞ Balance Sheet analysis
- ☞ Cash flows analysis

### 5. Conclusions

### 6. Future developments

### 7. Profit distribution

### 8. Appendices

#### Oral communication:

#### ☞ Workgroup

#### ☞ Final report

Each member of the group have 5-6 minutes to make a brief presentation about a part of their work. The student need to demonstrate some skills such as:

- ☞ Talk naturally to the audience;
- ☞ Preparation and structure of the presentation;
- ☞ Effective speaking;
- ☞ Use visual aids correctly;
- ☞ Time management.

## Development of Entrepreneurship Skills with Simulation

### How to Do a Business Plan ?

- ☞ innovation / creativity
- ☞ strategic plan
- ☞ the business mission and values, the pestal analysis, environment analysis, SWOT, target costumer
- ☞ operational plan
- ☞ the marketing mix: product/service, price, placement, promotion, people, place, process
- ☞ financial report
- ☞ how to estimate profits : finicia tables from IAPMEI
- ☞ how to predict the amount of sells
- ☞ identify and estimate costs
- ☞ read the main business indicators

#### **Planning the one day market experience**

- ☞ product or service ?
- ☞ name ?
- ☞ how to call the costumer ?
- ☞ how much product ?
- ☞ price ?
- ☞ what if ... ?

#### **Pitch**

- ☞ sell my idea in just a few minutes
- ☞ the problem my idea solves
- ☞ sell a win – win relationship with the investor

#### **Interaction with costumer**

- ☞ the conquest
- ☞ explaining the advantages
- ☞ make the sell
- ☞ get a happy costumer

#### **Group work**

- ☞ know me
- ☞ know the other
- ☞ lidership
- ☞ take decisions
- ☞ stand up for my idea

- ☞ respect the other

### **Market experience**

- ☞ know my dream
- ☞ the hobby that can be a job
- ☞ give customer happiness
- ☞ deal with different customers/expectations

### **What have we learned?**

- ☞ make educated business decisions
- ☞ know me better
- ☞ work with others
- ☞ be proactive
- ☞ people matter and make the difference
- ☞ hardwork makes happiness!
- ☞ happy students
- ☞ happy teachers

## **“Impact of business simulation in my life”**

*by Bernardino Miguel Moreira Alves*

For planning the lessons, periodize what task we were going first and organize the file, the guidance from teachers is very important to help the students solving the problems.

The students need aware of every detail or information that the teacher indicates.

We managed to go through several activities that happen within an organization, which allow us to understand what the accounting is and how that's important in the management processes.

### **Examples of accounting help**

- ☞ Observing the amounts outstanding with suppliers and customers and transmit to the teams linked to each of this areas that is necessary to enter into negotiation with them to resolve all the remaining cases;
- ☞ Analyze operating costs and see if they change from month to month, so that we can check if everything is going as planned or if, on the other hand, there are oscillations occurring. If there are oscillations, they must be justified, among other similar situations.

### **Conclusion**

- ☞ I fit much better in the labor market and I can problems in a much better way also;
- ☞ Things that are hard must be valued;
- ☞ Is necessary accomplish deadlines and schedules every day;

- ☞ We have to be organized to be able to perform all tasks in the best way;
- ☞ Is much better work as a team;
- ☞ We have to be always focused on our goals and motivated to win;
- ☞ The economic and financial analysis that we made, based on the financial statements, breakeven point and the cash flows, we passed along a series of solutions to improve the company.

## *Brief Description of Business Simulation at ISCAP*



Business Simulation courses are provided in a business environment where students can learn by doing through the management of a company as if they were in the real life, but risk-free.

The learning tasks are provided in an action-oriented format to maximize the learning process. Students learn by performing a set of tasks every session and have also to produce reports and presentations during the courses.

Business Simulation courses are provided during two semesters and are part of the undergraduate degree of Accounting and Administration at ISCAP – IPP since the beginning of 2003.



ISCAP	Business Simulation Session Guide	Page 1 / 1
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Course: Business Simulation I		Room 16	Company:
Session Number: 9	Date: 2015/10/18	Total time: 3 hours (part)	Start time: 14:00

Activity / Task		Details	For	Value	Remarks
Code	Description				
102	Maintenance and Electronic Control of Attendance	Check of movements Close of the day			
116	Currency Exchange Rates Registration	Scan the exchange rates table Register the exchange rates of the day			
117	Print and Archive the Documents	Print and archive documents (session guide, costs and profits plan, powerpoint slides)			
278	Everyday Archeve Treatment	How to treat everyday Archive (physical) (AUDIT)			
338	Reception of the Order of Merchandise from F-type Company	Scan the received order Analyse requirements Register the client order Send confirmation to the client	All		From F25, F26 and F27
343	Sales of Merchandise to Foreign Clients	Create the automatic invoice with the original document	All		For F25, F26 and F27
305	News and Comment in English	Scan the news Make the comment Print both documents and archive			
014	Order to Investment Provides	Create the order Send the order by mail	All		For C Class
005	Contracts with Office Supplies Providers	Create the contact Sign the contract Send the contract by mail	All		For A Class
023	Bank Loan (after previous negotiations with the Bank)	Print the bank statement Make the accounting movement		€ 300.000,00	



Unidade Curricular: Projeto Simulação Empresarial		Sessão n.º: 8	Duração: 150 minutos		
Tarefa		Descrição	Entidades	Valor	Obs.
Código	Designação				
009	006 <- Registo das Encomendas de Clientes com Contrato -> 015,017	analisar requisitos registar as encomendas de clients	A e B		De Todos
012	011,014 <- Receção da Encomenda de Mercadoria -> 013,015,017,055	digitalizar a encomenda recebida analisar requisitos registar encomenda de cliente enviar confirmação ao cliente	D		De A, B e C
015	009,012 <- Expedição de Mercadoria com Guia de Remessa -> 078,069	emitir a guia de remessa com documento de origem imprimir diário de saída de armazém (stk083)	D		De A, B e C
017	009 <- Fatura para Cliente FSE de E (sem Guia de Remessa) -> 030,042	emitir a fatura com documento de origem imprimir diário de saída de armazém (stk083)	A e B		Para Todos
101	Conferência do Inventário	indexar listagem de stocks críticos (stk092) indexar listagem do inventário (stk107)			
280	Receção de Encomenda de Investimentos -> 282	digitalizar a encomenda recebida analisar requisitos registar encomenda de cliente enviar a confirmação ao cliente	C		De Todos
282	280 <- Faturação de Investimentos	emitir a fatura com documento de origem imprimir diário de saída de armazém	C		Para Todos
319	Receção de Fatura de Estudo de Mercado (Guião)	digitalizar a fatura lançamento contabilístico			A Avaliação
338	288 <- Receção de Encomenda de Mercadorias de Empresa do Tipo F -> 343	digitalizar a encomenda recebida analisar requisitos registar a encomenda de cliente enviar confirmação ao cliente	Todos		Do F25, F26 e F27
488	Gasto com Rendas e Alugueres (Primeiro Mês)	digitalizar a fatura lançamento contabilístico			Avaliação



ISCAP	<b>Projeto de Simulação Empresarial</b> Guia de Sessão	Page 1 / 2
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Unidade Curricular: Projeto Simulação Empresarial	Sessão n.º 8	Duração: 150 minutos
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Fases	Atividades / Conteúdos	Métodos / Técnicas	Material/ Auxiliares	Avaliação	Tempo (min)
<b>Introdução</b>	<ul style="list-style-type: none"> <li>- Apresentação do programa da sessão</li> <li>- Comunicação dos objetivos</li> <li>- Apresentação da motivação inicial - Avaliação inicial</li> </ul> <p>REFLEXÕES: Questões n.º 19, 31 e 44.</p> <p>AVISOS: Avisar os alunos que na sessão n.º 10 irão realizar manualmente o lançamento contabilístico do profissional liberal para a avaliação.</p> <p>Avisar os alunos para entregarem os Verbetes de Lançamento do Estudo de Mercado e da 1ª Renda para a avaliação.</p> <p>Avisar os alunos que excepcionalmente podem levar as pastas, azul e vermelha, para casa.</p>	Método expositivo	<b>Projeção</b>	Avaliação formativa Observação direta	10
<b>Desenvolvimento</b>	<ul style="list-style-type: none"> <li>- Explicação sobre a execução das tarefas da sessão:</li> <li>009 Registo das Encomendas de Clientes com Contrato</li> <li>012 Receção da Encomenda de Mercadoria</li> <li>015 Expedição de Mercadoria com Guia de Remessa</li> <li>017 Fatura para Cliente FSE de E (sem Guia de Remessa)</li> <li>101 Conferência do Inventário</li> <li>102 Manutenção e Controlo Eletrónico de Ponto</li> <li>117 Impressão e Arquivo de Documentos</li> <li>278 Tratamento do Arquivo Corrente</li> <li>280 Receção de Encomenda de Investimentos</li> <li>282 Faturação de Investimentos</li> <li>319 Receção de Fatura de Estudo de Mercado (Guião)</li> <li>338 Receção de Encomenda de Mercadorias de Empresa do Tipo F</li> <li>488 Gasto com Rendas e Alugueres (Primeiro Mês)</li> </ul> <p>- Apoiar a execução das tarefas da sessão</p>	Método expositivo	<b>Projeção e Monitor</b>	Avaliação formativa Software de simulação	120

ISCAP	<p align="center"><b>Projeto de Simulação Empresarial</b> Guia de Sessão</p>	Page 2 / 2
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Unidade Curricular: Projeto Simulação Empresarial	Sessão n.º: 8	Duração: 150 minutos
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Fases	Atividades / Conteúdos	Métodos / Técnicas	Material / Auxiliares	Avaliação	Tempo (min)
<b>Conclusão</b>	<ul style="list-style-type: none"> <li>- Síntese global</li> <li>- Esclarecimento de dúvidas</li> <li>- Introdução da próxima sessão</li> <li>- Motivação final</li> </ul>	Método expositivo			10
<b>Final</b>	<ul style="list-style-type: none"> <li>- Avaliação final</li> <li>- Impressão do sumário</li> <li>- Encerramento da sessão</li> </ul>			Avaliação formativa Perguntas orais	10



Previsão de compras – Gastos (custos) ee ganhos (proveitos) para o ano / mês de 2015 / Outubro (EUR)									
Empresa Compradora: 102		Grupo: 1					Classe: A		
Classe	Empresa	Perdas (Custos)						Ganhos (proveitos)	
		1 FSE	2 Outros Gastos	3 Gastos Pessoal	4 Investimentos	5 Mercadorias/Mat	6 Gastos Finan.	7 Impostos	Mercadoria
A	101								
A	102								
A	103								
A	104								
A	107	100,00							
A	108								
A	109								
A	110								
A	113	200,00						400,00	
A	114								
A	115							400,00	
A	116								
B	155			600,00					
B	156			600,00				400,00	
B	157								
B	158								
B	159			600,00					
B	160							400,00	
C	161								
C	162								
C	163				79.000,00			400,00	
C	164								
C	165								
C	171				10.000,00				
C	172							400,00	



Previsão de compras – Gastos (custos) ee ganhos (proveitos) para o ano / mês de 2015 / Outubro (EUR)									
Empresa Compradora: 102					Grupo: 1		Classe: A		
Classe	Empresa	Perdas (Custos)						Ganhos (proveitos)	
		1 FSE	2 Outros Gastos	3 Gastos Pessoal	4 Investimentos	5 Mercadorias/Mat	6 Gastos Finan.	7 Impostos	Mercadoria
C	173								
C	174								
C	175				10.000,00				400,00
C	176								
D	181					200.000,00			
D	182								
D	183								
D	191								400,00
D	192								
D	194								
F	1								
F	2								
F	3								
F	4								
F	5								
F	6	6.600,00							
F	7	1.140,00							
F	8	13.200,00							
F	9	160,00		720,00					
F	10								
F	12							1.000,00	
F	14		100,00						
F	15	2.000,00				200.000,00			
F	16	1.100,00							
F	17								



## Previsão de compras – Gastos (custos) ee ganhos (proveitos) para o ano / mês de 2015 / Outubro (EUR)

Empresa Compradora: 102		Grupo: 1						Classe: A		
Classe	Empresa	Perdas (Custos)							Ganhos (proveitos)	
		1 FSE	2 Outros Gastos	3 Gastos Pessoal	4 Investimentos	5 Mercadorias/Mat	6 Gastos Finan.	7 Impostos	Mercadoria	Serviços
F	18			400,00						
F	19						1750,000			
F	20			40.000,00						
F	21	15.000,00								
F	22									
F	23									
F	24									
F	25								98.660,00	
F	26								99.480,00	
F	27								98.660,00	
F	28									
F	29									
		39.500,00	100,00	42.920,00	99.000,00	400.000,00	1.750,00	1.000,00	300.000,00	



**F 06** **F06-Empresa de Comunicações, S.A.**  
 Av. do Luxemburgo, n.º 6  
 4000-000 Porto  
 N.º Contribuinte 501 000 006  
 Registo C.R.C. do Porto sob o n.º 501 000 006

Serviço a Clientes  
 Ligue grátis 06600 da rede fixa F06  
[www.simulacao.local/F06](http://www.simulacao.local/F06)  
[F06@simulacao.local](mailto:F06@simulacao.local)

N.º Conta 1051856689  
 Data da emissão 27 novembro 2015  
 N.º Faturação 229627673  
 N.º Cliente 1254401056  
 N.º Contribuinte 501000102

Exmo(s) Senhor(es)  
**E102-Comércio de Óleos, Lda**  
 Rua Tristão da Silva, nº 102  
 4000-000 Porto

Novembro 2015	Resumo da Fatura n.º	A67522415	Valor
Assinatura mensal			€ 23,70
Comunicações automáticas locais			€ 286,00
Comunicações automáticas regionais			€ 3.082,00
Comunicações automáticas nacionais			€ 1.870,00
Serviços móveis			€ 1.185,50
Serviços Internet			€ 160,00
IVA s/ € 6.607,20			€ 1.519,66
<b>Total da fatura</b>			<b>€ 8.126,86</b>

O valor da fatura foi arredondado a centésimos de euro.

Modalidades de pagamento:  
 Transferência bancária, rede de caixas Multibanco, pontos de pagamento F06-Empresa de Comunicações, S.A., Agente de cobrança F06, envio de cheque pelo correio, estações de Correios e Rede PayShop.  
 Para mais informações ligue 06600 (das 09h às 20h)

Se o total a pagar incluir o saldo anterior anterior regularizado, poderá pagar apenas o valor total da fatura. Para mais informações ligue 06600 (das 09h às 20h)

A falta de pagamento ou o pagamento efetuado para além do prazo limite poderão implicar que o débito de juros de mora, que a suspensão do serviço, igualmente podem conduzir ao pagamento de uma coação ou ao agravamento da mesma.

Nota de acordo com a legislação em vigor, o serviço fixo do F06-Empresa de Comunicações, S.A. não inclui encargos de linha, pagamento de equipamento, serviços de valor acrescentado e outros conteúdos afins.

Pagamento através de envio de cheque pelo correio: o cheque deverá ser enviado à ordem do F06-Empresa de Comunicações, S.A. e remetido junto com o talão de fatura óptica para a morada indicada nesta.

Extrato de Conta	Data	
Saldo Anterior	€ 0,00	
Pagamento	€ 0,00	CR
Fatura n.º A67522415	€ 8.126,86	
Saldo actual	€ 8.126,86	
<b>Débito no valor de € 8.126,86 a partir de 27 de novembro 2015</b>		
Consumo relativo ao mês anterior		

### Estimado(a) Cliente

De acordo com as instruções fornecidas, o valor desta conta deverá ser liquidado até ao dia 25 do mês seguinte.

Conserve este documento que será válido como recibo após: box cobrança.

Caso seja necessário, poderá facilmente proceder à alteração dos dados da sua conta bancária, morada de envio de fatura ou número de contribuinte.

O Diretor Financeiro



4454015748789156468745674687878978





**E102**  
**Comércio de óleos, Lda**

Making the world  
a little oilier

Rua Tristão de Silva, n.º 102  
4000-000 Porto - Portugal

Tel: 6102 / Fax: 7102 / Email: 102@simulacao.local  
www.simulacao.local/102/index.asp  
Contribuinte n.º PT501 000 102 Capital Social: € 150.000,00  
Registada na C.R.C. do Porto sob o n.º 501 000 102

DOCUMENTO	NÚMERO	T	DATA	PÁG.
INVOICE	23		2015/11/26	1
CLIENTE	CONTRIBUINTE	CONTRATO	AG.	
25	VATGB505000025		1	

**ORIGINAL**

N/ REF.	LOCAL	DATA (R)	HORA	T/D	EXP.
	1	2015/11/26	14:33		4
MERCADORIAS					
EXPEDIÇÃO					
CODIGO	MATRICULA	PROPRIEDADE			
4					

#25-UK, Import Limited

Baker Street, n.º 25

94000-000 London

INGLATERRA

COND. PAGAMENTO	VENCIMENTO	DESC	COND. COBRANÇA	DATA COBRANÇA	COM	UN. M
PAGAMENTO AO DIA 25	2015/12/26	1	TRANSP. BANCÁRIA RIVI	2016/01/25	R	GBP

CL	PRODUTO	DESIGNAÇÃO	QUANTIDADE	UM	PREÇO	DES	VALOR	I										
	A10201	Óleo Valvolina embalagem 1L	2.810,000	Um	3,71		10.425,10	1										
	A10202	Óleo Valvolina embalagem 5L	2.810,000	Um	15,16		42.599,60	1										
	A10203	Óleo Anticooler embalagem 1L	2.810,000	Um	4,65		13.066,50	1										
-----																		
Mercadoria isenta de I.V.A. ao abrigo do art.º 14.º do R.I.T.I.																		
<table border="1"> <thead> <tr> <th>Documento</th> <th>Origem</th> <th>Ano</th> <th>N.º Docum.</th> <th>Data</th> </tr> </thead> <tbody> <tr> <td>ENCOMENDAS</td> <td></td> <td>2015</td> <td>Encomenda</td> <td>2015/11/26</td> </tr> </tbody> </table>									Documento	Origem	Ano	N.º Docum.	Data	ENCOMENDAS		2015	Encomenda	2015/11/26
Documento	Origem	Ano	N.º Docum.	Data														
ENCOMENDAS		2015	Encomenda	2015/11/26														
<b>VAL. EUR.</b>		92.254,61	<b>TOTAL</b>		8.430,000	G.W.	66.091,2											
						N.W.												

Processado por computador

TAXA	INCIDENCIA	VALOR
I		
V		
A		
<b>TOTAL</b>		
<b>DESCONTO</b>		
<b>LÍQUIDO A PAGAR</b>		66.091,2

OBS.

E102-Comércio de Óleos, Lda  
 Rua Tristão da Silva, n.º 102  
 Porto  
 4000-000 PORTO  
 Nr.Contrib.: 501000102  
 Registo na C.R.C. Porto sob o n.º 501000102

**BALANÇO**

em 31 Outubro de 2015

U.M. EUR

Rubricas	Notas	Datas	
		31/10/2015	31/10/2014
<b>ATIVO</b>			
<b>ATIVO NÃO CORRENTE:</b>			
ATIVOS FIXOS TANGÍVEIS		114.209,23	0,00
		<b>114.209,23</b>	<b>0,00</b>
<b>ATIVO CORRENTE:</b>			
INVENTÁRIOS		197.395,18	0,00
CLIENTES		295.790,06	0,00
ESTADO E OUTROS ENTES PÚBLICOS		88.352,20	0,00
CAPITAL SUBSCRITO E NÃO REALIZADO		76.286,14	0,00
DIFERIMENTOS		8.220,51	0,00
CAIXA E DEPÓSITOS BANCÁRIOS		339.698,42	0,00
		<b>1.005.742,51</b>	<b>0,00</b>
<b>TOTAL DO ATIVO</b>		<b>1.119.951,74</b>	<b>0,00</b>
<b>CAPITAL PRÓPRIO E PASSIVO</b>			
<b>CAPITAL PRÓPRIO</b>			
CAPITAL SUBSCRITO		150.000,00	0,00
		<b>150.000,00</b>	<b>0,00</b>
RESULTADO LÍQUIDO DO PERÍODO		39.573,49	0,00
<b>TOTAL CAPITAL PRÓPRIO</b>		<b>189.573,49</b>	<b>0,00</b>
<b>PASSIVO</b>			
<b>PASSIVO NÃO CORRENTE</b>			
		<b>0,00</b>	<b>0,00</b>
<b>PASSIVO CORRENTE</b>			
FORNECEDORES		435.055,22	0,00
ESTADO E OUTROS ENTES PÚBLICOS		22.653,94	0,00
FINANCIAMENTOS OBTIDOS		300.000,00	0,00
OUTRAS DIVIDAS A PAGAR		172.669,09	0,00
		<b>930.378,25</b>	<b>0,00</b>
<b>TOTAL DO PASSIVO</b>		<b>930.378,25</b>	<b>0,00</b>
<b>TOTAL DO CAPITAL PRÓPRIO E PASSIVO</b>		<b>1.119.951,74</b>	<b>0,00</b>

Técnico de Contas

Representantes Legais

**BALANCETE DO SETIMO NIVEL EM 2015/10/31**

TECN102

Ordem - Numerica

U.M. EUR

Conta	Designação	Valores mensais			Valores acumulados		
		Debitos	Creditos	Saldo	Debitos	Creditos	Saldo
11	<b>CAIXA</b>	1 000,00	19,51	980,49	1 000,00	19,51	980,49
11.1	Caixa - Sede	1 000,00	19,51	980,49	1 000,00	19,51	980,49
12	<b>DEPÓSITOS À ORDEM</b>	375 000,00	36 282,07	338 717,93	375 000,00	36 282,07	338 717,93
12.1	Banco ISCAP, S.A.	375 000,00	36 282,07	338 717,93	375 000,00	36 282,07	338 717,93
21	<b>CLIENTES</b>	295 790,06	,00	295 790,06	295 790,06	,00	295 790,06
21.1	CLIENTES C/C	295 790,06	,00	295 790,06	295 790,06	,00	295 790,06
21.1.1	CLIENTES GERAIS	295 790,06	,00	295 790,06	295 790,06	,00	295 790,06
21.1.1.1	CLIENTES GERAIS - MERCADO NACIONAL	4 172,14	,00	4 172,14	4 172,14	,00	4 172,14
21.1.1.2	CLIENTES GERAIS - CLIENTES COMUNITARIOS	194 456,56	,00	194 456,56	194 456,56	,00	194 456,56
21.1.1.3	CLIENTES GERAIS - CLIENTES EXTRA-UE	97 161,36	,00	97 161,36	97 161,36	,00	97 161,36
22	<b>FORNECEDORES</b>	350 000,00	785 055,22	435 055,22 CR	350 000,00	785 055,22	435 055,22 CR
22.1	FORNECEDORES C/C	,00	435 055,22	435 055,22 CR	,00	435 055,22	435 055,22 CR
22.1.1	FORNECEDORES GERAIS	,00	435 055,22	435 055,22 CR	,00	435 055,22	435 055,22 CR
22.1.1.1	FORNECEDORES GERAIS - MERCADO NACIONAL	,00	435 055,22	435 055,22 CR	,00	435 055,22	435 055,22 CR
22.5	FATURAS EM RECEÇÃO E CONFERÊNCIA	350 000,00	350 000,00	,00	350 000,00	350 000,00	,00
22.5.1	FORNECEDORES NACIONAIS	350 000,00	350 000,00	,00	350 000,00	350 000,00	,00
23	<b>PESSOAL</b>	30 900,12	32 186,26	1 286,14 CR	30 900,12	32 186,26	1 286,14 CR
23.1	REMUNERAÇÕES A PAGAR	30 900,12	30 900,12	,00	30 900,12	30 900,12	,00
23.1.1	Aos Orgãos Sociais	4 871,52	4 871,52	,00	4 871,52	4 871,52	,00
23.1.2	Ao Pessoal	26 028,60	26 028,60	,00	26 028,60	26 028,60	,00
23.8	OUTRAS OPERAÇÕES	,00	1 286,14	1 286,14 CR	,00	1 286,14	1 286,14 CR
23.8.1	Com os Orgãos Sociais	,00	1 286,14	1 286,14 CR	,00	1 286,14	1 286,14 CR
24	<b>ESTADO E OUTROS ENTES PÚBLICOS</b>	260 416,55	194 718,29	65 698,26	260 416,55	194 718,29	65 698,26
24.2	RETENÇÃO DE IMPOSTOS SOBRE RENDIMENTO	,00	9 472,00	9 472,00 CR	,00	9 472,00	9 472,00 CR
24.2.1	Trabalho Dependente	,00	5 672,00	5 672,00 CR	,00	5 672,00	5 672,00 CR
24.2.2	Trabalho Independente	,00	500,00	500,00 CR	,00	500,00	500,00 CR
24.2.4	PREDIAIS	,00	3 300,00	3 300,00 CR	,00	3 300,00	3 300,00 CR



**BALANCETE DO SETIMO NIVEL EM 2015/10/31**

TECN102

Ordem - Numerica

U.M. EUR

Conta	Designação	Valores mensais			Valores acumulados		
		Debitos	Creditos	Saldo	Debitos	Creditos	Saldo
24.2.4.2	I.R. - Pessoas Coletivas	,00	3 300,00	3 300,00 CR	,00	3 300,00	3 300,00 CR
24.3	IMPOSTO SOBRE O VALOR ACRESCENTADO	260 416,55	172 064,35	88 352,20	260 416,55	172 064,35	88 352,20
24.3.2	I.V.A. - DEDUTÍVEL	89 132,35	85 642,10	3 490,25	89 132,35	85 642,10	3 490,25
24.3.2.1	INVENTÁRIOS	80 592,00	80 592,00	,00	80 592,00	80 592,00	,00
24.3.2.1.1	MERCADO NACIONAL	80 592,00	80 592,00	,00	80 592,00	80 592,00	,00
24.3.2.1.1.3	Taxa Normal	80 592,00	80 592,00	,00	80 592,00	80 592,00	,00
24.3.2.2	INVESTIMENTOS	4 500,58	4 500,58	,00	4 500,58	4 500,58	,00
24.3.2.2.1	MERCADO NACIONAL	4 500,58	4 500,58	,00	4 500,58	4 500,58	,00
24.3.2.2.1.3	Taxa Normal	4 500,58	4 500,58	,00	4 500,58	4 500,58	,00
24.3.2.3	OUTROS BENS E SERVIÇOS	4 039,77	549,52	3 490,25	4 039,77	549,52	3 490,25
24.3.2.3.1	MERCADO NACIONAL	4 039,77	549,52	3 490,25	4 039,77	549,52	3 490,25
24.3.2.3.1.1	Taxa Reduzida	11,60	11,60	,00	11,60	11,60	,00
24.3.2.3.1.3	Taxa Normal	4 028,17	537,92	3 490,25	4 028,17	537,92	3 490,25
24.3.3	I.V.A. - LIQUIDADO	780,15	780,15	,00	780,15	780,15	,00
24.3.3.1	OPERAÇÕES GERAIS	780,15	780,15	,00	780,15	780,15	,00
24.3.3.1.1	MERCADO NACIONAL	780,15	780,15	,00	780,15	780,15	,00
24.3.3.1.1.3	Taxa Normal	780,15	780,15	,00	780,15	780,15	,00
24.3.5	I.V.A. - Apuramento	85 642,10	85 642,10	,00	85 642,10	85 642,10	,00
24.3.7	I.V.A. - A Recuperar	84 861,95	,00	84 861,95	84 861,95	,00	84 861,95
24.5	CONTRIBUIÇÕES PARA A SEGURANÇA SOC	,00	13 181,94	13 181,94 CR	,00	13 181,94	13 181,94 CR
24.5.1	C.R.S.S. PORTO	,00	13 181,94	13 181,94 CR	,00	13 181,94	13 181,94 CR
24.5.1.1	Orgãos Sociais	,00	2 655,33	2 655,33 CR	,00	2 655,33	2 655,33 CR
24.5.1.2	Taxa Geral	,00	10 526,61	10 526,61 CR	,00	10 526,61	10 526,61 CR
25	FINANCIAMENTOS OBTIDOS	,00	300 000,00	300 000,00 CR	,00	300 000,00	300 000,00 CR
25.1	INSTITUIÇÕES DE CRÉDITO E SOCIEDADES	,00	300 000,00	300 000,00 CR	,00	300 000,00	300 000,00 CR
25.1.1	Empréstimos Bancários	,00	300 000,00	300 000,00 CR	,00	300 000,00	300 000,00 CR
26	ACIONISTAS/SÓCIOS	151 286,14	75 000,00	76 286,14	151 286,14	75 000,00	76 286,14
26.2	Quotas não Liberadas	151 286,14	75 000,00	76 286,14	151 286,14	75 000,00	76 286,14
26.2.1	Sócio A	51 286,14	25 000,00	26 286,14	51 286,14	25 000,00	26 286,14
26.2.2	Sócio B	50 000,00	25 000,00	25 000,00	50 000,00	25 000,00	25 000,00

Conta	Designação	Valores mensais			Valores acumulados		
		Debitos	Creditos	Saldo	Debitos	Creditos	Saldo
26.2.3	Sócio C	50 000,00	25 000,00	25 000,00	50 000,00	25 000,00	25 000,00
<b>27</b>	<b>OUTRAS CONTAS A RECEBER E A PAGAR</b>	<b>1 960,00</b>	<b>173 342,95</b>	<b>171 382,95 CR</b>	<b>1 960,00</b>	<b>173 342,95</b>	<b>171 382,95 CR</b>
27.1	FORNECEDORES DE INVESTIMENTOS	,00	120 906,23	120 906,23 CR	,00	120 906,23	120 906,23 CR
27.1.1	Fornecedores de Investimentos - Co	,00	120 906,23	120 906,23 CR	,00	120 906,23	120 906,23 CR
27.1.1.1	Fornecedores Investimentos - Merc	,00	120 906,23	120 906,23 CR	,00	120 906,23	120 906,23 CR
27.2	DEVEDORES E CREDORES POR ACRÉSCIM	,00	20 823,41	20 823,41 CR	,00	20 823,41	20 823,41 CR
27.2.2	Credores por acréscimos de Gastos	,00	20 823,41	20 823,41 CR	,00	20 823,41	20 823,41 CR
27.2.2.1	Remunerações a Liquidar	,00	11 391,18	11 391,18 CR	,00	11 391,18	11 391,18 CR
27.2.2.2	Seguros a Liquidar	,00	592,23	592,23 CR	,00	592,23	592,23 CR
27.2.2.3	Outros	,00	8 840,00	8 840,00 CR	,00	8 840,00	8 840,00 CR
27.8	Outros Devedores e Credores	1 960,00	31 613,31	29 653,31 CR	1 960,00	31 613,31	29 653,31 CR
27.8.2	CONSULTORES, ACESSORES E INTERMED	1 960,00	1 960,00	,00	1 960,00	1 960,00	,00
27.8.3	Sindicatos	,00	288,80	288,80 CR	,00	288,80	288,80 CR
27.8.9	Devedores e Credores Diversos	,00	29 364,51	29 364,51 CR	,00	29 364,51	29 364,51 CR
<b>28</b>	<b>DIFERIMENTOS</b>	<b>8 313,27</b>	<b>92,76</b>	<b>8 220,51</b>	<b>8 313,27</b>	<b>92,76</b>	<b>8 220,51</b>
28.1	GASTOS A RECONHECER	8 313,27	92,76	8 220,51	8 313,27	92,76	8 220,51
28.1.2	Seguros	1 713,27	92,76	1 620,51	1 713,27	92,76	1 620,51
28.1.3	Outros Gastos	6 600,00	,00	6 600,00	6 600,00	,00	6 600,00
<b>31</b>	<b>COMPRAS</b>	<b>700 400,00</b>	<b>700 400,00</b>	<b>,00</b>	<b>700 400,00</b>	<b>700 400,00</b>	<b>,00</b>
31.1	MERCADORIAS	350 400,00	350 400,00	,00	350 400,00	350 400,00	,00
31.1.1	MERCADO NACIONAL	350 400,00	350 400,00	,00	350 400,00	350 400,00	,00
31.1.1.3	Mercadorias - MN- Tx. Geral	350 400,00	350 400,00	,00	350 400,00	350 400,00	,00
31.9	COMPRAS EM RECEÇÃO E CONFERÊNCIA	350 000,00	350 000,00	,00	350 000,00	350 000,00	,00
31.9.1	Mercadorias em Receção e Conferênc	350 000,00	350 000,00	,00	350 000,00	350 000,00	,00
<b>32</b>	<b>MERCADORIAS</b>	<b>350 400,00</b>	<b>153 004,82</b>	<b>197 395,18</b>	<b>350 400,00</b>	<b>153 004,82</b>	<b>197 395,18</b>
32.1	Mercadorias	350 400,00	153 004,82	197 395,18	350 400,00	153 004,82	197 395,18
<b>43</b>	<b>ATIVOS FIXOS TANGÍVEIS</b>	<b>116 405,65</b>	<b>2 196,42</b>	<b>114 209,23</b>	<b>116 405,65</b>	<b>2 196,42</b>	<b>114 209,23</b>



Conta	Designação	Valores mensais			Valores acumulados		
		Debitos	Creditos	Saldo	Debitos	Creditos	Saldo
43.2	Edifícios e Outras Construções	10 144,00	,00	10 144,00	10 144,00	,00	10 144,00
43.4	Equipamento de Transporte	96 837,90	,00	96 837,90	96 837,90	,00	96 837,90
43.5	Equipamento Administrativo	9 423,75	,00	9 423,75	9 423,75	,00	9 423,75
43.8	Depreciações Acumuladas	,00	2 196,42	2 196,42 CR	,00	2 196,42	2 196,42 CR
43.8.2	Edifícios e Outras Construções	,00	84,19	84,19 CR	,00	84,19	84,19 CR
43.8.4	Equipamento de Transporte	,00	2 014,23	2 014,23 CR	,00	2 014,23	2 014,23 CR
43.8.5	Equipamento Administrativo	,00	98,00	98,00 CR	,00	98,00	98,00 CR
<b>51</b>	<b>CAPITAL</b>	,00	150 000,00	150 000,00 CR	,00	150 000,00	150 000,00 CR
51.1	CAPITAL - Sociedades por Quotas	,00	150 000,00	150 000,00 CR	,00	150 000,00	150 000,00 CR
<b>61</b>	<b>CUSTO MERCADORIAS VENDIDAS E MATÉ:</b>	153 004,82	,00	153 004,82	153 004,82	,00	153 004,82
61.1	Mercadorias	153 004,82	,00	153 004,82	153 004,82	,00	153 004,82
<b>62</b>	<b>FORNECIMENTOS E SERVIÇOS EXTERNOS</b>	34 575,42	,00	34 575,42	34 575,42	,00	34 575,42
62.2	SERVIÇOS ESPECIALIZADOS	17 013,50	,00	17 013,50	17 013,50	,00	17 013,50
62.2.1	Trabalhos Especializados	2 000,00	,00	2 000,00	2 000,00	,00	2 000,00
62.2.7	Serviços Bancários e Parabancários	13,50	,00	13,50	13,50	,00	13,50
62.2.8	Outros	15 000,00	,00	15 000,00	15 000,00	,00	15 000,00
62.3	MATERIAIS	321,66	,00	321,66	321,66	,00	321,66
62.3.1	Ferramentas e Utensílios de Desgas	103,00	,00	103,00	103,00	,00	103,00
62.3.2	Livros e Documentação Técnica	199,15	,00	199,15	199,15	,00	199,15
62.3.8	Outros	19,51	,00	19,51	19,51	,00	19,51
62.4	ENERGIA E FLUÍDOS	2 240,00	,00	2 240,00	2 240,00	,00	2 240,00
62.4.1	Eletricidade	1 140,00	,00	1 140,00	1 140,00	,00	1 140,00
62.4.3	Água	1 100,00	,00	1 100,00	1 100,00	,00	1 100,00
62.6	SERVIÇOS DIVERSOS	15 000,26	,00	15 000,26	15 000,26	,00	15 000,26
62.6.1	RENDAS E ALUGUERES	6 600,00	,00	6 600,00	6 600,00	,00	6 600,00
62.6.1.1	De Bens Imóveis	6 600,00	,00	6 600,00	6 600,00	,00	6 600,00
62.6.2	COMUNICAÇÃO	6 600,00	,00	6 600,00	6 600,00	,00	6 600,00
62.6.2.2	Telefone	5 280,00	,00	5 280,00	5 280,00	,00	5 280,00
62.6.2.3	Telemóvel	1 122,00	,00	1 122,00	1 122,00	,00	1 122,00



**BALANCETE DO SETIMO NIVEL EM 2015/10/31**

TECN102

Ordem - Numerica

U.M. EUR

Conta	Designação	Valores mensais			Valores acumulados		
		Debitos	Creditos	Saldo	Debitos	Creditos	Saldo
62.6.2.5	Internet	198,00	,00	198,00	198,00	,00	198,00
62.6.3	SEGUROS	92,76	,00	92,76	92,76	,00	92,76
62.6.3.2	Viaturas Ligeiras de Mercadorias	79,39	,00	79,39	79,39	,00	79,39
62.6.3.5	Multirrisco	13,37	,00	13,37	13,37	,00	13,37
62.6.5	Contencioso e Notariado	1 707,50	,00	1 707,50	1 707,50	,00	1 707,50
<b>63</b>	<b>GASTOS COM O PESSOAL</b>	<b>64 437,45</b>	<b>,00</b>	<b>64 437,45</b>	<b>64 437,45</b>	<b>,00</b>	<b>64 437,45</b>
63.1	Remunerações dos Órgãos Sociais	9 798,03	,00	9 798,03	9 798,03	,00	9 798,03
63.2	Remunerações do Pessoal	40 330,46	,00	40 330,46	40 330,46	,00	40 330,46
63.5	ENCARGOS SOBRE REMUNERAÇÕES	11 169,14	,00	11 169,14	11 169,14	,00	11 169,14
63.5.1	Órgãos Sociais	2 260,11	,00	2 260,11	2 260,11	,00	2 260,11
63.5.2	Pessoal	8 909,03	,00	8 909,03	8 909,03	,00	8 909,03
63.6	Seguros de Acidentes no Trabalho e	728,64	,00	728,64	728,64	,00	728,64
63.7	Gastos de Ação Social	2 011,18	,00	2 011,18	2 011,18	,00	2 011,18
63.8	Outros Gastos com o Pessoal	400,00	,00	400,00	400,00	,00	400,00
63.8.9	Outros Gastos com o Pessoal	400,00	,00	400,00	400,00	,00	400,00
<b>64</b>	<b>GASTOS DE DEPRECIAÇÃO E DE AMORTI:</b>	<b>2 196,42</b>	<b>,00</b>	<b>2 196,42</b>	<b>2 196,42</b>	<b>,00</b>	<b>2 196,42</b>
64.2	ATIVOS FIXOS TANGÍVEIS	2 196,42	,00	2 196,42	2 196,42	,00	2 196,42
64.2.2	Edifícios e Outras Construções	84,19	,00	84,19	84,19	,00	84,19
64.2.4	Equipamento Transporte	2 014,23	,00	2 014,23	2 014,23	,00	2 014,23
64.2.5	Equipamento Administrativo	98,00	,00	98,00	98,00	,00	98,00
<b>68</b>	<b>OUTROS GASTOS E PERDAS</b>	<b>101,50</b>	<b>,00</b>	<b>101,50</b>	<b>101,50</b>	<b>,00</b>	<b>101,50</b>
68.1	IMPOSTOS	1,50	,00	1,50	1,50	,00	1,50
68.1.2	Impostos Indiretos	1,50	,00	1,50	1,50	,00	1,50
68.1.2.3	Imposto do Selo	1,50	,00	1,50	1,50	,00	1,50
68.8	OUTROS	100,00	,00	100,00	100,00	,00	100,00
68.8.3	Quotizações	100,00	,00	100,00	100,00	,00	100,00
<b>69</b>	<b>GASTOS E PERDAS DE FINANCIAMENTO</b>	<b>1 120,81</b>	<b>,00</b>	<b>1 120,81</b>	<b>1 120,81</b>	<b>,00</b>	<b>1 120,81</b>
69.1	JUROS SUPOSTADOS	1 120,81	,00	1 120,81	1 120,81	,00	1 120,81

**BALANCETE DO SETIMO NIVEL EM 2015/10/31**

TECN102

Ordem - Numerica

U.M. EUR

Conta	Designação	Valores mensais			Valores acumulados		
		Debitos	Creditos	Saldo	Debitos	Creditos	Saldo
69.1.1	Juros de Financiamentos Obtidos	1 120,81	,00	1 120,81	1 120,81	,00	1 120,81
<b>71</b>	<b>VENDAS</b>	,00	294 910,38	294 910,38 CR	,00	294 910,38	294 910,38 CR
71.1	Mercadorias	,00	294 910,38	294 910,38 CR	,00	294 910,38	294 910,38 CR
71.1.1	Mercadorias - Mercado Nacional	,00	3 292,46	3 292,46 CR	,00	3 292,46	3 292,46 CR
71.1.1.3	Mercadorias - Taxa Normal	,00	3 292,46	3 292,46 CR	,00	3 292,46	3 292,46 CR
71.1.2	Mercadorias - Mercado Comunitário	,00	194 456,56	194 456,56 CR	,00	194 456,56	194 456,56 CR
71.1.3	Mercadorias - Outros Mercados	,00	97 161,36	97 161,36 CR	,00	97 161,36	97 161,36 CR
<b>72</b>	<b>PRESTAÇÕES DE SERVIÇOS</b>	,00	99,53	99,53 CR	,00	99,53	99,53 CR
72.1	Serviço de Assistência Técnica	,00	99,53	99,53 CR	,00	99,53	99,53 CR
72.1.1	Mercado Nacional	,00	99,53	99,53 CR	,00	99,53	99,53 CR
72.1.1.3	Mercado Nacional - Tx. Normal	,00	99,53	99,53 CR	,00	99,53	99,53 CR
	Saldos a debito			1 377 584,58			1 377 584,58
	Saldos a credito			1 377 584,58			1 377 584,58
	<b>Total Geral</b>	<b>2 897 308,21</b>	<b>2 897 308,21</b>	<b>,00</b>	<b>2 897 308,21</b>	<b>2 897 308,21</b>	<b>,00</b>

E102-Comércio de Óleos, Lda  
 Rua Tristão da Silva, n° 102  
 Porto  
 4000-000 PORTO  
 Nr.Contrib.: 501000102  
 Registo na C.R.C. Porto sob o n.° 501000102

**DEMONSTRAÇÃO DOS RESULTADOS**

em 31 Outubro de 2015

U.M. EUR

RENDIMENTOS E GASTOS	NOTAS	PERÍODOS	
		31/10/2015	31/10/2014
<b>RENDIMENTOS E GASTOS</b>			
Vendas e Serviços Prestados		295.009,91	0,00
Custo das mercadorias vendidas e das matérias consumidas		-153.004,82	0,00
Fornecimentos e serviços externos		-34.575,42	0,00
Gastos com o pessoal		-64.437,45	0,00
Outros gastos		-101,50	0,00
<b>Resultados antes de deprec., gastos de financ. e impostos</b>		<b>42.890,72</b>	<b>0,00</b>
Gastos/reversões de depreciações e de amortização		-2.196,42	0,00
<b>Resultado operacional (antes de gastos finan. e impostos)</b>		<b>40.694,30</b>	<b>0,00</b>
Juros e gastos similares suportados		-1.120,81	0,00
<b>Resultado antes de impostos</b>		<b>39.573,49</b>	<b>0,00</b>
<b>Resultado líquido do período</b>		<b>39.573,49</b>	<b>0,00</b>

Técnico de Contas

Representantes Legais



E102-Comércio de Óleos, Lda  
 Rua Tristão da Silva, n° 102  
 Porto  
 4000-000 PORTO  
 Nr.Contrib.: 501000102  
 Registo na C.R.C. Porto sob o n.° 501000102

**DEMONSTRAÇÃO RESULTADOS P/ FUNÇÕES em 31 Outubro de 2015 U.M. EUR**

RENDIMENTOS E GASTOS	NOTAS	PERÍODOS	
		31/10/2015	31/10/2014
Vendas e Serviços Prestados		295.009,91	0,00
Custo das Vendas e Serviços Prestados		-153.004,82	0,00
<b>RESULTADO BRUTO</b>		<b>142.005,09</b>	<b>0,00</b>
Gastos de Distribuição		-48.550,29	0,00
Gastos Administrativos		-49.498,82	0,00
Gastos de Investigação e Desenvolvimento		-1.337,44	0,00
Outros Gastos		-1.924,24	0,00
<b>RESULT. OPERACIONAIS (ANTES GASTOS FINANC. E IMPOSTOS)</b>		<b>40.694,30</b>	<b>0,00</b>
Gastos de Financiamento (Líquidos)		-1.120,81	0,00
RESULTADOS ANTES DE IMPOSTOS		39.573,49	0,00
RESULTADO LÍQUIDO DO PERÍODO		39.573,49	0,00

Técnico de Contas

Representantes Legais







# *Green Technology Applications for Enterprise and Academic Innovation*

## *Teaching Accounting and Management through Business Simulation – a Case Study*



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**J. Freitas Santos** - *Instituto Politécnico do Porto, Portugal*

**Isabel Vieira** - *Instituto Politécnico do Porto, Portugal*

### **Abstract**

*Everyday accounting and management teachers face the challenge of creating learning environments that motivate students. This chapter describes the Business Simulation (BS) experience that has taken place at the Polytechnic Institute of Porto, Institute of Accounting and Administration (IPP/ISCAP). The chapter presents students' perceptions about the course and the teaching/learning approach. The results show that pedagogical methods used (competency-oriented), generic competencies (cooperation and group work), and interpersonal skills (organisational and communication skills) are relevant for future accounting professionals. In addition, positive remarks and possible constraints based on observation, staff meetings, and past research are reported. The chapter concludes with some recommendations from the project implementation.*

### **Introduction**

In an era of increasing specialization and professionalization higher education in accounting and management faces intense criticism for failing to impact useful vocationally-related competencies to students. This criticism comes from students, employers, alumni, business leaders and opinion makers. The focus of the criticism seems to be of the inadequacy of the vocational competencies accounting graduates possess (Finn, 1987; Bennis and O'Toole, 2005; Mill, 2007; Augier and March, 2007).

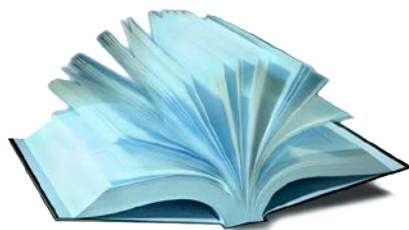
After the Bologna Process, changes occurred in the teaching/learning paradigm. From teaching-centred education which emphasises the acquisition and transmission of knowledge, we now focus more on learning-centred education, which put the onus on students to develop the capacity to learn. In the end, this new paradigm promotes a continuum of lifelong learning, in which the individual needs to be able to handle knowledge, to update it, to select what is appropriate for a particular context, to learn permanently and to understand how to learn in new and rapidly changing situations (Tuning Project, 2009).

One attempt to satisfy the criticism of stakeholders and face the challenges of the Bologna paradigm has been the experience developed at the Institute of Accounting and Administration at the Polytechnic Institute of Porto (ISCAP/IPP) regarding the teaching/learning of accounting and management. The course, named *Simulação Empresarial* (Business Simulation, BS), begun in the second semester of 2002/2003, offered in the first cycle degree of accounting and administration.

This course was chosen as the focus of this paper for three reasons. First, Business Simulation can be used to evaluate higher levels of learning, such as integrating material from several sources, critically evaluating data, contrasting and comparing information. Second, the course offers a wide range of teaching techniques (tutorials, class exercises, problem-solving sessions, work based practice, classroom based practical classes, etc.) administered by a supervisor and several instructors according to educational objectives. Third, the assessment of the course involves more than testing for cognitive achievement (work placement reports or diaries, financial analysis, professional portfolios, fieldwork reports). It also includes the evaluation of attitudes (performance of skills while being observed) and communication skills (oral presentations).

The paper is organised as follows. The next two sections provide a general framework about accountant's competencies. Section two reviews the relevant literature and section three discusses the subject in the context of European Higher Education Area (EHEA) and international organisations (AICPA and UNCTAD). The fourth section describes the Business Simulation course and the process of teaching, learning and assessment. Section five presents the methodology used in the evaluation of the project by students and the following section discuss the results. Section seven is dedicated to the evaluation of the project (positive remarks and possible constraints) and the paper concludes with some recommendations and conclusion.





## *Accountant's Competencies: A Brief Literature Review*

A large stream of research in accounting education has tried to identify some important skills that accountants must have. Lin *et al.* (2005) investigated the perceptions of Chinese accounting practitioners, teachers, and students on the required knowledge, skills, and pedagogy for accounting education. The authors concluded that accounting practitioners emphasize written and oral communication skills, a relatively weak area that should be strengthened in Chinese accounting education. Survey evidence from Dutch practitioners (Bots *et al.*, 2009) indicates that there may be three groups of competencies: basic, advanced and highly advanced. Basic competencies need to be present at graduation (e.g. written communication), advanced some years after the start of the career (e.g. financial management) and the highly advanced skills may be needed for Chief Financial Officer (CFO) candidates (e.g. project management). Ellis (2006) reinforces the importance of writing skills considering that a better understanding of what students learn is connected with a further approach in writing.

Team work is another important competency for accounting professionals as noted by Luthje and Prugl (2006). Exploring the role of team work among students with different backgrounds and the fact that prior studies had shown some relational problems among people from other disciplines, they demonstrated that their course experience provided an attitudinal beliefs' change among students. The main reason presented for that change was communication, as the more students shared experiences with each other and the more they familiarize themselves, the stronger these effects became (Luthje and Prugl, 2006). Investigating the effects of team-skill training on collaborative learning at an university level, Prichard *et al.* (2006) concluded that team-skill training facilitates teamwork on a collaborative learning task. Scofield (2005) advocates that selecting unstructured cases for a team approach can create pedagogical benefits, as students can improve their learning of accounting and their teamwork skills. Additionally, Daff, De Lange and Jackling (2012) recognized two types of generic skills: the cognitive that includes routine skills, analytic and design skills, appreciative skills; and the behavioral that includes personal and interpersonal skills. Besides these skills, the authors emphasize the need to incorporate emotional intelligence (personal and social competencies) in the accounting *curriculum*. De Villiers (2010) explores the changing needs of employers and the business community in relation to technical and soft skills (such as communication skills, business presentation skills and other interpersonal skills), supporting the importance of soft relational skills for all business graduates, including accountants. Fortin and Legault (2010) found that a mixed approach program significantly enhanced the

development/improvement of all the generic competencies investigated, and that the students' perceptions of some benefits of the mixed approach differed significantly according to accounting work experience and prior academic performance.

The use of new information and communication technologies changed the way we live today, especially on how an organization works. Technological advances require that accounting professionals have skills to obtain information from several sources, manage computer-based projects, and utilise computers as the main tool of their work. Several authors called for more research in accounting education with a technological basis (Rebele *et al.*, 1998; Baupin and Zreik, 2000; Apostolou *et al.* 2001; Watson *et al.*, 2003). In UK, Larres and Radcliffe (2000) analyze the level of effectiveness in promoting student learning through computer-based instruction. They conclude that technological tools are valued by students in order to achieving educational results, and as a preparation for lifelong learning. However, it was not possible to conclude that this methodology was more effective than traditional ones. Another study done in UK (Lane and Porch, 2002) examines the impact of computer-aided learning (CAL) on the performance of non-specialist accounting undergraduates. The results illustrate that the project enhanced students' Internet knowledge and skills to access information on a technological basis. In the USA, Bhattacharjee and Shaw (2001) analyzed the effects of using a project that was designed to concurrently develop students' computer-based skills and improve their perceptions towards technology. The authors found that the project enhanced students' technological skills. Stanley and Edwards (2005) developed a CDROM to assist students in their accounting learning and concluded that students were receptive to learning in on-line environments, which are properly designed and built.

Also, there seems to be a positive effect on students' performance by using technologicbased education tools. Potter and Johnston (2006) explored the association between undergraduate accounting students' use of an on-line learning system and the learning outcomes achieved by those students. The results demonstrated that the use of an on-line learning system by students has a positive influence on their learning outcomes.

Although accounting professionals should acquire important competencies and skills to be prepared to perform at the best way, those qualifications may not be sufficient. The continuous changes in several areas require an "up-to-date" professional. Lifelong learning is a habit that must be addressed by accounting professionals. Some studies have been done about this issue. Candy (1995) defends lifelong learning as one of the main important pillars in undergraduate programs. He stated that universities that focus on developing lifelong learning perform their role at their best way.

## *Accounting Education and the European Higher Education Area (EHEA)*



One of the key issues in business education that arose from the Bologna process was the debate around how to teach, and the learning activities and assessment methods that would best allow students to obtain the intended competencies. These competencies are understood as including knowing and understanding (the capacity to know and understand theoretical knowledge), knowing how to act (the practical and operational application of knowledge in real-life situations), knowing how to behave (valued as an integral part of living with others in society). The level to which a person is capable of performing a combination of attributes (knowledge and its application, attitudes, skills, responsibilities) is called a competency.

Supported by the European Commission, Tuning Project (2009) developed a methodology to (re) design, develop, implement and evaluate study programs for different areas of study cycles. In this project a survey was conducted involving employers, graduates, students and academics from different institutions across European countries. All groups were asked to rank the importance of thirty one generic competencies and the extent to which they thought these competencies were achieved in higher education.

From these, six were selected for different areas of business:

- i. ability for abstract thinking, analysis and reasoning;
- ii. ability to apply knowledge in practical situations;
- iii. knowledge and understanding of the subject areas and understanding of the profession;
- iv. ability to identify, pose and solve problems;
- v. capacity to learn and to stay up-to-date with learning;
- vi. ability to work in a team.

Then, using the same methodology, specific competencies were also selected for business education (first cycle):

- i. ability to analyse and structure an enterprise problem and design solution (e.g. entering a new market);
- ii. identify and use adequate tools (e.g. market research, statistical analysis, comparative ratios);
- iii. understand existent and new technology and its impact for new/future markets;
- iv. learning to learn (how, when, where new personal developments are needed);
- v. identify the functional areas of an organisation and their relations;
- vi. understanding, reading, speaking and writing in a foreign language.

In the accounting profession, according to American Institute of Certified Public Accountants (AICPA, 2006), individuals must be able to use strategic and critical approaches to decisionmaking, considering issues, identifying alternatives, and choosing and implementing solutions to deliver services and provide value. Other functional competencies of an accounting professional include: risk analysis (audit and business risk) and control; ability to apply different measurement criteria; communication skills to report findings or recommendations; research skills to access relevant guidance or other information; necessary skills to use technology tools effectively and efficiently. International Federation of Accountants (IFAC) developed a framework for competencies required of management accountants during their careers. A five experience level (novice, assistant, competent, proficient, expert) was identified involving the possession of 375 competencies for the expert practitioner (Birkett, 2002). A brief example of those skills are: technical skills (e.g. writing reports, computer literacy), analytical/ design skills (e.g. analysis/problem structuring, planning), appreciative skills (e.g. responsiveness, multi-disciplinary perspectives), personal skills (e.g. flexibility, morality), interpersonal skills (e.g. oral communication, team leadership), to organizational skills (e.g. organizational awareness, process management) [Birkett, 2002]. As the United Nations Conference on Trade and Development (UNCTAD, 2003, p. 4) states: “it is not sufficient for persons aspiring to become professional accountants to possess only theoretical knowledge. Accountants must be able to apply theoretical knowledge in practical, real-life situations by obtaining, analyzing, interpreting, synthesizing, evaluating and communicating information”.

After presenting the competencies for the professional accountant we ask which appropriate modes of teaching and which learning activities might best foster those competencies and how do we assess them.

A wide range of teaching techniques could be used, depending on the focus of the teaching and the intended learning outcomes for the students. From the classical lectures (more or less interactive), to the more technology-oriented methods (e/b learning), we can mention other techniques such as seminars (small group teaching), workbased practice, demonstration classes, workshops (classroom-based practical classes) and problemsolving sessions.

Students are also required to do some learning activities like conducting searches for relevant materials in libraries and on-line; surveying literature; asking questions and communicating answers to others using a variety of media; working under time constraints; leading or being useful members of teams; chairing and participating usefully in meetings; preparing and making oral presentations, either in groups or individually; practising professional skills, working with other students to co-produce a report/answer to a problem, research and write papers or reports.

To complete the cycle of learning one must look at how students' achievement of learning outcomes is assessed. Different modes of assessment could be used, such as tests of knowledge and skill, oral

presentations, analyses of texts and data, performance of skills while being observed (work placements), professional portfolios, fieldwork reports or diaries. Written examinations can take the format of essays, multiple choice questions, problem-solving exercises, analyses of cases, or literature reviews. Oral examinations can take the form of oral questioning or demonstration of a practical skill.

In a recent position paper about the state-of-art of education assessment, Birenbaum *et al.* (2006) support the need of changing the traditional assessment system used not for learning but only as an assessment instrument of learning. These authors defend a paradigm shift from assessment of learning towards assessment for learning and propose an integrated assessment system to overcome the problems of the traditional assessment. Therefore, that system should integrate both new and old ways of assessment, offer other new ways on test validity, develop new methodologies, include both formative and summative assessment forms, and be cost-effective (Birenbaum *et al.*, 2006).

To provide some application about these issues, the next section describes the teaching, learning and assessment processes of the Business Simulation course at ISCAP.

## Implementing Business Simulation (BS) at ISCAP/IPP

### Background

ISCAP is one of the biggest Portuguese accounting schools. It is one hundred and five years old and has nearly four thousand students (First Cycle). Although ISCAP provides five different degrees (Accounting and Administration, International

Business, Marketing, Business Communication, Tourism and Hospitality Management and Administrative Assistance and Translation), the majority of students (almost 70%) are enrolled in Accounting and Administration. The case that will be presented shows how the course of this study program has changed the way ISCAP works.

In February 2003, a Business Simulation (BS) course was introduced. This change occurred in a proactive manner. First, to be a future member of the Portuguese Chamber of Certified Accountants (OTOC), it is compulsory to complete an internship in an accounting firm or a module of simulation integrated in the management/accounting degree. Second, accounting education had been orientated to basic competencies that do not have sufficient value for the accounting professional. Third, some old-fashion accounting concepts that were taught had no practical use. In the same stream of other higher education institutions, ISCAP has changed the way accounting and business was taught.

To implement this course, it was necessary to invest in many material resources, especially hardware and software. Two classrooms were equipped with computers, printers, scanners, telephones, and other equipment. Other rooms, for administrative purposes, were also equipped with hardware and



software. A management integrated system software and a relational database were prepared to build a wide network environment. In the very beginning it was necessary to have many human resources, as the project began with more than a thousand students.

Since the start of the project, companies have had an important role as sponsors. There is a partnership between ISCAP and external entities in the project.

## Objectives

The main objective of the BS course is to overcome the weaknesses of traditional education, by giving a practical view of professional activity and preparing students for the real business world. This aim is consistent with some studies that proclaim action-based learning (e.g. Adler and Milne, 1997; Fiet, 2001). Another objective of the BS course is to enable students to apply knowledge previously obtained in other courses (e.g. Financial Accounting, Tax Law, Management). Although some difficulties appeared, as the study program was not totally prepared to facilitate that purpose, the process has been in place.

A new teaching method was used in ISCAP with the implementation of the BS course. Students have to know, not only traditional and theoretical concepts, but also how to apply them in a practical situation. Moreover, students should be prepared for lifelong learning during their professional careers. As students use an integrated management information system, they are prepared for highlevel business and management careers.

## Resources

In the beginning, seventeen teachers, and administrative and technical staff were involved because of the large number of students. The background of the teachers was mainly in management and accounting areas. The teachers' role in the classroom was essentially to explain and support students' activities. All activities were planned and available for students with one week in advance. Additionally, some administrative tasks were done by teachers, such as, preparing the environment, providing some special services (banks, insurance companies, public administration, etc.) to students' companies. Administrative and technical staff maintained the operation of the whole system.

In terms of material resources there were two classrooms with a maximum capacity of sixty students each. A planning and an administrative room were also provided. The planning room is used for teachers' work and for meetings. The administrative room is divided into two parts; one for computer servers and all the needed material to keep the system running, and the other for students. Students are allowed to practice into the information system, whenever they want in order to improve their performance during the classes.



## Business Simulation Environment

With advances in technology, the problems of information scarcity and access have diminished considerably. For an accounting professional, it is very important to choose the relevant information. In addition to several important competencies, an accounting professional should have an adequate information system to manage all information. Consequently, the accountant's role is increasingly important for organisations, as their work has a widened perspective. Participation in the decision-making process and the knowledge of how companies work are some examples of an enlarged accounting professional's activities. The BS course aimed to alert students that all of these changes (in the world, and consequently in the accountant's / manager's role) are not a future trend but a fact of life. Therefore, to stimulate lifelong learning, students are requested to read and analyse business magazines and newspapers so that they can make some comments about the possible consequences for them. Portuguese and English were used in this task. Additionally, students have to apply their broadened knowledge in BS courses. The first example is the process of a company set-up, which allows students to apply law concepts. Other examples of activities are inventory management, human resources management, financial management, and information systems management. All these activities are possible without any risk, as students perform in a "protected" or risk-free environment.

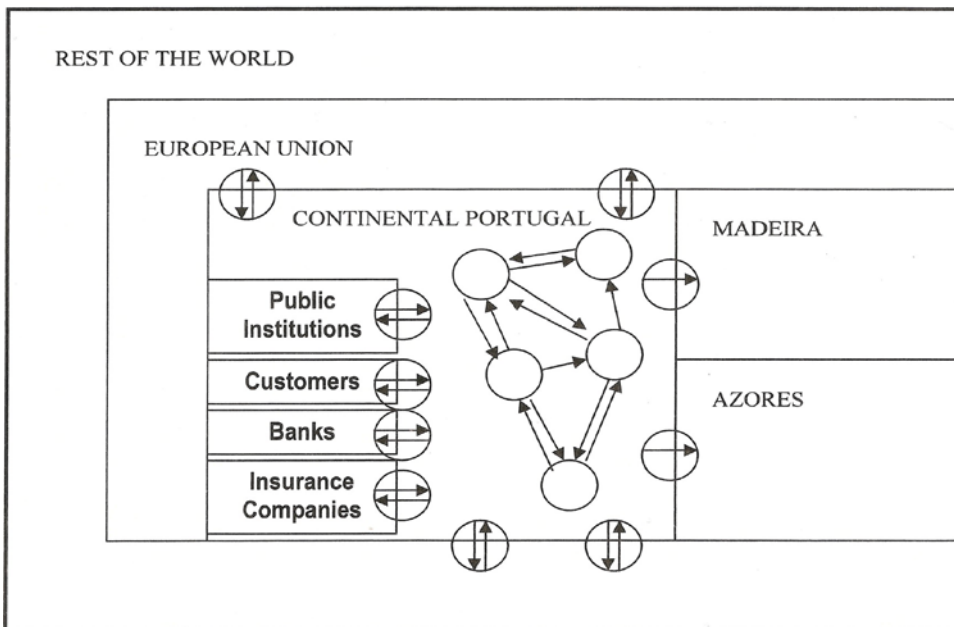
In a classroom, there are several groups of students. Each group has three or four students that represent a company. This procedure is intended to provide a teamwork skill, as advocated by other authors (Prichard *et al.*, 2006). The students' companies have to do exactly what a real company does, especially concerning deadlines. All real events that have a deadline, such as taxes and payment of salaries, must be accomplished by students' companies. Each student's company has a different activity, providing a diversified market. Other special entities, such as business associations, insurance companies, banks, rental companies, public administration, leasing and factoring companies, etc., are managed by teachers (ISCAP, 2005a).

Students' companies are the main entities of the simulation environment, as they are the focus of the new methodology. They cooperate and compete among themselves. All tasks completed by students provide a substantial volume of information for the decision-making process. In spite of the fact that students have a business plan with some constraint costs, there are some decisions they have to make. For example, some questions like 'how many products should be ordered?'; 'what to do if there is too much, or not enough money in the bank account?' should be answered in practice by students.

Students write a report about their company's performance during the semester and present it orally, at the end of the term. Students' companies have to comply with quality standards in order to be certified by ISO 9001-2000. As the real world provides much uncertainty and imply the satisfaction of deadlines, some tasks are done under pressure. To balance the system, constraints must be respected by all students' firms (ISCAP, 2005a).

## Assessment System

The introduction of the BS course required special assessment: a group evaluation component of 65%, and an individual evaluation part of 35%. Group evaluation is divided into two parts: continuous evaluation, and summative evaluation. Continuous evaluation consists of class assessment, and summative evaluation encompasses assessment of physical files and of the final report. Individual evaluation takes into account participation, behavior, and the report's oral presentation. All these assessment procedures are completed by teachers, helped by the information system. Each semester the number of classes must be the same for all students. If a teacher cannot attend a class, another teacher will replace him/her. Table 1 presents the components of the assessment system.



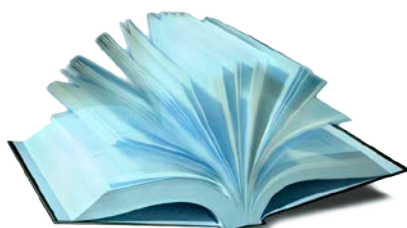
Adapted from ISCAP (2005a).

Figure 1. The business simulation model

*Table 1. Components of the business simulation assessment*

Evaluation	0-100 scale	0-20 scale
Continuous	48,75%	9,75
Summative (Files)	9,75%	1,95
Summative (Report)	6,50%	1,30
Behaviour	10,50%	2,10
Participation	10,50%	2,10
Oral report presentation	14,00%	2,80
<b>TOTAL</b>	<b>100,00%</b>	<b>20,00</b>

Source: ISCAP (2005b).



## *Methodology*

Data used in the study come from different surveys, conducted in several years (2006, 2007, 2008, 2009, 2010), using the same questionnaires that were fulfilled by the students of BS along the years. After preliminary questions regarding age, gender and professional experience, the questionnaire asked students to focus on the interest of the course (Q1), if the course was a useful way to learn (Q2), if the simulation method was better than the traditional one (Q3), if the course wasn't useful (Q4), if the course provided practical competencies to management (Q5), if the course was necessary (Q6), if the competencies developed along the course will be useful in the future (Q7), if during the course the cooperation among students went well (Q8), if during the course the students developed teamwork spirit (Q9) and if during the course the works and reports demanded by teachers developed writing skills (Q10). A 5 points Likert scale was used for the answers: 1 = totally disagree up to 5 = totally agree. The sample used in the study is presented below (Table 2).

A total of 480 students were surveyed during the five years period, each one accounting for different weights (varying from 35.2 in 2007, to 8.3 in 2010). Additionally, not all the respondents answer the questions posed, being curiously gender the one that created more discomfort. In the end, approximately 56.9% of the students were female, 15.6% had more than 30 years, and 52.1% had professional experience (Table 2).

Table 2. Sample

Variables	Frequency	(%)
<b>Gender</b>		
Female	329	68.8
Male	149	31.2
Total	478	100.0
<b>Age</b>		
<23 years	238	49.6
23 – 30 years	167	34.8
>30 years	75	15.6
Total	480	100.0
<b>Professional Experience</b>		
No	229	47.9
Yes	249	52.1
Total	478	100.0
<b>Years</b>		
2006	114	23.8
2007	169	35.2
2008	55	11.5
2009	102	21.2
2010	40	8.3
Total	480	100.0

## Results and Analysis



As we can see in Table 3, younger students gave more importance to the course than older students (4.04 well above 3.6 or 3.7). The only exception is question 8 where older students seem more cooperative. The same is true for students that have no professional experience, which tend to see this course as a complement to their more theoretical or scientific education. In general, males considered the course better than females, except when we question cooperative and work group competencies. Question 4 positively tests for the veracity of the answers given by students. The years of 2006 and 2008 were considered more interesting by the students with higher appreciation in almost all questions.

The perceptions of students regarding the interest of BS for the development of some hard and soft skills were factor analyzed using principal component analysis with varimax rotation. The results are shown in Table 4. The analysis found three factors with eigenvalues greater than one that, together, explained 77.83% of the variance in the data and these were initially retained for further analysis. Not included in the analysis was the question 4 of the questionnaire.

Coefficient alpha was computed for each of the three obtained factors and they ranged from 0.531 to 0.812, suggesting between moderate (F3) and high reliability (F1 and F2). The mean scores for the three reliable factors were higher than 3.

An examination of the factor loadings suggests that factor 1 was related to respondents' perceptions about the novelty and interest of the teaching method. Most of the items were related with the way this curricular unit has been delivered (competency-oriented) and the pedagogical method used which was different from the classical method (lecture). This new approach to teaching involves a move from teaching-centred to learning-centred education. The previous paradigm involved an emphasis on the acquisition and transmission of knowledge. The new paradigm, recommended by Tuning Project (2009), includes education centred on the student, the changing role of teacher and a new organisation of learning. This involves a more flexible delivery of teaching, the autonomy of students, and a more guidance and support of teachers. The results obtained from the respondents reinforce the approach taken by BS.

Factor 2 measured respondents' perceptions about the outcomes of the learning process, emphasizing the soft skills that students seem to value the most. Instrumental competencies, such as cooperation and teamwork were related with the capacity of working in groups and dealing with issues of group dynamics, time management and the decision making process. The importance of these non-technical skills, developed in BS, has

been noted by employers (Tuning Project, 2009), researchers (Luthje and Prugl, 2006; Prichard *et al.*, 2006; Scofield, 2005; Larres and Radcliffe, 2000; Lane and Porch, 2002; Bhattacharjee and Shaw, 2001; Bots *et al.*, 2009) and professional institutions (Birkett, 2002; AIPCA, 2006).

Factor 3 was related to respondents' perceptions about the interest of developing interpersonal skills (organisational and communication skills) for future accounting professionals. These competencies include the capacity to do oral and written presentations in native language, and computing and information management skills.

*Table 3. Descriptive statistics (mean values)*

Variables	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
<b>Age</b>										
<23 years	4.04	3.89	3.85	1.50	3.54	3.97	3.99	4.19	4.25	3.52
23-30 years	3.62	3.60	3.62	1.78	3.28	3.72	3.77	4.19	3.95	3.26
> 30 years	3.71	3.64	3.67	1.92	3.36	3.72	3.71	4.24	4.15	3.44
<b>Prof. Exp.</b>										
No	4.04	3.88	3.87	1.49	3.53	4.01	4.04	4.15	4.21	3.50
Yes	3.70	3.64	3.63	1.81	3.32	3.71	3.72	4.25	4.06	3.33
<b>Gender</b>										
Female	3.79	3.70	3.69	1.67	3.40	3.80	3.82	4.25	4.18	3.45
Male	3.95	3.87	3.85	1.64	3.44	3.98	3.97	4.09	4.02	3.35
<b>Years</b>										
2006	4.10	3.97	4.05	1.59	3.73	4.17	4.08	4.22	4.23	3.57
2007	3.76	3.62	3.67	1.64	3.33	3.76	3.83	4.27	4.19	3.43
2008	4.29	4.22	4.13	1.74	3.67	4.16	4.36	4.16	4.22	3.73
2009	3.60	3.54	3.37	1.81	3.15	3.47	3.57	4.18	3.94	3.17
2010	3.45	3.58	3.74	1.76	3.25	3.95	3.55	3.95	3.93	3.13

Source: Authors' own survey data.

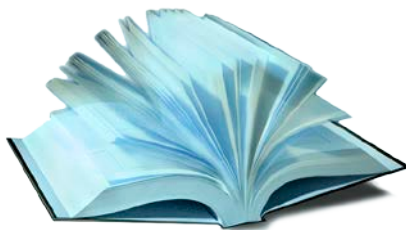


Table 4. Factor analysis for perceptions of students regarding the interest of BS

Factors (Reliability alpha)	Loading	Eigen-values	Explained variance	Mean
<b>1: Teaching method (0.812)</b>		<b>3.984</b>	<b>46.106</b>	<b>3.824</b>
Interesting	0.868			
Useful	0.853			
Better than others	0.779			
Practical competencies of management	0.702			
Necessary	0.830			
Useful in the future	0.798			
<b>2: Soft skills developed (0.682)</b>		<b>2.621</b>	<b>21.311</b>	<b>3.126</b>
Cooperation	0.950			
Teamwork	0.775			
<b>3: Hard skills (0.531)</b>		<b>1.742</b>	<b>10.422</b>	<b>3.008</b>
Writing skills	0.902			
<b>Total variance explained</b>		<b>77.839</b>		

Source: Authors' own survey data.

Notes: Extraction method – Principal component analysis; Rotation method – Varimax with Kaiser normalization; KMO=0.834; Bartlett's test of sphericity: p=0.00.



## *Evaluation of Business Simulation Experience*

After eleven years of experience with Business Simulation course it is time to evaluate what has been done. This evaluation process is based on week meetings of the BS working group (teachers, monitors and coordinator), many informal talks with students and the direct observation in the classroom listening and watching student's behaviour in a way that allows some type of analytical interpretation (Mason, 2002; Ghauri *et al.*, 1995; Yin, 2009). Most of these remarks are also reinforced by researchers (Gronlund, 1985; Shaoul, 1990).

### Positive Remarks about Business Simulation

- ☞ BS can induce students to changes in performance in the cognitive domain whose objectives emphasise intellectual outcomes such as knowledge, understanding and thinking skills and also have an impact on attitudes, responsiveness, appreciation and methods of adjustment (Gronlund, 1985);
- ☞ BS motivates students and creates a positive learning environment for accounting education as they are learning by doing it for themselves rather than passively reading about it (Shaoul, 1990);

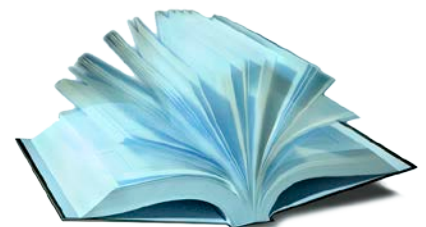


- ☞ BS provides the instructor with feedback about student learning, as the instructor can comment on time how well students have learnt it, where they have done less well, how to improve, and what steps might be taken to complete the task satisfactorily;
- ☞ BS enables students to select, organise, and evaluate facts in order to analyse their impact on the activity of the firm;
- ☞ BS can develop students' ability to apply, integrate, think critically, and solve problems;
- ☞ BS provides different modes of assessment (written report, oral presentation, group work, etc.);
- ☞ BS develops a spirit of teamwork in a business and competitive context requiring students to listen to others, be sensitive to the needs of others and accept the differences (Shaoul, 1990);
- ☞ BS facilitates the transfer of learning since students have the opportunity to try out different combinations of conditions and thus be better prepared (Shaoul, 1990);
- ☞ The number of students who have passed BS course is over 90%, due to the strict assessment regulations and the need they feel to work everyday.

## Possible Constraints of Business Simulation

- ☞ BS is very time consuming for instructors and students;
- ☞ BS is very demanding in financial and human resources (hardware, software, rooms, instructors);
- ☞ There may be peer pressure to exclusion when a student, representing the group, did something wrong;
- ☞ When negative feedback occurs, future work can be affected, because it may discourage students;
- ☞ Assessment can be influenced by the values of the instructor, e.g. general impression of the student (well dressed, good looking, ...);
- ☞ BS may require an overall strategy for the study program if it is not totally prepared to apply previously obtained knowledge in other courses (e.g. Financial Accounting, Tax Law, Management).

## Recommendations and Conclusion



ISCAP/IPP started in February 2003 the BS course in the Accounting and Administration degree. The Bologna Process was implemented in the academic year of 2007/08. This course approached the teaching/learning process with new physical facilities, including several classrooms equipped with computers, printers, office material and accounting software that were kept exclusively for that purpose. At the end of the course students were asked to fill a questionnaire that

has been analyzed. Results show that BS is a good example for students of a new approach to teaching, learning and evaluation.

Some recommendations can be emphasised about how to increase students' cognitive learning:

- ☞ Encourage and recognize students' work, being alert to nonverbal clues, and occasionally comment positively on students' work (but do not do it every time);
- ☞ Instructors should act as facilitators covering theoretical topics when needed and helping students remember or research previous concepts;
- ☞ Provide a summary and/or conclusion at the end of a class or group of classes.

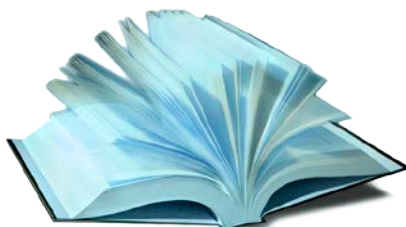
Other recommendations to increase the affective aspects of learning can be considered:

- ☞ Know your students' (motivations, profile, etc.);
- ☞ Be sensitive to students' feelings;
- ☞ Challenge the students, but do not threaten them;
- ☞ Deal with conflicts (do not ignore them).

Knowing some positive points and possible constraints of BS can help instructors make better decisions about whether or not to use this simulation environment. However, BS is not only a teaching tool, as learning activities and an independent assessment system had also been developed to provide an integrated approach.

As previously described, BS is flexible enough to design assignments and learning environments that enhance higher levels of cognitive learning (application, analysis, synthesis) and increase the likelihood that students will be able to address the open-ended problems they will face in their professional roles.

The empirical work shows that BS is relevant to students and employers as the competencies developed are asked by two of the most important stakeholders involved in the education process. The teaching/learning activities pointed out by BS are well connected with the Bologna paradigm and change the way accounting was teaching at ISCAP.



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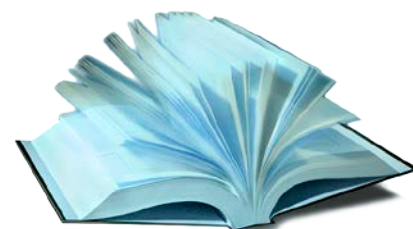
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## Key Terms and Definitions



**Action-Based Learning:** An educational process whereby students work and learn together by tackling real issues and reflecting on their actions. Students acquire knowledge through actual actions and practice rather than through traditional education. Action-based learning develops students' abilities to think independently, make decisions without sufficient data, and continually reflect and inquire.

**Business Simulation:** A simulation used for business training in a risk-free environment taking into account real schedule with real deadlines. Learning objectives include strategic thinking, financial analysis, operations, teamwork, leadership, writing and oral skills.

**Continuous Evaluation:** An educational method of assessment in which students are examined continuously over the duration of the course. It is usually proposed or used as an alternative to a final examination method.

**Generic Skills:** The skills that can be applied across a variety of subject areas and normally take longer to acquire than subject area skills.

**Institute of Accounting and Administration (ISCAP):** One of the seven schools of Polytechnic of Porto. It has five different degrees: Accounting and Administration, International Business, Marketing, Business Communication, Tourism and Hospitality Management and Administrative Assistance and Translation. It also provides eight masters degrees in: Digital Marketing, Translation, Entrepreneurship and Internationalisation, Administrative Assistance, Auditing, Logistics.



**Interpersonal Skills:** The life skills used every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are likely to be more successful in both their professional and personal lives.

**Polytechnic of Porto (IPP):** The biggest Polytechnic Institute of Portugal. It is composed by seven different schools located in the Porto district.



*Some of the main activities /  
tasks used in Business Simulation*

<i>CODE</i>	<i>DESCRIPTION</i>
001	Registration of the constitution, starting of the company and beginning of activity I
002	Opening the Bank Account
003	Subscription of the capital of the company
004	Realization of the capital of the company
005	Creation of the purchase contract: FSE, Social action and other costs
006	Celebration of the Sales contract
007	Reception of the purchase contract
008	Register of the orders to suppliers with contract: FSE, Social Action costs and other costs
009	Registration of clients orders with contract
010	Registration of the constitution, opening of the company and the beginning of the activity II
011	Order to the goods supplier
012	Reception of the goods order
013	Reception of the confirmation of the goods order
014	Order to the fixed assets supplier
015	Expedition of goods with delivery note
016	Reception of the purchase by delivery note
017	Invoice for client FSE from E (without delivery note)
018	Reception of the invoice of other purchases (without delivery note)
020	Reception of the invoice of goods purchase (with delivery note)
021	Reception of the invoice of tangible fixed assets purchase

022	Negotiation of loan
023	Registration of bank loan
025	Processing of wages
026	Payment of wages
028	Print the Acts Book
029	Processing and payment to Social Security
031	Bank Deposit
032	Monthly treatment of the taxes
036	VAT Clearance
037	VAT Payment
040	Debit of bank expenses
048	Bank Conciliation
050	Loan to the associate
052	Cheque to cash
060	Calculation depreciation and amortization of the month
062	Charges specialization
064	Printing of the Balance Sheet and the Income Statement by nature
065	Collection of bank transfer with Exchange differences
078	Invoice to client with delivery note
091	Money sale
100	Charges estimate
101	Inventory conference
102	Assiduity control
108	Indexation of CTI
110	Clearance of Sales cost
111	Trial Balances printing
113	Print in the Acts Books
114	Honorary of the liberal Professional
115	Minute of management meeting
116	Exchange registry
117	Printing and filing of documents
124	Management report
135	Cash-Flows Map

136	Printing of the Income Statement by functions
141	Calculation of the Sales commissions
142	Secondary partition of charges
144	Critical point analysis
170	Treatment of the current archive (physical)
171	Treatment of the current archive (electronic)
188	Creation of fixed assets/investment record
195	Reception of the invoice of goods purchase (without delivery note)
206	Constitution/Transformation expenses
214	Trademark registration
250	Cost with communications
251	Cost with electricity
253	Cost with work accidents insurance
254	Cost with multiple risk insurance
256	Cost with associative quotas
257	Cost with water consumption
259	Cost with medicine, hygiene and security
260	Cost with postal costs
265	Wages processing with Christmas benefit
268	Final report of managerial simulation
278	Treatment of the current archive
281	Reception of the confirmation of the fixed assets order
286	Collections by bank transfer
296	Presentation and discussion of the final report
305	Scan of document with comment (both in English)
319	Reception of the fixed assets/investment invoice – Market Study
336	Order to the goods supplier type F with delivery note
337	Order to the goods supplier type F without delivery note
338	Reception of the order of goods of type F company
339	Order of goods by D to F21 with delivery note
343	Sales of goods to abroad

344	Expedition of goods to abroad with delivery note
345	Printing of diaries
354	Payment of wages with benefit
355	Accounting of the Sales commissions
488	Cost with rents (first month)
489	Requisition of cheques
537	Indexation of books
555	Insurance policy for vehicles, work accidents and multiple risks
556	Calculation of depreciation and amortization of the year
562	Acquisition of the complaints book
572	Closing of the month
577	Request and reception of the permanent certification of the commercial registration



# *Vetschool La Salle - La Seu d'Urgell Catalonia - Spain -*

On 23 May 1904, the La Salle Brothers, which had spread to France, Italy, Canada and other countries came to La Seu d'Urgell, to open a center.

La Seu d'Urgell is a town of 15,000 inhabitants in the heart of the Pyrenees in the Alt Urgell at ten kilometres from Andorra.

The educational La Salle of La Seu d'Urgell came to families in the region through the integration into the center of the internship that began during the 1946-1947 course.

The center currently offers the following levels: Nursery (0-6 years), Primary Education (6-12 years), ESO (12-16 years) and High school Intermediate and Higher Level (from 16 years). The number of students exceeds 800.

Students at High school Intermediate and Advanced Level, approximately 140, 80% are coming from Andorra. That's important for us as we try to adapt the information for our area's demands and our neighbors.

The students speak Catalan as their native language and it is the official language in our region Catalunya, but they also know Spanish, as we are a bilingual community.

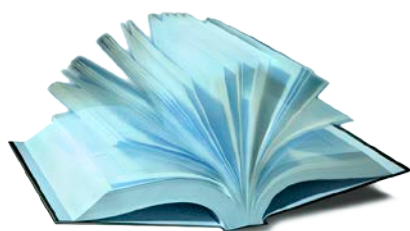
It's a school providing professional education since 1968. The school covers educational fields as administration, electrical and mechanical engineering. As an institution that provides education, La Salle dedicates itself to the personal and professional training of students at European level, which ensures a highly qualified workforce, with competent and skilled people, allowing good socio-professional integration.

We are interested in developing different skills from all our students, such as: specific qualification skills, communication skills, ICT, management skills and competences in a foreign language.

La Salle creates and develops:

- partnerships with the local public administration;
- partnerships with the employers in our region, where students complete their practical training;
- partnerships and collaborations with entrepreneurial associations
- partnerships and collaborations with other schools from Catalunya, Andorra and other countries;
- national and international programs and projects.





## Spanish Education System

Education in Spain is regulated by the *Ley Orgánica de Educación* (LOE, Organic Law of Education) that expands upon Article 27 of the Spanish Constitution of 1978. Education is compulsory and free for all children aged between 6 and 16 years, and is supported by the national government together with the governments of each of the country's 17 autonomous communities.

Once students have finished their *Bachillerato*, they can take their University Entrance Exam (*Pruebas de Acceso a la Universidad*, popularly called *Selectividad*) which differs greatly from region to region. The compulsory stage of secondary education is normally referred to by its initials: ESO (*Educación Secundaria Obligatoria*).

The primary school is structured as three year cycles:

- ☞ First Cycle (6 to 8 years of age)
- ☞ Second Cycle (8 to 10 years of age)
- ☞ Third Cycle (10 to 12 years of age)

Spanish *Bachillerato* is the post-16 stage of education, comparable to the A Levels / Higher (Scottish) in the UK, the French Baccalaureate in France or the International Baccalaureate.

Schools in Spain can be divided into 3 categories:

- ☞ State schools (*colegios públicos*)
- ☞ Privately run schools funded by the State (*colegios concertados*)
- ☞ Purely private schools (*colegios privados*)

### Spanish Compulsory Secondary Education

#### (Educación Secundaria Obligatoria)

After primary, students go onto compulsory secondary education or *Educación Secundaria Obligatoria* (ESO) between the ages of 12 and 16 years old, at an *Instituto de Educación Secundaria*, *Colegio Privado* or *Colegio Concertado*.

The secondary school system in Spain has seen major changes in the past decade. It has moved away from the traditional rote-learning model and is now more akin to the British comprehensive system. The ethos is now more geared towards project work and continuous assessment than the old-style fact learning. Spanish schools have a relaxed atmosphere with less discipline than British schools, for example, and the family is expected to help the child with their studies.

Secondary education is divided into two cycles: from 12 to 14 years and from 14 to 16. In both cycles, there are core compulsory subjects and optional subjects. The core curriculum is usually Spanish language and literature (and the language and literature of the autonomous region if applicable), mathematics, geography, history, a foreign language and physical education. Optional subjects include music, technology, a second foreign language and social/moral studies. At the end of the two years, the curriculum has similar core subjects and students have to choose some optional courses which include: natural and social sciences, music, technology, plastic and visual arts. Religious education is optional.

Students are assessed regularly and may have to repeat a year if they don't reach the expected level of attainment. Secondary students cannot repeat a year more than twice.

If students complete the four years and passes (*aprobado*) the expected standards they will be awarded a Graduate of Secondary Education Certificate or *Graduado en Educación Secundaria*. They can then move onto the next level of higher secondary education to do their *bachillerato*, which will allow them to apply to a university. Less academic students may be awarded a school certificate (*certificado de escolaridad/escolarización*).

Compulsory education ends at the end of ESO. At 16, students can choose to study for the *bachillerato*, undertake intermediate vocational training (*formación profesional*, or *Ciclos Formativos*), which will be geared towards a specific job, or leave education completely. Some students combine lessons in school with workplace training in order to earn a *Certificado de Técnico* which can lead to a job, further training or onto *Bachillerato* studies.

## Spanish Upper Secondary Education

Although not compulsory, students can continue their education by studying for university entrance or entering vocational studies.

### Bachillerato

At 16, students who wish to continue their education can study for a further two years to earn the *Bachillerato* certificate. It is roughly equivalent to UK 'A' Levels. This is the certificate needed to go to university although students will also have to sit an entrance exam (*Prueba de Acceso a la Universidad* or the '*Selectividad*').

All students take a number of core subjects including Spanish, a foreign language and history but they also have to specialise in one area: natural and health sciences, sciences and engineering, social sciences, the humanities or the arts. Some nine subjects are studied with the yearly exam results of each subject aggregated to provide an overall mark up to 10.

A pass at *Bachillerato* will allow a student to take university entrance examinations (*Selectivo*).

To undertake the state-supervised *Selectivo*, the student will take 7–8 examinations over three days that mimic their *Bachillerato* examinations. Then they will be provided with an aggregate score up to 10 (like the *Bachillerato* system). This will be combined with their *Bachillerato* score to provide the overall university grade – although the *Bachillerato* exam results will account for 60 percent of their final aggregate mark and their *Selectivo* 40 percent. The final grade will define what they can study at university.

## Ciclos Formativos

The vocational courses provided by the *institutos* are intended to provide practical training for a working skill such as plumbing, electrical work, hairdressing etc. The vocational courses last four years and result in qualifications universally recognised across Spain. There are two parts to the *Ciclos Formativos*

- ☞ *Grado Medio* – this lasts two years and provides a basic level of training.
- ☞ *Grado Superior* – this lasts a further two years and can only be started when a student is 18 years old. If a student passes his *Grado Superior* he obtains access to the university system. *Grado Superior* is open also to direct entry from students who have passed their *Bachillerato*.

## State Universities and Polytechnic Universities

Those who have passed the *Bachillerato* with acceptable marks and who want to go on to university take an entrance exam in June. There are state universities throughout Spain that provide ‘degrees’ (*diplomaturas*) and professional qualifications (*licenciaturas*) and post degree education.

Since 1999, Spain has been immersed in a transformation of its higher education system, along with more than 30 European countries, with the aim of creating a *European Higher Education Space* (EHES). This process culminated in 2010 and its objectives were:

1. To harmonize degree systems through an academic qualification framework, the *European Credit Transfer System* (ECTS), a credit system for measuring academic achievement.
2. To guarantee the standards and recognition of qualifications, in order to increase student mobility and facilitate the integration of graduates into the single European labor market.

Spain has implemented the legal measures for the adoption of the European credit and qualifications system, as well as the European qualification supplements. This facilitates the recognition of official Spanish qualifications in over 30 countries participating in the EHES project, as well as the official recognition of Spanish qualifications in other countries outside the European framework, such as the United States, Asia and Latin America.

University studies in Spain according to EHES are divided into three different stages, Grade degrees (undergraduate studies), University Master degrees (graduate studies) and Doctoral degrees (postgraduate studies).

## *Best Practices Guides by La Salle La Seu*



### Introduction

On 23 May 1904, the La Salle Brothers, which had spread to France, Italy, Canada and other countries came to La Seu d'Urgell, to open a center.

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Students at High school Intermediate and Advanced Level, approximately 140, 80% are coming from Andorra. That's important for us as we try to adapt the information for our area's demands and our neighbors.

We are working in the "Learning office" with the average of seventeen students.

## Support Tools for the Curriculum of the Learning Office

### 1. Mentor

We believe that the fact of having a business mentor is an important pillar at the Learning Office.

At the beginning of the year we do a two-hour session to visit them and thus know their installations and another two-hour session to get trained with the product.

At the start of the activity Learning Office the first thing we did was looking for a business mentor in our area, and we found

It's an important catalan company in the wood sector.

Fustes Grau collaborates with us in different ways:

- ☞ With it's know –how
- ☞ We provide product samples
- ☞ It makes us productive training
- ☞ We tour for your company.
- ☞ Collaborate economically when we go to trade fairs.

## 2. I. T. Platform

The I.T. platform that we use is the “Fundació Inform “ ([www.inform.es](http://www.inform.es)), an organization dedicated to provide training services to facilitate employment and the improvement of different target groups.

Since 1987 this organization manages the SEFED Project (Business Simulation for Educational Purposes ~ the practice firm concept), which uses the simulation methodology as the key trainings. It's part of European-Pen International.

## 3. Management and Accounting Software

Before choosing the management software and accounting we did a market study management software used in small and medium enterprises in the area. As a result of this study, management software and accounting “Eurowin” was chosen for its widespread use. On the other hand, considering that some of our students will not continue schooling, we believe that the implementation of this program in the classroom and therefore its use, will provide students their integration into the labor market.

With this premise we worked towards an agreement with the distributor of the software in Andorra and now a day we have the software for free at our classroom facilities and their services care and maintenance.

## 4. Departments

The group of students of the activity Learning Office, is in average from seventeen to twenty students divided into three departments:

- ☞ Purchasing and Receiving
- ☞ Accounting and Human Resources
- ☞ Commercial including sales and marketing

The students pass through each department and are changed every two and a half months from the workgroup and department, promoting the importance of the team work. It is also a rotation of responsibilities within the group as head of department, so that allows to the students to live both situations, as employee and as manager.

## 5. Communication

One of the skills that we enhance is communication so we work the written and oral communication and the nonverbal communication as well. One of the activities to be undertaken by



students is the product presentation in digital format as a video and an audio, which will use later as material for the trade fairs.

## 6. Auxiliary in English

Due to our school's structure center we have a conversation auxiliary in English which helps students to prepare them in talks, presentations and negotiations with customers and suppliers in the international trade fairs.

## Creativity Techniques ~ CREA

In the third quarter students have to learn a process to solve problems and take decisions related to the company applying virtual creativity in different fields such as: market strategy , looking for a partner (in companies from other schools applying the same program ) , selling products through the social medias (E-commerce: the social medias as a tool for social and personal brand sales ...

This creative process begins at La Salle schools from the earliest stages 4 and 5 years until you are in vocational training. In this creative program from the three intelligences that exist (vertical, emotional and lateral) we work with this last one during all the whole time and with much practice.

### CREA Program

There are some basic principles that must be accomplished.

- ☞ Overcoming stable models
- ☞ Previous budgets (overcoming the nonexistent limitations )
- ☞ Multiple Alternative (amount is Quality)
- ☞ prevent from judgement( not to criticize but to learn from others )
- ☞ Interfluxe (Get a creative flow between all team members in the production of alternatives for the solution of a problem )

### Ideal

Objective: To enhance the ability to solve problems, it would be a common method to solve problems all together (as a team)

The routine is different from the problem, this one follows a procedure and the problem is a situation that requires a solution that is unknown .

The problems are qualified in:

- ☞ Abstract : must be specified when they are already very general .
- ☞ Functional : refer to specific situations .
- ☞ Factor : refer to the cause that have occurred .

Therefore the IDEAL method involves five phases:

### 1. Identify the problem

a) **Explain the problem:** so the whole team understands the problem the same way .

b) **Explain benefits:** identify the situation as a problem not as a nuisance in other words being emotionally positive or checking the possible benefits and advantages of the problem.

### 2. Defining the problem

a) **Define parameters:** divide the problem into parts or areas to make it operational. Tools: SIX&SIX, Ishikawa

b) **Manage Information:** obtain, organize and synthesize with a series of tools such as tables, charts, mapping, computer graphics and Ishikawa charts.

c) **Generate alternatives:** we use two tools, Brainstorming (any problem) and Boxes (for functional problems).

3. **Evaluate alternatives:** to decide which is the best alternative we use the following tools; Vote on Options Parrilla Selection, Worry Willi (W & W) and SWOT.

4. **Acting:** this phase has four operations.

a) **Avoid self-locking:** The error is the way to success; Here we will apply the procedure of 4A accept, learn, adjust and assume mistakes.

b) **Set entry points (first steps):** to establish the order of execution of parameters and actions.

c) **Plan :** Establish a sequence to execute the actions using the Following tools; Diagram Flow, GANTT ,PERT ,MCC .

d) **Areas of attention :** they are the critical evaluation points

### 5. Achievement

a) **Guest Achievement**

b) **Adjust**

c) **Learn**

d) **Communicate**



# *Economic College "Dimitrie Cantemir" Suceava*

## *- Romania -*

Economic College "Dimitrie Cantemir" Suceava is a prestigious high school in the region. On aim to have a quality educational result, our school collaborates with many educational partners: economical agents, production units, prestigious banking institutions.

Economic College "Dimitrie Cantemir" is an institution dedicated to teaching vital skills required by an ever changing economy. It is our mission to properly prepare our students to face any and all challenges.

Our school it is used to work with European projects, trying to understand and use better the new types of teaching that are used all across the Europe. Economic College "Dimitrie Cantemir" teacher collective is already involved in initiation and implementation of some educational projects that will promote a high class education.

The "Economic and Administrative School Group" that from 1996 is named "Dimitrie Cantemir" offers as important material for instruction and education the following things:

- ☞ twenty five classrooms, from which seven are used as laboratories for different disciplines;
- ☞ two informatics laboratories;
- ☞ Physic and Chemistry laboratories, and a laboratory for teaching the Techniques of serving for public alimentation;
- ☞ two laboratories for public alimentation and tourism;
- ☞ one store in school;
- ☞ one laboratory where students exercise for economic discipline ( training firm);
- ☞ one laboratory for teaching the techniques of selling;
- ☞ one library that contains 23150 volumes, having four unites (three for keeping the books and one for lecture);
- ☞ one gym class and one sport court.

As an organization that provides education, the Economic College "Dimitrie Cantemir" Suceava dedicates itself to the personal and professional training of students at European level, which ensures a highly qualified workforce, with competent and skilled people, allowing good socio-professional integration.

We are interested in developing various skills for all our students, such as: specific qualification skills, communication skills, ICT, management skills and communication in a foreign language. Moreover, we are constantly ensuring the ability to adjust to the social and economic changes that underwent at both national and European level.

The Economic College “Dimitrie Cantemir” creates and develops:

- ☞ partnerships with the local public administration, which have as results a series of actions aimed at our students’ education and training;
- ☞ partnerships with the employers in our region, where students complete their practical training in fields like economics, tourism, public alimentation, administration;
- ☞ partnerships with AJOFM Suceava (the County Agency for Employment) and the County Center for Psycho-Pedagogical Assistance, for competent advice in career orientation;
- ☞ partnerships with other institutions and organizations: Suceava School Inspectorate, Teaching-Staff Training Center, Chamber of Commerce and Industry of Suceava, the University “Stefan cel Mare” Suceava;
- ☞ partnerships and collaborations with other high schools from Romania and other countries;
- ☞ national and international programs and projects.



## *Romanian Education System*

**Education in Romania** is based on a tuition-free, egalitarian system. Access to free education is guaranteed by Article 32 in the Constitution of Romania. Education is regulated and enforced by the Ministry of Education and Research. Each step has its own form of organization and is subject to different laws and directives. Since the downfall of the communist regime, the Romanian educational system has been through several reforms.

Kindergarten is optional under the age of six. At the age of six, children must join the “preparatory school year”, which is mandatory in order to enter the first grade. Schooling starts at the age of seven, and is compulsory until the tenth grade (which corresponds with the age of sixteen or seventeen). The school educational cycle ends in the twelfth grade, when students graduate the baccalaureate. Higher education is aligned onto the European Higher Education Area.

In order to enroll in a high school, the student must choose a list of high schools he or she desires to attend (there is no automatic enrolment this time), based on his mark and options by filling in a nationwide form. A national computer system does the repartition, by taking into account students in the

order of their preferences and their "admission grade". Thus, somebody with an 9.85 average (this is a top 5% mark) will certainly enter the high school he or she desires, while somebody with 5.50 has almost no chance to attend a top ranked high school. However, based on this system, the last admission averages for some prestigious high schools are over 9.50 or 9.60.

There are five types of high schools in Romania allowing access to university, based on the type of education offered and their academic performance. All of these allow for a high school diploma, access to the *Bacalaureat* exam and therefore access to University studies. Unlike the Swedish or French systems, the choice of high school curriculum does not limit the choices for university. For example, a graduate of a Mathematics-Computer Programming (Real) Department of a National College may apply to a Language Department of a University without any problem. However, because of the subjects taught, the quality of education and the requirements for admission in universities, artificial barriers may appear: for example, a graduate of a Humane and Social Studies Department will find it very hard to apply for a Mathematics Department at a University because the admission exam for that university department requires knowledge of calculus, a subject not taught in Humanities and Social Studies. But there is no formal limitation: if that student manages to understand calculus, he or she is free to apply.

High school enrolment is conditioned on passing the National Test and participating in the National Computerized Repartition.

High school studies are four years in length, two compulsory (9th and 10th year), two non-compulsory (11th and 12th year). There are no exams between the 10th and the 11 years. There is also a lower frequency program taking 5 years for those wishing to attend high school after abandoning at an earlier age.

High school students graduating from a College, *Liceu* or *Grup Școlar* must take the National Baccalaureate Exam (*Examenui Național de Bacalaureat* – colloquially known as the *bac*). Despite the similarity in name with the French word Baccalauréat, there are few similarities. The *Bacalaureat* comprises 2 or 3 oral examinations and 4 or 5 written examinations, usually spanning on the course of one and a half weeks in late June and September.

**Economic College or Technical College (*Colegiul Economic* or *Colegiul Tehnic*)** – A high school with good results and with an academic program based on technical education or services. An admission average of 8.00 is usually enough.

*Services and Economics programs – Profil economic* will give a qualification in the fields of services, such as waiter, chef, tourism operator. Offering a quite balanced program, similar to the real studies in the theoretical program, but a bit lighter, and giving a valuable qualification, this program is very sought after (being second only to the real program).

The following high-schools forms does not allow entrance to universities:



- ☞ School of Crafts and Trades (*Școala de Arte și Meserii*) – a two-year school providing a low qualification such as salesman or welder or builder. In case the student wants to continue to high school he or she must attend a special year between the 2nd year in the School of Crafts and Trades, and the 11th year in high school.
- ☞ Apprentice School – a two-year school, almost integrally based on apprenticeship with a company, that usually also hires the graduates. Once highly popular, nowadays only a handful remains and will be almost completely phased out by 2009. There is no access to high school from this type of school.

Beginning with the 90s, the political, social and economic changes in Romania generated new demands in the field of the Romanian educational system.

Taking into account that the premises for a successful European integration are:

- ☞ the development of competition markets,
- ☞ the development of democratic structures,
- ☞ the initiation of an international dialogue,
- ☞ the education system should react by **adapting the educational offer** to the demands of a competence and competitiveness-based society.

The introduction of the training firm concept in the Romanian technical and vocational education and training (TVET) system was done through a project initiated within the Stability Pact for South Eastern Europe and developed in cooperation with the Austrian Ministry of Education and Culture – the ECONET Project.

In Romania, the Ministry of Education, Research and Youth took the strategic decision to disseminate at national level the training firm concept. During 2001-2004, the project was implemented in 10 schools included in the ECO NET project, by applying the method during practical training (on the basis of Order 4508/2001). The results achieved allowed the extension of the training firm concept at the level of all economic schools by including the contents in the national curriculum in the 2006 -2007 school year (on the basis of Order 3172/2006).

We can speak of applying the training firm specific approach at curricular level through specific contents and at extracurricular level through students' participation to national and international fairs.

## The Training Firm in the Compulsory Curriculum

Modules included in the compulsory curriculum, through which the necessary conditions to use the training firm method are assured.

XI<sup>th</sup> grade:

- ☞ Operational planning
- ☞ Business marketing
- ☞ Human resources

XII<sup>th</sup> grade:

- ☞ Business negotiation
- ☞ Business financing
- ☞ Competitional environment

These modules include thematic contents which assure the development of entrepreneurship competences through the training firm. These contents refer to:

- ☞ Establishment and registration of the training firm at ROCT<sup>26</sup> (the CRISROM<sup>27</sup> department for the coordination of pre-university education training firms);
- ☞ Legal and structural organization of the training firm;
- ☞ Transactions with other training firms;
- ☞ Recording of the operations carried out in the operative record;
- ☞ Use of the IT software for different applications;
- ☞ Use of foreign languages in business;
- ☞ Use of commercial correspondence.

## A. Complexity Levels of the Training Firm

**Mini training firm – Level I** (*recommended before proceeding to the actual training in the training firm*)

The training will take place in a so called *learning office*, where all economic activities will be simulated on the basis of a closed model. The economic situations are initiated by the teacher, and the commercial relations with the customers, the fiscal institutions, the banks and the service enterprises are presented by teachers. This training firm organization model can be utilized within the framework of the local development curriculum for schools with profiles other than services, or in IX<sup>th</sup> and X<sup>th</sup> grades as a stage preceding the establishment of the training firm.

### Training firm features

- ☞ no relation with the external environment
- ☞ not registered at ROCT
- ☞ the simulated situations are initiated by the teacher

<sup>26</sup> ROCT - Romanian Centre for Training Firms

<sup>27</sup> CRISROM – The Romanian Centre for Training Firms

- ☞ action-oriented teaching-learning process. The student goes through all the office's departments and carries out his tasks either individually, or in a team.

## Besides level 2:

- ☞ contracts with at least 3 training firms from abroad
- ☞ operations also in foreign languages
- ☞ students have the status of an employee – are paid
- ☞ taxes are calculated correctly

## Implementation

Beginning with the 2006-2007 school year, the training firm is included in the national curriculum at the technological route, services profile, qualification level 3.

Activity in the training firm takes place within the technologic laboratory courses, as follows:

- ☞ XI<sup>th</sup> and XII<sup>th</sup> grades, Technologic High-school –direct route, 3 hours/week, compact session.
- ☞ XII<sup>th</sup> and XIII<sup>th</sup> grades, Technologic High-school –progressive route, 3 hours/week, compact session.

The Implementation of the concept required the covering of several stages:

- ☞ Stage I: 2001-2004
- ☞ Stage II: 2004-2006
- ☞ Stage III: 2007-2009

Activities during stages I and II:

- ☞ HR training through training seminars for teachers who coordinate training firms from the 10 schools involved in the project.
- ☞ HR training through training seminars for teachers who coordinate training firms from other schools than those involved in the project.
- ☞ elaboration of didactic support (“The Training firm guide” and a CD with pedagogical resources for the teaching-learning activity carried out through the training firm.

The training has been carried out in cooperation with KulturKontakt, Austria.

The next stage will strengthen and will extend the training firms network. This will be done through:

Elaboration and implementation of the training firms' establishment and functioning procedures at the level of the *services* schools network and of the “quality mark” methodological benchmarks

Elaboration of the procedures of monitoring and evaluation of the training firms' activities:

- ☞ Organization of the IV<sup>th</sup> edition of the International Training Firms Fair, ROTIFE 2008
- ☞ Participation of the training firms to national and international fairs;

- ☞ Implementation of the adult continuing training concept.

## B. The Training Firm in Extracurricula Activities

Extracurricular activities allow the training of the competences developed through the compulsory curriculum within national and international training firm fairs.

These activities assure optimal conditions for the competitive spirit and help recognize the added value of the *training firm* method within the vocational education and training system.

The Romanian students' competitiveness, creativity and professionalism were awarded with national and international prizes, for the following categories:

- ☞ Best catalogue
- ☞ Best training firm
- ☞ Best marketing department
- ☞ Best stand
- ☞ Best spot video
- ☞ Best negotiation
- ☞ Best salesman





*The Department for the  
Coordination of Pre-  
University Education  
Training Firms (ROCT)*



– [www.roct.ro](http://www.roct.ro) –

NCTVEID coordinates the ROCT.

**Role:** to assure the good functioning of the training firms network at national level

**ROCT activities:**

- ☞ assistance for the organization and functioning of the *training firm* at school level
- ☞ assistance to train training firm coordinating teachers
- ☞ dissemination of the *training firm* learning method and of good practices
- ☞ certification of the *training firm* activity using the **quality mark**
- ☞ organizing of the participation of the *training firms* to national and international fairs
- ☞ monitoring of the transactions of the training firms' on national and international markets.

The Economic College "Dimitrie Cantemir" Suceava

Curricular area: Technology

Profile: Services

Method: training firm

The XII<sup>th</sup> Grade

Teaching Scheme

Professor: \_\_\_\_\_

Method: training firm

Theme no. 1 – Team work

Unit	Theme	Activity	Description	Resources	Time
The founding of the TF	Training firm – modern teaching method	Presenting the concept and objectives of the training firm method	Using the mentioned sources, students are introduced: <ul style="list-style-type: none"> <li>☞ the method of training firm</li> <li>☞ general objectives</li> <li>☞ sources of information</li> </ul>	The site <a href="http://www.roct.ro">www.roct.ro</a> Handout of the project Training teachers in the application of the modern methods of training firm Documentation sheets Laptop Projector	50 min.
	The knowledge of the group	Presentation of some personal characteristics of students	The task requires students to realize on paper, a brief presentation, indicating: <ul style="list-style-type: none"> <li>☞ name</li> <li>☞ favorite color</li> <li>☞ desired profession – zodiac</li> <li>☞ the word that characterizes them</li> </ul> During the presentation, the other students write down his colleagues date, creating the first database	Paper Markers Worksheets Notebooks student	10 min realization  15 min. presentation
		Identifying the characteristics of the work environment	Enumerating some negative characteristics that hinder teamwork The enumeration of positive features which boosts teamwork Students complete the worksheet with the positive / negative characteristics that hinder or favor teamwork	Paper                      Markers Worksheets              Notebooks students Flipchart Pinwall	10 min realization 15 min. presentation
	The elaboration of the "Regulation of the	The elaboration of the Rules of organization of the activity in the TF	At the beginning of the class, it is done is an exercise for energizing Forming working groups (5-6 people) The task requires each group to develop a regulation with rules that will be applied during the course of the TF. Based on information previously gathered the teams create regulation. The rapporteurs of the groups present their materials on pinwall. Students	Paper Markers Worksheets Notebooks of students Flipchart	5 min.  10 min realization





	<b>training firm”</b>		listen to presentation and grade the proposed regulation with marks between 4 and 10 Based on the score obtained, they choose the best Regulation Version: Regulations can be created by combining rules taken from submitted materials	Pinwall	15 min. presentation
		Feed-back	Students present the feedback about the work done It is shown the subject of the future work Identifying specific business training firms		10 min.

European skills	Communication in the mother tongue	Communication in a foreign language	A base in Maths, science, technology	ICT skills	Learning competences	Civic and social skills	Entrepreneurial skills	Cultural expression skills
	X				X	X	X	



The Economic College "Dimitrie Cantemir" Suceava

Curricular area: Technology

Profile: Services

Method: training firm

The XI<sup>th</sup> Grade

Teaching Scheme

Professor: \_\_\_\_\_

Method: training firm

The Sequence ~ Identify the specific business objects

Unit	Theme	Activity	Description	Resources	Objectives	Time
Founding the TF	European competencies developed by the Training Firm Method	Presenting the skills developed through the training firms method	Using those resources, students are introduced: European competencies that will be developed by applying the modern methods of the training firm	The site <a href="http://www.roct.ro">www.roct.ro</a> Handout of the project "Training of teachers in the application of modern methods of the training firm" PPT – European Competencies Documentation sheets Laptop projector	To know the 8 European competencies developed by the method of the training firm	20 min.
	Preparing and founding the TF	Presenting the workflow within the training firms	In this activity, students should identify the main stages of setting up the training firms	PPT – the workflow in the TF Informational material <a href="http://www.roct.ro">www.roct.ro</a>	To identify the main stages of setting up the training firms To ensure the conduct of hours in the firm To collaborate with the other colleagues and other institutions involved in organizing the training firm	30 min.
Founding the training firm	Identifying business ideas	Business ideas – identifying the possible fields of activity for the companies	The activity involves both individual work and teamwork Individual task assumes that half of class students – selected by methods of choice – to find one idea of business they should write down on their notebook. This group representing investors. The other students will represents= the customers	Paper marks Worksheets Sheet presentation Pinwall Student notebooks	To identify the components of the market of the national and international training firms To select the object of activity To research on the Internet, but also on the real market To systematize information To formulate reasoned conclusions	10 min.



		<p>The way of teaching involves using the teaching game the wheel of words</p> <p>Participants are placed on two concentric circles face to face</p> <p>Participants of the circle in the middle, “the creatives” (have business ideas) are in the middle circle and those on the sidelines are potential customers</p> <p>Workload allocation in made. Example: ~Identify business ideas that you would like to grow in the company, taking into account customer expectations”</p>	<p>Paper</p> <p>Markers</p> <p>Worksheets</p> <p>Student notebooks</p>	<p>To stimulate students’ creativity by sharing ideas</p> <p>To engage and encourage students in determining business idea to the training firm</p> <p>To develop critical thinking</p> <p>To motivate pupils</p>	<p>10 min. make out</p>
		<p>Realization:</p> <ul style="list-style-type: none"> <li>☞ each pair of participants (located in front) discuss the given theme</li> <li>☞ after some time, the facilitator (the coordinator), asks participants in the inner circle to move one position to the right and talk to the new person they have in front of them</li> <li>☞ the process is repeated until all paired participants exchange ideas among themselves</li> <li>☞ each participant expresses personal ideas, discuss them with the fellow in front and note them on a list</li> </ul> <p>Evaluation and feedback:</p> <ul style="list-style-type: none"> <li>☞ after finishing the process of finalizing the discussions, “creatives” are asked to present the business idea appeared in accordance to the most common needs</li> <li>☞ clients make short assessments on the heard proposals, referring to the originality of the business idea, viability, market potential, possible evolution, etc.</li> </ul>			<p>15 min. presentation</p> <p>10 min. evaluation and feedback</p>
	<p>Business ideas – identification the potential business objects for the training firms</p>	<p>In order to stimulate creativity and improve organizational communication, the teaching game the idea killer is used</p> <p>The team is divided into groups of 4-5, and the task will consist in presenting a story well known by all students. Every idea has the original story will be contradicted by a phrase composed by the members of the group</p> <p>Evaluation and back feed</p> <p>The teams present their original material and compare their stories with the new variants created</p>	<p>Paper</p> <p>Markers</p> <p>Worksheets</p> <p>Notebook students</p> <p>Flipchart</p> <p>Pinwall</p>	<p>Improving the communication in the TF</p> <p>Developing creativity</p> <p>Organization and management of knowledge and information</p>	<p>20 min.</p> <p>20 min.</p>





	Feed back	Feed back	Students shows the feedback about the work done The theme of the future activity is presented		Checking the concepts of assimilation Stages of establishing the connections between training firms and real situations	10 min
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European skills	Communication in the mother tongue	Communication in a foreign language	A base in Maths, science, technology	ICT skills	Learning competences	Civic and social skills	Entrepreneurial skills	Cultural expression skills
	X				X	X	X	





The Economic College "Dimitrie Cantemir" Suceava

Curricular area: Technology

Profile: Services

Method: training firm

The XI<sup>th</sup> Grade

Teaching Scheme

Professor: \_\_\_\_\_

Method: training firm

**Theme no. 3 - The establishment of the activity area for the training firms**

Unit	Theme	Activity	Description	Resources	Objectives	Time		
Founding the training firm	Setting the objects of the training firms	Choosing a business idea environmental analysis	Activities that require students a good knowledge of specific business objects to the TF registered at ROCT The task involves the entire staff working in the realization of this	Worksheets Flipcharts Markers	To process statistical and economic information in a short period in a limited field of activity To familiarize themselves with the training firm market and learn from the experience of the regional real economy To resolve the problem within a group	5 min.		
			At a roundtable can be applied the exercise "The Sun". each participant has a sheet that draws a circle and traces the first ray. In the center, they will write a desired field of activity, on the first ray they will complete the work in detail. The sheet is rapidly moving from the right to the left partner that will draw a second ray adding another detail in the activity, and so on. The movement will be achieve on an agreed signal by the moderator. The game stops when each takes back his sheet completed by his colleagues.			20 min.		
			Each student analyzes its own sun and will enter the resulted activity on the bottom. They are read, discussed and chosen by mutual agreement, on, two solutions.			25 min.		
		<b>2en class</b>						
		The choice of legal form for business	The VENN Chart ~ The moderator presents some business ideas that will be developed through the training firm.	The selection of the members of the proposed training firms Divide the class into two teams, team members of the training firms This can be done at random or by another form of selection				10 min.
				Activity in plenary, with the teacher acting as moderator	Documentation sheets Sheets of paper Pinwall	To identify the main similarities/differences between the two agreed legal forms of the training exercise To select the best legal form for the firm		5 min.
		The collaborators are grouped and draw two circles partially overlapping Each group will record in the intersection of the circles, the shared notes, and in the areas where the circles are not overlapping, the differentiating aspects of the two legal forms: Ltd and joint stock The moderator collects all the papers and presents the results on a pinwall Each group appoints one representative that will argue the choice for a specific legal form for the business idea						15 min. 10 min. 10 min.





			Activities in plenary Activities of presenting the necessary documents for the TF	Registration papers are distributed to each member of the two firms flipchart Markers	Thorough knowledge of the firm documents Identifying the stages of the founding Correlation with the submitted documents		
Founding the training firm	Setting the objects of the training firms	Presenting the necessary documentation for founding the TF	<p>Training:</p> <ul style="list-style-type: none"> <li>☞ founding documents are distributed to each member</li> <li>☞ the stages of establishing the TF are shown on the flipchart</li> </ul> <p>Realization:</p> <ul style="list-style-type: none"> <li>☞ the coordinating teacher gives the required documents</li> <li>☞ the students are advised to read the contents of the documents</li> <li>☞ the pupils check all required documents</li> <li>☞ the teams are tasked to accomplish the correlation stages of establishing the necessary stages and the necessary documents</li> <li>☞ the rapporteurs of both teams show the resulting material</li> <li>☞ discussions in plenary</li> </ul>				5 min.
			<p>Evaluation and feedback</p> <p>Feedback is given by a representative of each constituted group</p> <p>The homework requires each member of the training firms to propose three names for his own company, considering the objects chosen</p>				10 min.
						20 min.	
						10 min.	
						5 min.	

European skills	Communication in the mother tongue	Communication in a foreign language	A base in Maths, science, technology	ICT skills	Learning competences	Civic and social skills	Entrepreneurial skills	Cultural expression skills
	X		X		X	X	X	X



The Economic College "Dimitrie Cantemir" Suceava

Curricular area: Technology

Profile: Services

Method: training firm

The XI<sup>th</sup> Grade

Teaching Scheme

Professor: \_\_\_\_\_

Method: training firm

Theme 4 – Establishing the identity, organizational structure and authorization of training firms

Unit	Theme	Activity	Description	Resources	Objectives	Time
Founding the training firm	Establishing the identity of TF	Verifying the viability and determination of the names for TF institutions	Activity in plenary, with the teacher acting as moderator A very suitable activity for groups working together for a longer period Fosters cooperation within a group and intrinsic motivation Relaxes, improves the atmosphere	Flipchart Worksheet PC – Internet Database ROCT	Fostering creativity The usage of the database ROCT Setting up name for TF Activation and intrinsic motivation	
			Training: <ul style="list-style-type: none"> <li>☞ preparing the computers</li> <li>☞ distributing the students a worksheet on which they will write their name proposals for TF and viability</li> <li>☞ presenting the workload</li> </ul>			5 min.
			Achievement: <ul style="list-style-type: none"> <li>☞ the coordinating teacher hands out the sheets to employees</li> <li>☞ students will present their proposals to name a brainstorming session and will choose the most representative company name for their training firm</li> <li>☞ the employees are advised to access the site <a href="http://www.roct.ro">www.roct.ro</a> and to check the viability of the names proposed</li> <li>☞ after the examination, they will complete the worksheet with viable variant</li> <li>☞ of the remaining variants, the employees will choose the most representative company name for their training firm</li> <li>☞ the employees hands out the sheets filled to the coordinating teacher</li> <li>☞ discussions in plenary</li> <li>☞ it is sent to ROCT the request for the reservation of the name</li> </ul>			20 min. 10 min. 15 min.





<b>Establishing the organizational structure of the training firms</b>	<b>Setting the posts through the method "Game of fisheries"</b>	<p>Activity in plenary, with the teacher acting as moderator</p> <p>A very suitable activity for groups working together for a longer period</p> <p>Fosters cooperation within a group and intrinsic motivation</p> <p>Relaxes, improves the atmosphere</p>	<p>A "fish" is printed on paper (possibly individual are allowed to draw the fish on a sheet of paper), flipchart, markers</p>	<p>A deep knowledge of the employees in the training firm</p> <p>Identifying the skills and abilities of the employees in order to recommend or them a specific job</p> <p>Including employee on positions in the training firm</p> <p>Activation and intrinsic motivation</p>	
		<p>Training:</p> <ul style="list-style-type: none"> <li>☞ departments and posts are presented to the employees of the firm</li> <li>☞ students are given a sheet containing various human characteristics</li> </ul> <p>Achievement:</p> <ul style="list-style-type: none"> <li>☞ the coordinating teacher hand the "fish" to the employees</li> <li>☞ employees are advised to fill in the blanks inside of the fish the personal characteristics of the chosen files received</li> <li>☞ employees hand out the sheets filled to the coordinating teacher</li> <li>☞ every employee in the company extracts a fish and check if it is not done by him (in the case the "fish" is returned and a new one is extracted)</li> <li>☞ employees of the company try to identify the classmate whose fish he has extracted and attempts to identify the job that it would be appropriate for him in the training firm</li> <li>☞ once the right "fish" found, presentations are made between those persons</li> <li>☞ discussions in plenary</li> <li>☞ the coordinating teacher files in the flowchart the name of the employees assigned to the posts</li> </ul>		5 min.	
		<p>Evaluation and feedback</p> <p>Feedback is given by a representative of each group constituted</p>		5 min.	
<b>The authorization of the TF</b>	<b>Filling in the paperwork</b>	<p>Activity in plenary, where there are prepared the documentation for the registration and authorization of Training Firm</p> <p>Preparation:</p> <ul style="list-style-type: none"> <li>☞ documents are presented for registration and authorization of TF</li> <li>☞ each document for the portfolio is filled in by each student</li> <li>☞ the company managers fill in online the documentation for registration and authorization of the training firm</li> </ul>	<p><a href="http://www.roct.ro">www.roct.ro</a></p> <p>Projector</p> <p>Specific documents</p> <p>Internet</p> <p>Laptop</p>	<p>Identifying the necessary documents for the registration and authorization of the registered training firms</p> <p>Knowing the way of filling documents</p> <p>Identifying some specific responsibilities in the training firm</p>	40 min.
<p>It is provides feedback to the manager of each established company</p>					10 min.





# *Business Academy South West (EASV) – National Innovation Centre Esbjerg – Denmark –*

The city of Esbjerg is known for energy production. It used to be a fishing city, but due to favorable economical factors, it has developed greatly.

The Business Academy – South West is composed out of 16 departments (Technical, Sales, design and Marketing, Computer Science etc.), with 1200 students currently active. It has departments in Esbjerg and Sønderborg, with 2 or 3.5 years bachelor degrees. All of the departments are business oriented.

The Business Academy Southwest (EASV) aims to develop and provide practical higher education at the academy bachelor level and professional higher level.

Which is done in close cooperation with the region's business sector and educational institutions national and international. EASV also serves as a national knowledge centre of innovation & entrepreneurship (NIC).

## **We see it as our foremost duty that:**

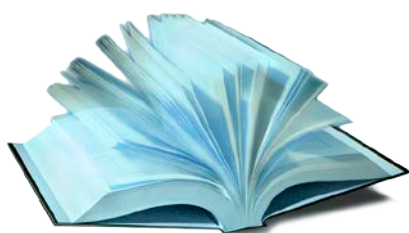
- ☞ our knowledge and education has relevance to society and the labour market
- ☞ we have a considerable focus on collaboration with industry to ensure a high degree of practical relevance and work qualification in our educations, and to ensure that new knowledge from the employment field is implemented in the everyday lecturing.
- ☞ we can offer a flexible higher education system adjusted to meet future needs
- ☞ innovation is part of our DNA
- ☞ we can offer a modular continuing education customized the market
- ☞ we actively participate in research and evidence based development activities
- ☞ ensure high quality in all that we do

## **Main areas / knowledge clusters**

The academy's core service is education, knowledge exchange and research & development. The development of competence in the core services is done by departments, centres and in other academic units within the academy's eight knowledge clusters:

1. Architectural Technology & Construction

2. Industry & Offshore
3. Financial Management
4. Computer Science
5. Marketing Management
6. Design & media
7. Innovation
8. Management



## *Innovative ideas in entrepreneurship education*

Erhvervsakademi Sydvest is a national innovation centre appointed by Danish Business Academies (holds Erasmus Charter) within the field of Innovation & Entrepreneurship.

This knowledge centre aims to drive innovative and entrepreneurial development projects and also to act as a knowledge generator and knowledge distribution channel, building networks and creating good conditions for entrepreneurship.

The vision is a self-sustaining centre of excellence that contributes actively to put innovation and entrepreneurship on the agenda at national academies, private and public companies and organizations. The Research and Education Centre is in a strong development network within Danish professional higher education. Development and new knowledge is shared and applied to a large extent with these partners.

The centre is anchored at the Business Academy South West (EASV) as a single economic entity under the support of EASV who has overall responsibility for the knowledge centre and its economy. The greatest strength lies in knowledge about innovation and entrepreneurship, and we view ourselves as experts in the innovation process itself. The fact that innovation and entrepreneurship is a process that can be learned, is always the starting point for our work. They see new ideas emerge in a constructive, creative interplay between thoughts, opinions, observations and work by persons who perceive the world in very different ways. This is where they really see innovation and entrepreneurship flourish. They see it as their primary task to be the sharers of the latest knowledge in both research and practice of innovation and entrepreneurship.

Relevant activities: EASV has a long time experience in entrepreneurship education. EASV runs 2 professional start-up incubators for students: IDEA House and Biz Lab. More than 100 real companies has been created in the student incubators. Also EASV has done several start up camps, like London Start-Up Summer School (2007-2013) business plan camps etc.. Key personal in this project will be



project leader, lecturer Ulrik Blom, who have received national prizes for entrepreneurship education and have been involved in several IT-startups (ref. CV) and lecturer Mark Asboe who have been a start up advisor and is a dedicated teacher in entrepreneurship.

## *Entrepreneurship – from knowledge to action*



## National Innovation and Entrepreneurship Center

The IDEA Entrepreneurship Centre was created in 2005 and is now the University of Southern Denmark's competence centre for education and training in entrepreneurship. The vision is to develop as a leading competence centre for teaching entrepreneurship and knowledge-crossover between education and business.

IDEA has an ambitious strategy: implementation of a comprehensive, long-term effort to develop SDU into a more entrepreneurial university. A university that is part of a pro- active learning circuit with external partners, and develops dual skills in the students; deep insight in a chosen field of study and the ability to apply knowledge in interdisciplinary and innovative contexts.

### **A good idea cannot stand alone..**

... this we know from IDEA. The start-up phase of a new business can be a fragile time when there is not much space, or the finances, for big mistakes. There is a need for advice and knowledge; a good idea cannot stand alone.

Therefore IDEA ensures that there is continuous development in the teaching of entrepreneurship, as we develop new entrepreneurship subjects and methods.

We help and support student entrepreneurship through camps, advice and guidance. We involve external companies in activities that promote student skills while strengthening its capacity to innovate.

At IDEA we do not believe in limits; either mental or physical. Therefore, the exchange of knowledge and concepts with foreign partners is a large part of our business.

## **“More Brains Think Better Than One”**

IDEA collaborates in numerous areas including Venture Cup, Connect Denmark, Southern Technological Innovation, Region of Southern Denmark and the region's cluster organizations.

## The Ennovator – because Energy is an Important Resource for Companies

At IDEA, we look at innovation throughout the company. The focus is not only on how the company's employees can improve and become more efficient in their work processes, but also, roughly speaking on its machinery.

In collaboration with the Green Network and TEK Innovation at the University of Southern Denmark, IDEA offer an eight day training course for key employees in private and public companies focusing on energy optimization, innovation and the implementation of new technologies within the daily workflow.

The aim is to strengthen competencies in climate and energy, and train the firm's core employees to get innovation processes underway in the company.

Participants will have access to the latest knowledge in the field of energy optimization technologies and the ability to think innovatively on a subject specific basis. The company's network and innovative power is reinforced, while energy and resources are more efficiently utilised. Throughout the course, participants will also have access to the many opportunities that arise through innovative collaboration with the University of Southern Denmark.

## Being Able to Teach a Director a Thing or Two – New Approaches to Innovation

Each year at study start IDEA, together with lecturers from the University of Southern Denmark campuses in Esbjerg, Kolding, Odense, Slagelse and Sønderborg, holds an innovation camp for the 700 new Economics and Business students.

The goal is to get the new students to know each other and give them a professional challenge within the general field of business administration and entrepreneurship in particular.

“We are continuously looking into how we can improve and make things better. We have already implemented the first steps from the collaboration, such as comfy furniture at the swimming pool and we have set up iPads. It was a really good process for us and it is something that we would certainly do again,” says Otto Skak.

A local company or organization provides students with an innovation challenge that within 3-4 days must result in new, innovative opportunities, business concepts and ideas that the company can implement in their daily lives.

After all, what are good ideas worth if the company can't use them?

With the rather cumbersome name, “**Knowledge and Innovation in SMEs through students**”

being given the acronym VIIS, IDEA has created a development project that focuses on the creation of inspiring and sustainable concepts for SMEs. The Industry Foundation supports the project.

Innovation collaboration provides access to the students' knowledge and their ability to think "outside the box" and provides concrete solutions to the challenges set by companies. The students have the opportunity to show that their theoretical knowledge can be translated into practice and create value, across all fields of study and backgrounds and in different groups.

## SPICE on Female Entrepreneurs

In collaboration with the University of Flensburg, IDEA focuses on female entrepreneurs and the challenges they face.

One of the many IDEA projects is the cross-boarder Student Program for Innovation, Culture and Entrepreneurship project, (Spice), which places a special focus on Female Entrepreneurs.

Female Entrepreneurship is a relatively new direction in entrepreneurship research, triggered by the annual GEM (Global Entrepreneurship Monitor) reports, which report a consistently low proportion of women participating in entrepreneurial activities. Less than a third of newly formed companies are founded by women.

The questions are often "how can we get more women to start a business? What should women be able to do in order to start a business? What's missing in women, since they **do not** start companies?"

Kirsten Mikkelsen is a PhD student at the University of Flensburg, and focuses on female entrepreneurs: "The SPICE project offers me the perfect setting for my studies and for developing a programme that appeals to young women. The women who participated didn't lack ideas. They had great ideas, very different and varying. They just needed to realise the ideas", says Kirsten Mikkelsen.

"To a great extent traditional entrepreneurship research and public debate often consign women to a role where they have to be taken by the hand and shown how they too can form a company."

In many industries – for example in IT – entrepreneurship equals masculinity. The masculine perspective was, and is still, used when talking about "Female Entrepreneurs".

## The Inspirer – reality Must Be within the Teaching

When learning about entrepreneurship and intrapreneurship it is not enough only to acquire knowledge from textbooks: *reality must also be a component.*

Therefore, IDEA has developed a toolkit with a wide range of aids for entrepreneurs, educators and students. They have a constant finger on the pulse for spotting needs and get actively involved when we see an opportunity to develop a tool for the benefit of our users. The tools are also available in English.

The toolbox provides, among other things:

- ☞ **IDEA BMC (Business Model Creator)**, which is an interactive tool that supports the creation and development of the business model for a given idea
- ☞ **IDEA Toolbox**; an Internet – based platform with more than 20 video case studies covering different disciplines and stages in the boot and maturation phase. Lecturers have an opportunity to “pull” the entrepreneur into the teaching
- ☞ **Camp Guide**, which is a “script” for the facilitation of various types of camps and lecturer’s guide to ensure a successful camp
- ☞ also as a guide is the textbook “**Entrepreneurship in Theory and Practice: Paradoxes in Play**”, which is also published in English by Edgar Elder
- ☞ **IDEA Training Tools** is a collection of tools for students, which can be used in conjunction with training in idea generation, idea grading and sales and presentation techniques
- ☞ **IDEA VIQ (Venture Intelligence Quotient)**, a software program for idea management and grading.

All IDEA’s tools can be found at [idea-sdu.dk](http://idea-sdu.dk)

## In conclusion ...

### Entrepreneurship education – learning outcomes

Academic competence 1: Opportunity creation/ recognition and evaluation

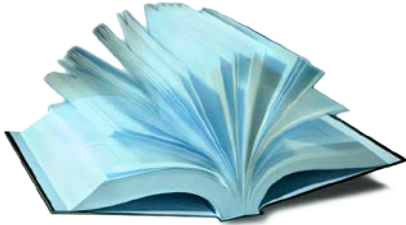
- ☞ Academic competence 2: Starting and building/ growing a new venture/ organization
- ☞ Personal competence: Entrepreneurial mindset, behaviour, intention

### Comprehensive EE perspective – guidelines for pedagogy

- ☞ Imagination/ future oriented
- ☞ Creativity oriented
- ☞ Action oriented – learning by doing
- ☞ Externally oriented – relating to entrepreneurs/ businesses

### Comprehensive EE perspective – what to test in exams

- ☞ Traditional:
  - ☞ Knowledge of entrepreneurship theory/ models/ methods
  - ☞ Knowledge about firm creation processes
  - ☞ Reflection on theory/ models/ methods
- ☞ Extra:
  - ☞ Understanding of entrepreneurial practice
  - ☞ Ability to act entrepreneurially + reflection
  - ☞ Ability to create/ discover new opportunities + reflection
  - ☞ Comfortable with uncertainty/ complexity situations

**E-Tools used:**Venture evaluation: [www.idea-vig.dk](http://www.idea-vig.dk)Business model creator: [www.idea-bmc.dk](http://www.idea-bmc.dk)

## *Best practices in EASV Esbjerg - Denmark*

The national Innovation center is in charge of research & development and strategically have these 5 main areas:

- ☞ The Strengthening of innovation processes
- ☞ Growth entrepreneurship
- ☞ Energy & offshore
- ☞ Global business development that contributes to the solution of one, or more societal challenges
- ☞ Talent development in future innovation skills

The Entrepreneurship subject is flexible and covers all aspects of the company and business thinking. It is a “T-Model” subject meaning that it stands on skills acquired earlier and aims to form “T-people - Breadth of Knowledge about Entrepreneurship, Innovation and Leadership”. Focusing on start ups and how to see and grasp business opportunities, develops two approaches:

- ☞ As an elective course valid for business, it and design students
- ☞ 5 ECTS
- ☞ 4 lessons a week for a period of 14 weeks
- ☞ As an entrepreneur incubator internship period valid for all students
- ☞ 15 ECTS

**Current content**

- ☞ Idea- generating methods, idea selection and development techniques
- ☞ Strategic tools, including the Business Model Canvas, and business model games
- ☞ Pitch and presentation techniques
- ☞ Basic knowledge about business start-up and operation taught in cooperation with Esbjerg Chamber of Commerce
- ☞ Word document for detailed view

**Suggestion for validation – causal research***Esbjerg group*

- ☞ We follow the existing curricular
- ☞ Multiple choice test on course content & reflective questions

- ☞ Business plan exam with oral presentation and examination  
*Sønderborg group*
- ☞ We apply simulation for entrepreneurship curricular
- ☞ Multiple choice test on course content & reflective questions
- ☞ Business plan exam with oral presentation and examination
- ☞ Tests will validate skills acquired within business, entrepreneurship capabilities and business understanding

#### **Testing & Evaluation of the groups**

- ☞ We are likely to deploy questionnaires in regards to learning modules.
- ☞ Peer to peer learning on acquisition of individual skills
- ☞ Business plan evaluation by expert specialists by the local IDEA house – Entrepreneurship incubator

## **Business Plan as a Report to Be Assessed on Market Understanding, Marketing, Finance and Accounting**

#### **Main concerns**

- ☞ It will be small in numbers – qualitative research
- ☞ Can any software be applied?
- ☞ Time schedule – January to first week of february
- ☞ How should the project be validated?
- ☞ What are the expectations
- ☞ Time is the main pain, since employability & entrepreneurship is something time will show.



### *Entrepreneurship Internship Course*

## **Basic Assumptions behind Entrepreneurship Education on Business Academy South West**

The Entrepreneurship subject is flexible and covers all aspects of the company and business thinking. It is a “T-Model” subject (Professor Anthony Warren) meaning that it stands on skills acquired



earlier and aims to form “T-people – Breadth of Knowledge about Entrepreneurship, Innovation and Leadership”.

### Objective of the Course:

1. The student must go through every step of the entrepreneurial process, and be able to master the tools presented in the process.
  - a. Academic objectives: Experience that good solutions can arise from interdisciplinarity
  - b. Academic objectives: Experience that innovation is not a linear process
2. The student must during the Internship course generate a useful idea that can be submitted to an idea competition (entrepreneurship – business idea), either nationally or internationally.
  - a. Academic goals: Achieve the ability to convey a concept
3. The student workshard with his own business / idea along side the acquired academic skills.

Exam Form: 15 min. oral examination based on the written assignment – The written delivery must be:

- a. business plan on a scale of 10 pages
- b. written reflection on the internship process on a scale of 1 page – For the exam will be 5 minutes for presentation and 10 minutes to the ordinary examination

## Skills Acquired in Internship Course

- I. idea-generating methods, idea selection and development techniques (those trained through camp participation and entrepreneurship education)
- II. Strategic tools, including the Business Model Canvas, and business model games (will culminate in a business plan and application to the idea of competition)
- III. Pitch and presentation techniques (to be practiced through participation in competitions and camps)
- IV. Basic knowledge about business start-up and operation taught in cooperation with Esbjerg Chamber of Commerce
  1. What type of support is there in regards to entrepreneurship and business start-ups
    - a) Business plan and development
    - b) Threats to start ups
    - c) Consultants and guidance
  2. Taxes, Customs and VAT
    - a) Orientation from tax authorities
    - b) Types of taxes
    - c) VAT
    - d) Customs depending of type of goods

- e) E-commerce and Customs, VAT etc.
3. Legal aspects of entrepreneurship
    - a) Company registration types
    - b) Contract agreements and terms
    - c) Buying an existing company
    - d) Partnerships agreements and types
  4. Unemployment benefit funds rules and legislation, pension and retirement issues
    - a) What can you do, and not do?
    - b) What are the financial consequences in regards to pension and retirement
  5. Idea generation & the creative process
    - a) Idea generation tools and models
    - b) Business concept behind the business - BMC as a tool
  6. Interpreneurial skills as well as intrapreneurial skills
    - a) Personal requirements for entrepreneurship
    - b) Action plans and how to execute them
    - c) SWOT analysis on Entrepreneurship capabilities at a personal plan
  7. Accounting and finance
    - a) Budgetting
    - b) Book keeping
    - c) Accounting ratios
    - d) Long term financing, short term financing and leasing models
  8. Marketing & Sales
    - a) What is marketing
    - b) Activities and what does it cost
    - c) Marketing budget
    - d) Sales - how to make sales
    - e) Personal selling
    - f) Cold calling and telephone sales
    - g) Email and letter communication
  9. Banks and financial institutions - how to use them and what can they do for you
    - a) Loan types
    - b) Cash credit
    - c) Interest rates
    - d) Leasing models and mortgage types
    - e) Other advice on entrepreneurship seen from the banks perspective

V. Course content taught at the Academy is always related to company cases. It is important to consider the target group with young entrepreneur cases

1. Why Entrepreneurship
  - a) Economic cycles and socioculture
  - b) Personal accomplishment
2. Idea generation
  - a) Stages and process
  - b) 5 thinking hats
3. Business concepts
  - a) Business model canvas
  - b) Online and offline models
  - c) Two sided models
  - d) Product, service and the in between
4. Business strategy development
5. Seeing entrepreneurial opportunities
  - a) What is shifts
  - b) What causes opportunities
  - c) Types of opportunities
  - d) Combination of pain & gain
6. Entrepreneurship and business plans
  - a) Business plan contents
  - b) Budgetting
  - c) Marketing
  - d) Suppliers
  - e) Customer relationships
7. Business model creation
  - a) Tangible and agile

VI. Strategic networking (this is obtained by participating in networking and idea competitions)

## Mandatory Elements

- ☞ Mandatory participation in Entrepreneurship Education (possibility of exam)
- ☞ Mandatory participation in EEU entrepreneurship course (possibility of exam)
- ☞ Mandatory participation in EEU network meetings
- ☞ Mandatory participation in entrepreneurial competitions national. International voluntary
- ☞ Mandatory participation in the innovation camp

## Program Fall

DATES	ACTIVITY	NOTE
12+13. August:	12 – 13.30 Entrepreneuership class 8.15 – 9.45 Entrepreneuership class	Lokale B17
19+20. August:	12 – 13.30 Entrepreneuership class 8.15 – 9.45 Entrepreneuership class	
26+27. August:	12 – 13.30 Entrepreneuership class 8.15 – 9.45 Entrepreneuership class	
2. September:	7.45 – 9.15: Open Networking with other startups v. EEU Esbjerg Chamber of Commerce 12 – 13.30 Entrepreneuership class	<a href="http://www.eeu.dk/arrangementer/427-abent-netværksmode/">http://www.eeu.dk/arrangementer/427-abent-netværksmode/</a>
3. September:	8.15 – 9.45 Entrepreneuership class 18.15 – 21.30 Entrepreneuership class	In Cooperation with EEU – Esbjerg Chamber of Commerce
9. September:	12 – 13.30 Entrepreneuership class	
10. September:	8.15 – 9.45 Entrepreneuership class 18.15 – 21.30 Entrepreneuership class	In Cooperation with EEU – Esbjerg Chamber of Commerce
16th September:	12 – 13.30 Entrepreneuership class	
17th September:	8.15 – 9.45 Entrepreneuership class 18.15 – 21.30 Entrepreneuership class	In Cooperation with EEU – Esbjerg Chamber of Commerce
19th September:	8.30 – 14.30 Entrepreneuership class	
23rd September:	12 – 13.30 Entrepreneuership class	
24th September:	8.15 – 9.45 Entrepreneuership class 18.15 – 21.30 Entrepreneuership class	In Cooperation with EEU – Esbjerg Chamber of Commerce
30th September	12 – 13.30 Entrepreneuership class	
1st October:	8.15 – 9.45 Entrepreneuership class 18.15 – 21.30 Entrepreneuership class	In Cooperation with EEU – Esbjerg

		Chamber of Commerce
7th October	7.45 – 9.15: Networking hosted by EEU 12 – 13.30 Entrepreneuership class	<a href="http://www.eeu.dk/arrangementer/427-abent-netvarksmode/">http://www.eeu.dk/arrangementer/427-abent-netvarksmode/</a>
8th October:	8.15 – 9.45 Entrepreneuership class 18.15 – 21.30 Entrepreneuership class	EXAM – Entrepreneurship 10 ects
21/22. October	12 – 13.30 Entrepreneuership class 8.15 – 9.45 Entrepreneuership class	
23rd October	Deadline for submitting 2 pager in regards to the startup program – basic business model and concept sketch	
28/29. October	12 – 13.30 Entrepreneuership class 8.15 – 9.45 Entrepreneuership class	
4th November	7.45 – 9.15: Networking hosted by EEU 12 – 13.30 Entrepreneuership class	<a href="http://www.eeu.dk/arrangementer/427-abent-netvarksmode/">http://www.eeu.dk/arrangementer/427-abent-netvarksmode/</a>
5th November	8.15 – 9.45 Entrepreneuership class	
11/12th November	12 – 13.30 Entrepreneuership class 8.15 – 9.45 Entrepreneuership class	
18./19/20. November	PBA Camp "Crash to Cash"	
19th November	Start-up competition	
2nd December	7.45 – 9.15: Open Networking with other startups v. EEU Esbjerg Office of Commerce	<a href="http://www.eeu.dk/arrangementer/427-abent-netvarksmode/">http://www.eeu.dk/arrangementer/427-abent-netvarksmode/</a>



## *Annex no. 1*

# *Economic Small Dictionary English – Economic Terms Used in the Simulation Business*

### **Advertising**

Advertising is a form of marketing communication used to promote or sell something, usually a business's product or service. The purpose of advertising may also be to reassure employees or shareholders that a company is viable or successful. Advertising messages are usually paid for by sponsors and viewed via various old media; including mass-media such as newspaper, magazines, television advertisement, radio advertisement, outdoor advertising or direct mail or new media such as blogs, websites or text messages.

### **Amortization**

Amortization refers to spreading payments over multiple periods. The term is used for two separate processes: amortization of loans and assets. It also refers to allocating the cost of an intangible asset over a period of time.

### **Balance of payments**

The total of all the money coming into a country from abroad less all of the money going out of the country during the same period. This is usually broken down into the current account and the capital account. The current account includes:

- ☞ visible trade (known as merchandise trade in the United States), which is the value of exports and imports of physical goods;
- ☞ invisible trade, which is receipts and payments for services, such as banking or advertising, and other intangible goods, such as copyrights, as well as cross-border dividend and interest payments;
- ☞ private transfers, such as money sent home by expatriate workers;
- ☞ official transfers, such as international aid.

The capital account includes:

- ☞ long-term capital flows, such as money invested in foreign firms, and profits made by selling those investments and bringing the money home;



☞ short-term capital flows, such as money invested in foreign currencies by international speculators, and funds moved around the world for business purposes by multinational companies. These short-term flows can lead to sharp movements in exchange rates, which bear little relation to what currencies should be worth judging by fundamental measures of value such as purchasing power parity.

As bills must be paid, ultimately a country's accounts must balance (although because real life is never that neat a balancing item is usually inserted to cover up the inconsistencies).

## Bank

Starting out as places that would guard your money, banks became the main source of credit creation. Increasingly, however, borrowers are turning to the financial markets and to non-savings institutions, such as credit-card companies and consumer-finance firms, when they need a loan. This is reducing the profitability of traditional bank lending and has led many banks to enter new areas of business, such as selling insurance policies and mutual funds. Increasingly, too, traditional banks are selling off parcels of their loans in the financial markets by a process called securitisation.

## Bankruptcy

When a court judges that a debtor is unable to make the payments owed to a creditor. How bankrupts are treated can affect economic growth. If bankrupts are punished too severely, would-be entrepreneurs may be discouraged from taking the financial risks needed to make the most of their ideas. However, letting off defaulting debtors too readily may discourage potential creditors because of moral hazard.

## BCG matrix

BCG Matrix created the "growth-share matrix", a simple chart to assist large corporations in deciding how to allocate cash among their business units. The corporation would categorize its business units as "Stars", "Cash Cows", "Question Marks" and "Dogs" (originally "Pets"), and then allocate cash accordingly, moving money from "cash cows" toward "stars" and "question marks" that had higher market growth rates, and hence higher upside potential.

## Brand

Brand is a name, term, design, symbol or other feature that distinguishes one seller's product from those of others. Brands are used in business, marketing, and advertising.

## Brand awareness

Brand awareness is a customers' ability to recall and recognize the brand, the logo and the advertisements. It helps the customers to understand to which product or service category the particular

brand belongs and what products and services sell under the brand name. It also ensures that customers know which of their needs are satisfied by the brand through its products.

## Business

Business, also known as an **enterprise, agency** or a **firm**, is an entity involved in the provision of goods, services, or both to consumers. Businesses are prevalent in capitalist economies, where most of them are privately owned and provide goods and services to customers in exchange for other goods, services, or money. Businesses may also be social not-for-profit enterprises or state-owned public enterprises targeted for specific social and economic objectives. A business owned by multiple individuals may be formed as an incorporated company or jointly organised as a partnership. Countries have different laws that may ascribe different rights to the various business entities.

## Business plan

Business plan is a formal statement of business goals, reasons they are attainable, and plans for reaching them. It may also contain background information about the organization or team attempting to reach those goals.

Business plans may target changes in perception and branding by the customer, client, taxpayer, or larger community. When the existing business is to assume a major change or when planning a new venture, a 3 to 5 year business plan is required, since investors will look for their investment return in that timeframe.

## Business simulation

Business simulation is simulation used for business training, education or analysis. It can be scenario-based or numeric-based. Most business simulations are used for business acumen training and development. Learning objectives include: strategic thinking, decision making, problem solving, financial analysis, market analysis, operations, teamwork and leadership.

## Cannibalise

Eating people is wrong. Eating your own business may not be. Firms used to be reluctant to launch new products and services that competed with what they were already doing, as the new thing would eat into (cannibalise) their existing business. In today's innovative, technology-intensive economy, however, a willingness to cannibalise is more often seen as a good thing. This is because innovation often takes the form of what economists call creative destruction, in which a superior new product destroys the market for existing products. In this environment, the best course of action for successful firms that want to avoid losing their market to a rival with an innovation may be to carry out the creative destruction themselves.

## Cash cow

Cash cow is business jargon for a business venture that generates a steady return of profits that far exceed the outlay of cash required to acquire or start it. Many businesses attempt to create or acquire such ventures, since they can be used to boost a company's overall income and to support less profitable endeavors.

## Coaching

Coaching is training or development in which a person called a *coach* supports a learner in achieving a specific personal or professional goal. The learner is sometimes called a *coachee*. Occasionally, *coaching* may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to general goals or overall development.

## Competition

The more competition there is, the more likely are firms to be efficient and prices to be low. Economists have identified several different sorts of competition. Perfect competition is the most competitive market imaginable in which everybody is a price taker. Firms earn only normal profits, the bare minimum profit necessary to keep them in business. If firms earn more than this (excess profits) other firms will enter the market and drive the price level down until there are only normal profits to be made.

## Dividend

The part of a company's profit distributed to shareholders. Unlike interest on debt, the payment of a dividend is not automatic. It is decided by the company's managers, subject to the approval of the company's owners (shareholders). However, when a company cuts its dividend, this usually triggers a sharp fall in its share price by more than would be appear to be justified by the reduced dividend. Economists theorise that this is because a dividend cut signals to shareholders that the company is in a bad way, with more bad news to follow.

## Dumping

Selling something for less than the cost of producing it. This may be used by a dominant firm to attack rivals, a strategy known to antitrust authorities as predatory pricing. Participants in international trade are often accused of dumping by domestic firms charging more than rival imports. Countries can slap duties on cheap imports that they judge are being dumped in their markets. Often this amounts to thinly disguised protectionism against more efficient foreign firms.

## Elasticity

A measure of the responsiveness of one variable to changes in another. Economists have identified four main types. Price elasticity measures how much the quantity of supply of a good, or demand for it, changes if its price changes. If the percentage change in quantity is more than the percentage change in price, the good is price elastic; if it is less, the good is inelastic. Income elasticity of demand measures how the quantity demanded changes when income increases.

## Electronic commerce

Electronic commerce, commonly written as **e-commerce**, is the trading or facilitation of trading in products or services using computer networks, such as the Internet. Electronic commerce draws on technologies such as mobile commerce, electronic funds transfer, supply chain management, Internet marketing, online transaction processing, electronic data interchange (EDI), inventory management systems and automated data collection systems. Modern electronic commerce typically uses the World Wide Web for at least one part of the transaction's life cycle, although it may also use other technologies such as e-mail.

## Entrepreneurship

Entrepreneurship is the process of designing a new business, i.e. a startup company offering a product, process or service. The **entrepreneur** perceives a new business opportunity and often exhibits biases in their perception and subsequent decision to exploit the opportunity. The exploitation of entrepreneurial opportunities may include design actions such as to develop a business plan, acquire the human, financial and other required resources, and to be responsible for its success or failure.

## Entrepreneurial culture

Entrepreneurial culture is an environment where someone is motivated to innovate, create and take risks. In a business, an entrepreneurial culture means that employees are encouraged to brainstorm new ideas or products. When work time is dedicated to these activities, it is called **intrapreneurship**.

## Forecasting

Best guesses about the future. Despite complex economic theories and cutting-edge econometrics, the forecasts economists make are often badly wrong. Indeed, following economic forecasts has been likened to driving a car blindfolded, following directions given by a person who is looking out of the back window.

## Innovation

A vital contributor to economic growth. The big challenge for firms and governments is to make it happen more often. Although nobody is entirely sure why innovation takes place, new theories of

endogenous growth try to model the innovation process, rather than just assume it happens for unexplained, exogenous reasons. The role of incentives seems to be particularly important. Although some innovations are the result of scientists and others engaged in the noble pursuit of knowledge, most, especially their commercial applications, are the result of entrepreneurs seeking profit. Joseph Schumpeter, a leading practitioner of Austrian economics, described this as a process of "creative destruction". A firm innovates successfully and is rewarded with unusually high profits, which in turn encourages rivals to come up with a superior innovation.

## Joint venture (JV)

Joint venture is a business agreement in which the parties agree to develop, for a finite time, a new entity and new assets by contributing equity. They exercise control over the enterprise and consequently share revenues, expenses and assets. There are other types of companies such as JV limited by guarantee, joint ventures limited by guarantee with partners holding shares. Companies typically pursue joint ventures for one of four reasons: to gain faster entry into a new market; to acquire expertise; to increase production scale, efficiencies, or coverage; or to expand business development by gaining access to distributor networks.

## Know-how

Know-how is a term for practical knowledge on how to accomplish something, as opposed to "know-what" (facts), "know-why" (science), or "know-who" (communication). Know-how is often tacit knowledge, which means that it is difficult to transfer to another person by means of writing it down or verbalising it. The opposite of tacit knowledge is explicit knowledge.

## Management

Management in businesses and organizations is the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Management includes planning, organizing, staffing, leading or directing, and controlling an organization to accomplish the goal or target. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. Management is also an academic discipline, a social science whose objective is to study social organization.

## Marketing

Marketing is a widely used term to describe the means of communication between the company and the consumer audience. Marketing is the adaptation of the commercial activities and use of institutions by the organizations with a purpose to induce behavioral change on a short-term or permanent basis. The American Marketing Association most recently defined **Marketing** as "the activity,

set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large”.

## Marketing mix

Marketing mix is a business tool used in marketing and by marketers. The marketing mix is often crucial when determining a product or brand's offer, and is often associated with the **four P's**: *price*, *product*, *promotion* and *place*. In service marketing, however, the four P's are expanded to the **seven P's** or **Seven P's** to address the different nature of services.

## Marketing strategy

Marketing strategy has the fundamental goal of increasing sales and achieving a sustainable competitive advantage. Marketing strategy includes all basic, short-term, and long-term activities in the field of marketing that deal with the analysis of the strategic initial situation of a company and the formulation, evaluation and selection of market-oriented strategies and therefore contribute to the goals of the company and its marketing objectives.

## Monopoly

When the production of a good or service with no close substitutes is carried out by a single firm with the market power to decide the price of its output. Contrast with perfect competition, in which no single firm can affect the price of what it produces. Typically, a monopoly will produce less, at a higher price, than would be the case for the entire market under perfect competition. It decides its price by calculating the quantity of output at which its marginal revenue would equal its marginal cost, and then sets whatever price would enable it to sell exactly that quantity.

## Monopsony

A market dominated by a single buyer. A monopsonist has the market power to set the price of whatever it is buying (from raw materials to labour). Under perfect competition, by contrast, no individual buyer is big enough to affect the market price of anything.

## Pareto efficiency

A situation in which nobody can be made better off without making somebody else worse off. Named after Vilfredo Pareto (1843-1923), an Italian economist. If an economy's resources are being used inefficiently, it ought to be possible to make somebody better off without anybody else becoming worse off. In reality, change often produces losers as well as winners. Pareto efficiency does not help judge whether this sort of change is economically good or bad.



## Promotion

Promotion is a term used frequently in marketing and is one of the market mix elements. Promotion refers to raising customer awareness of a product or brand, generating sales, and creating brand loyalty. It is one of the four basic elements of the market mix, which includes the four P's: price, product, promotion, and place. Promotion is also defined as one of five pieces in the promotional mix or promotional plan. These are personal selling, advertising, sales promotion, direct marketing, and publicity. A promotional mix specifies how much attention to pay to each of the five factors, and how much money to budget.

## Quality

Quality has a pragmatic interpretation as the *non-inferiority or superiority* of something; it is also defined as *fitness for purpose*. Quality is a perceptual, conditional, and somewhat subjective attribute and may be understood differently by different people. Consumers may focus on the **specification quality** of a product / service, or how it compares to competitors in the marketplace. Producers might measure the **conformance quality**, or degree to which the product / service was produced correctly.

## Streaming media

Streaming media is multimedia that is constantly received by and presented to an end-user while being delivered by a provider. The verb "to stream" refers to the process of delivering media in this manner; the term refers to the delivery method of the medium, rather than the medium itself, and is an alternative to downloading.

## SWOT analysis

SWOT analysis (alternatively **SWOT matrix**) is a structured planning method used to evaluate the **strengths, weaknesses, opportunities and threats** involved in a project or in a business venture. A SWOT analysis can be carried out for a product, place, industry or person. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieve that objective.

- ☞ strengths: characteristics of the business or project that give it an advantage over others.
- ☞ weaknesses: characteristics that place the business or project at a disadvantage relative to others.
- ☞ opportunities: elements that the business or project could exploit to its advantage.
- ☞ threats: elements in the environment that could cause trouble for the business or project.

## Strategy

Strategy is a high level plan to achieve one or more goals under conditions of uncertainty. In the sense of the "art of the general", which included several subsets of skills including "tactics", siege craft, logistics.

## Strategic planning

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy.

## Strategic thinking

Strategic thinking is defined as a mental or thinking process applied by an individual in the context of achieving success in a game or other endeavor. As a cognitive activity, it produces thought. Group strategic thinking may create more value by enabling a proactive and creative dialogue, where individuals gain other people's perspectives on critical and complex issues. This is regarded as a benefit in highly competitive and fast-changing business landscapes.

## Tax

Tax is a financial charge or other levy imposed upon a taxpayer (an individual or legal entity) by a state or the functional equivalent of a state to fund various public expenditures. A failure to pay, or evasion of or resistance to taxation, is usually punishable by law. Taxes are also imposed by many administrative divisions. Taxes consist of direct or indirect taxes and may be paid in money or as its labour equivalent.

## Value-added tax (VAT) or goods and services tax (GST)

Value-added tax (VAT) or goods and services tax (GST) is a popular scheme for implementing a consumption tax. It is common in Europe, Japan, and many other countries. The other common method of implementing a consumption tax is the sales tax. It is popular in the United States. A major motivation for the VAT is to eliminate an inherent disadvantage of the sales tax.



## *Annex no. 2*

### *IT Business Simulation*

### *Platforms List*

[www.act.at](http://www.act.at)

**Mission statement:** ACT - the Austrian center for training firms - is a project of the Austrian Ministry of Education and Women's Affairs, General Directorate for Vocational Education and Training. ACT is the pedagogic and organisational centre of the Austrian practice firm market and the link between the Austrian practice firms and the international practice firm network.

**Our clients:** We supply the Austrian practice firms with all the information and support they need to run their practice firms. We see us as the link between the Austrian practice firm market and educational establishments, politics, economy, social partners and international practice firms. We work for all Austrian practice firms and their institutions as well as for the organisers, the managers and the employees of the practice firms.

**Our co-operation partners:** We fulfill the requirements of our customers in the pedagogic-methodical sector as well as in the sector of professional transfer of information and know-how. From the economic point of view we cooperate with enterprises which give practice firms ideational and financial support and help the cooperation between economy and education to become realistic and practical. Nationally as well as internationally our main aim is to innovate and advance the idea of a practice firm network and to take part in national and international co-operations and projects, which support our aim.

**Our employees:** Working for ACT means taking into consideration the pedagogic claim and public utility as well as contributing to the internationalisation of the Austrian economic system. We see us as a learning organisation. Quality management and reference to practical experience are a must. Working for ACT implies mutual trust, open-mindedness and a will to cooperate. To achieve this, we offer our professional competence and motivation, our commitment, and the ability to create innovative and visionary progression concepts - all this within a dynamic team, which is highly accepted pedagogically and economically and has a superb image within Austria and abroad.

**The organization:** We are sure that the term practice firm and its meaning will soon be common knowledge. We see the practice firm as the center of all economic training: it supports intensive

cooperation between the individual special occupational fields as well as cooperation with real enterprises, which guarantees reference to practical experience. We plead for the development of optimal models for various forms of implementation and training (best-practice approach), so that the practice firm can be set up in various types and stages of education. We always observe the national and international framework concerning judicial and economic guidelines, technological changes, pedagogic innovations as well as public and social challenges.

**The Owner:** For the owner, the Ministry of Education and Women's Affairs, the work and services of ACT are a precondition for the ideal realisation of the pedagogic idea of the practice firm in the Austrian education system ~ either as obligatory part of the curriculum or as an option due to autonomous decisions taken by the schools themselves. To spread the idea of the practice firms into areas other than mere school education is our intention and desire.

Our aim is the realisation of the requirements of the Ministry of Education and Women's Affairs and to contribute to a practice orientated education system. To keep the organisation constantly up to date with the current state of science, we have a management system according to ISO 9001, certified since the year 2003.

The project management is responsible for a permanent further development of the system in line with the "Continuous improvement process".

### [www.idea-bmc.de](http://www.idea-bmc.de)

The purpose of the IDEA-BMC (Business Model Creator) tool is to create a business model for a specific business case. It is an innovation tool for groups of business people and students.

The model will give you a clear understanding of how you create value for your customers, and how you generate cash flow.

**Instructions.** IDEA-BMC consists of 17 topics divided into the following categories: Product, Finance, Customer Contact and Configuration. You start by formulating the basic idea, also called Value Offer or Value Proposition.

The basic idea defines:

- ☞ The package of products and services for which you will develop a business model.
- ☞ The value and benefits that customers and users want to achieve.

Next, you will prepare a customer profile by describing the customers' life, needs, preferences, buying habits, etc. Consider whether you should split them into primary and secondary customer profiles.

Then you will prepare your business model by selecting one statement for each of the 17 topics. You can also elaborate on your choice by adding comments.

After you have completed all topics, you can generate a PDF report, which you can use to present your business model. Consider which elements will give a competitive advantage and which you should focus on during your marketing campaign.

**Business Models.** Osterwalder & Pigneur (2010) defines in the book "Business Model Generation" Business Models as: *"A business model describes the rationale of how an organization creates, delivers and captures value"*.

In short, a description of how a business or organization creates value, how this value is presented and delivered, and the logic behind how this value and revenue is generated.

The business model describes how the company utilizes the potential in the idea to create value. The same basic idea can develop different business models and still create value.

### [www.rochuspark.at](http://www.rochuspark.at)

Rochuspark – Entrepreneurship-Center since 2007. Welcome to the youngest and largest of our three coworking-spaces in Vienna.

Over the past years we have founded and nurtured three innovative co-working spaces in Vienna: **Schraubefabrik, Hutfabrik and Rochuspark**. Initially relicts of the industrial age, these former manufactories amidst the city are now home to the entrepreneurs and businesses of the 21st century – for different organizations, doing different jobs, using different tools: Architects or PR consultants, freelancers or micro-enterprises working with laptops and cell phones.

Together this forms a growing network of like-minded people, a homely atmosphere to work in and an inspiring community to be part of.

### [www.roct.ro](http://www.roct.ro)

The constitution of a "simulated enterprise" is based on ROCT (Romanian Branch of Fictive Companies) demands. The documentation required to start a "simulated enterprise" is slightly simplified from the one used in reality because of the necessity to ease the correspondence between the companies and ROCT. Yet, the documentation is mainly according to the O.U.G. 76/2001 with following changes and during classes their real form is presented.

A constituted and authorized "simulated enterprise" is not closed after one or two school years (when pupils are in the XI or XII grade), but is taken by the next generation.

Usually, the main authorized companies are the ones that have as main activity wholesale commerce or services. "Simulated enterprise" based on banks model, production or retail companies are not approved.

The documentation is elaborated in two copies: one is sent by post office at ROCT, and the other one is kept at the fictive company.

After the registration and authorization of the company, a registration certificate and its annexes are issued.

All payment/return operations between different fictive companies made through the ROCT – VIRTUAL BANK. For the success of these operations all fictive companies from Romania have to open a domestic and a foreign account at the ROCT – Virtual Bank. This procedure is valid only for the cash-flow operations, the supply/sale operations being executed directly between the companies.

### [www.tuteeapp.com](http://www.tuteeapp.com)

**Tutee Online Communication.** We (Tutee) is a Danish edtech start-up with investments from CAPNOVA and Accelerace and supported by the Market Development Fund. We have developed a state-of-the-art online tutoring platform to Lektier Online – State Library's of Denmark online homework help, with more than 30.000 annual tutor sessions. Moreover, we have experience and knowledge of online homework help for children and young people in Denmark obtained through tests with longer online tutoring courses for a wide range of families in Denmark

#### **Tutee Online Learning**

**Responsive & Intuitive.** Tutee is designed in collaboration with Designit – a global leading interactive design company. Tutee is an advanced and intelligent system – but everything is made totally intuitive and user friendly – both for students, teachers and administrator.

**Optimize your online tutoring business.** Tutee makes your tutoring processes as automatic as possible with precise booking tools, evaluations, security and can easily be integrated in your existing administration. Tutee makes your tutoring business or online courses very effective

**Value Proposition.** Smooth, playful and exciting online communication tailored for the perfection of online learning. Personal realtime communication between teacher/tutor and students. The advanced backend ensures quality and control of all processes. Choose a standard solution or a 100% customized version to your organization.

**Scalability.** Highly scalable solution – boost your online business and increase your number of students. No limits of users. Works smoothly and stable on all platforms: PC, Mac, Android tablet, iPad, iPhone and Android phone. Free 3 months test period and attractive pricing.





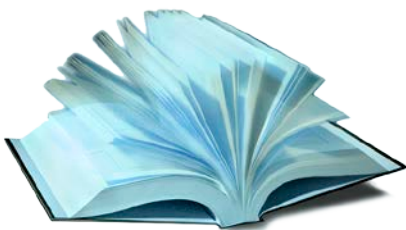
## *Annex no. 3*

### *Project meetings ...*

#### **Preparation**

An important activity in the project is provided - Project preparation (kick-off meeting). At this meeting, the management teams related to each project partner will consider:

- ☞ Informing all project partners on the details of the plan of activities provided in the application form, prepare each project meeting;
- ☞ Fixing details of the final products that will be made in the project;
- ☞ Responsibilities of each partner in the project to final products, information and publicity, dissemination;
- ☞ Developing an effective communication between project partners
- ☞ Other aspects of quality assurance project management.



#### *Project Meeting 1*

#### *Esbjerg, Denmark*

#### *12 to 14 November 2014*

Kick-off meeting in Denmark - organizing the project (the tasks for each partner involved, responsibilities for the final products, program of good practice exchanges).

Economic College "Dimitrie Cantemir" Suceava coordinate at European level in the period 2014 - 2016, Erasmus+ ,Strategic Partners hips for vocational education and training, title "Simulation for entrepreneurship". The partnersin this projectare: International Business College Hetzendorf Vienna, Austria, Business Academy South West (EASV) Esbjerg, Denmark, Vetschool La Salle - La Seu d'Urgell, Catalonia, Spain, The School of Accounting and Administration of Porto ISCAP, Portugal, Chamber of Commerce and Industry Paphos, Cyprus Chamber of Commerce and Industry Suceava, Romania.

The overall objective of the project is the exchange of professional practice and education with

partners from Europe on issues related to textbooks, curricula and teaching methodologies for the simulation as an effective method to youth entrepreneurship education, transfer of innovative technologies used in business simulation between-preuniversitar two levels of school education and higher VET.

From 11 to 15 November 2014 was held under the project preparatory visit in Esbjerg-Denmark, the Business Academy South West, where 4 teachers attended the Economic College "Dimitrie Cantemir" Suceava: Cheaburu Carmen Constanta, Munteanu Rodica, Vasil Claudia Elena Sfichi Florentina and a representative of the Chamber of Commerce and Industry Suceava: Fediuc Carmen Elena.



The proposed activities There were various and had central objective discussions with project partners working on several aspects of organizational and financial aspects of the project and the exchange of good practice regarding the method "practice firm" in high school and "enterprise simulated in university, aspects of entrepreneurial education in the Danish educational system. As such, each partner presented the institution, team work; team in Romania, as project coordinator, presented the tasks of each partner in the project, responsibilities vis-a-vis the final products to be achieved (project website, curricula ~ curricula for practical training module "Learning Office "good practice guide" Simulation for entrepreneurship"), the financial aspects.



After discussions with the project partners were established responsibilities in carrying out



project activities, how to make final products and responsibility of each partner, reporting rules and documents related to each project activities, financial rules, ways of disseminating the project, etc.. However, there were presentations about the concept of entrepreneurship education and the application thereof in Denmark, conducted by professors and experts were visited National Center for Innovation and company simulated.



Relevant activities: EASV has long time experience in entrepreneurship education. EASV runs two start-up incubators professional students. IDEA Lab Home & Biz. More than 100 real companies was created in incubators student.



IDEAHOUSE ~ way to implement business ideas Business Academy South West-Esbjerg



EASVIT application used by students to entrepreneurship education Business Model Creator-  
electronic platform. [www.idea-bmc.de](http://www.idea-bmc.de)



Tutee Aps Company virtual performed students

[www.tuteeapp.com](http://www.tuteeapp.com)

Preparatory visit of the project, was a great opportunity for training, cultural exchange experience and practice language skills and professional of the participating teachers.

## *Project Meeting 2*

### *Vienna, Austria*

### *9 to 11 March 2015*



In the period 2014 ~ 2016, Economic College "Dimitrie Cantemir" Suceava coordinates at European level the Erasmus + project, Strategic Partnerships for vocational education and training axis, called "Simulation for entrepreneurship".

The overall objective of the project is the exchange of professional practice and education with partners from Europe on issues related to textbooks, curricula and teaching methodologies for the simulation as an effective method to youth entrepreneurship education, transfer of innovative technologies used in business simulation between two levels of education -undergraduate and higher VET.

The second project meeting was held between 9 and 11 March 2015 in Vienna, Austria at the International Business College Hetzendorf, in which participated:

- ☞ Economic College "Dimitrie Cantemir" Suceava ~ six teachers and four students
- ☞ Business Academy South West (EASV) Esbjerg, Denmark ~ one teacher
- ☞ Vetschool La Salle - La Seu d'Urgell, Catalonia, Spain ~ two teachers and four students
- ☞ The School of Accounting and Administration of PORTO - ISCAP, Portugal ~ three teachers, one student and one specialist
- ☞ Chamber of Commerce and Industry PAPHOS, Cyprus ~ 2 specialists
- ☞ Chamber of Commerce and Industry Suceava, Romania ~ 2 specialists





The proposed activities during the project meeting focused mainly on the exchange of best practices regarding use of simulation method in youth entrepreneurship education curricula in undergraduate and graduate education, through which young people develop their entrepreneurial skills and competencies, working in "training firms" or "simulated enterprises" (business simulation).

The Training firm - is an interactive learning method for entrepreneurship skills development, a modern interdisciplinary integration and application of knowledge, an approach to teaching and learning that provides conditions for probation and deepening practical skills acquired by students in the professional training.



The meeting agenda considered the involvement of students and teachers in learning activities (peer-learning) in training firms in the host school of the project meeting. The students worked on the IT





During the meeting, different materials were presented by experts of the Chamber of Commerce and Industry Suceava ~ Romania and Paphos ~ Cyprus related to entrepreneur profile in Romanian and European business environment. Information presented has proven very helpful for the teachers and students attending the meeting ~ youth entrepreneurship education should be carried out in accordance with business requirements for a more efficient connection of the school to economic reality.



A very important moment of meeting the project was the visit to "Wirtschaftsuniversitat Wien" Vienna University of Economics and Business ~ renowned university in Austria.



During the visit we benefited also from meeting prof. Gerhard Gessler, specialist in entrepreneurship education, which presented a very valuable material related to 'Entrepreneurial education through training firms'- the Austrian experience in this method, challenging for education systems.



An interesting moment of the project meeting was the visit to Coworking space Rochuspark-entrepreneurial center- Stefan Leitner Sidle and Michael Poll (founders and Managers).

This entrepreneurial center represents a modern way specific to XXIst century for the development of the entrepreneurship and business only with the help of laptops and mobile phones for different organizations, different jobs, in order to achieve a network on the internet, where each young person can belong to and inspire from.

[www.rochuspark.at](http://www.rochuspark.at)





After discussions with the project partners, the following aspects were analyzed:

- ☞ responsibilities in carrying out project activities;
- ☞ stage of the final products, responsibilities of each partner, stages of implementation and completion dates;
- ☞ reporting rules and documents related to each project activities;
- ☞ financial rules, ways of disseminating the project, etc.
- ☞ progress of the project's final products
- ☞ organisational aspects of the meeting in Portugal, in October 2015

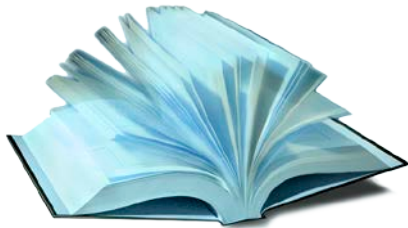
During the meeting the project coordinator prof. Cheaburu Carmen Constanta presented the project website [www.entre4future.com](http://www.entre4future.com) (structure, menus, sections, information, etc). The project website needs to be built as described in the application form, as it represents both a final product of the project and a means of dissemination activities and materials developed by the project.

The project meeting in Vienna was a real opportunity for training, cultural exchange experience and practice language skills and professional of the participating teachers.

Key concepts around which discussions and activities were held were:

- ☞ training firm
- ☞ simulation method
- ☞ profile entrepreneurs
- ☞ IT platform
- ☞ entrepreneurship
- ☞ business simulation and innovation





## *Project Meeting 3*

### *Porto, Portugal*

### *19 to 21 October 2015*

In the period 2014 – 2016, Economic College "Dimitrie Cantemir" Suceava coordinates at European level the Erasmus + project, Strategic Partnerships for vocational education and training axis, called "Simulation for entrepreneurship".

The overall objective of the project is the exchange of professional practice and education with partners from Europe on issues related to textbooks, curricula and teaching methodologies for the simulation as an effective method to youth entrepreneurship education, transfer of innovative technologies used in business simulation between two levels of education -undergraduate and higher VET.

In October 19-21 2015 there was the third meeting of the project in Porto - Portugal, Instituto do Porto POLITECNICO The School of Accounting and Administration of Porto -ISCAP, in which participated six teachers and two students from the Economic College " Dimitrie Cantemir" : deputy Rodica Munteanu, the teachers Cheaburu Carmen Constanta,Sfichi Florentina-Elena, Vasilică Claudia, Haġiu Luminita, Lăzăreanu Elena, students: Marius Flavian Panțiru I XIIth grade, Tanasa Cozmin Adrian twelfth grade. All of them participated in the meeting but also a representative of the Chamber of Commerce and Industry Suceava, Tomășcu Ioan Gabriel.



The activities proposed under the project meeting mainly concerned the exchange of best practices in the use of simulation method in entrepreneurial education for young students,the curricula

used in higher education, in which young people develop entrepreneurial skills and competencies, working in "simulated enterprise" (business simulation).

ISCAP - Simulation Business course is offered in a business environment in which students can learn by doing, by running a company as it happens in real life. Learning tasks are provided in an established format, action-oriented to maximize learning. Students learn to make a set of tasks for each session and also to produce reports and presentations throughout the course.

Business simulation course (BS) is an innovative way of education.

This course aims to create a demanding business environment, complex and technologically advanced, without the inherent risk in the real world of business. In this controlled environment, companies are made up of 3 or 4 students through information systems business management, commercial and institutional relationships established with several organizations. These companies operate in very diverse areas, from food wholesale shoes in detail. The main objective of students is to manage their companies at each level to complete a financial plan, tracking costs and profit.



The agenda of the meeting considered the involvement of students and teachers in learning activities (peer-learning) in simulated enterprise of the host institution, the participants worked on simulated corporate IT platform, along with students from ISCAP.





During the meeting of the project there was organized a workshop for teachers, students and professionals in the business environment, which had the following schedule:

- ☞ Business simulation contribution to youth entrepreneurship education
- ☞ Simulation ISCA (Aveiro) - Elda Guimaraes
- ☞ Simulation ESEIG - Joel Fernandes
- ☞ Develop entrepreneurial skills through simulation - Fátima Monteiro (ESTSP)
- ☞ Accounts from students on the impact of simulation in their professional and personal lives - is Fábio Teixeira Alves Bernardino
- ☞ Good practices of companies that hire students who have studied the business simulation. - Sandra Novo (Administrative Diretora e Financeira da NOS)

The workshop was part of the program organized by ISCAP on the occasion of International Week.





The information presented by teachers and specialists in the host country at the workshop were of great help to teachers and students present at the meeting, entrepreneurship education of young people must be made in accordance with business requirements for a connection more efficient of school in European and national economic reality.



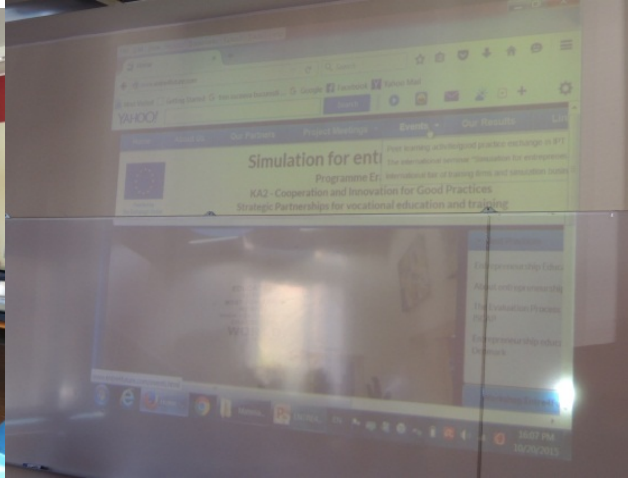
After discussions with the project partners the following aspects of the project were analyzed regarding the management and implementation of ENTRE4FUTURE:

- ☞ The report on the project activities carried out during the period October 2015-March, the interim report prepared for NA- Romania, using the Interim Evaluation Questionnaire
- ☞ The progress on the project's final products The presentation of the project website The presentation of the curriculum "Learning Office" and solutions for testing and validation \* Progress

on materials needed to prepare the Guidelines for Good Practice "Entrepreneurship Simulation "

Other organizational issues addressed in the project meeting:

- ☞ responsibilities in the implementation of project activities;
- ☞ reporting rules and documents pertaining to each project;
- ☞ financial rules, ways of disseminating the project, etc.



The project meeting in Porto was an important moment of training, cultural exchange experience and practice language and professional skills for teachers and students .The key oncepts around which discussions were held were:

- ☞ simulated enterprise
- ☞ the simulation method
- ☞ simulation business
- ☞ IT platform
- ☞ entrepreneurship
- ☞ online learning environment
- ☞ innovation







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Simulated enterprise

Profile entrepreneurs

Entrepreneurs



Simulation method

Online learning environment

Innovation



IT platforms



Business simulation and innovation

Programme: Erasmus+  
 Action: KA2 - Cooperation and Innovation for Good Practice  
 Field: Strategic Partnerships for vocational education and training  
 Project Title: Simulation for entrepreneurship  
 Project Acronym: ENTREPRENEUR  
 2014-1-RO01-KA202-002759

**Project partners:**

- ROMANIA** - Economic College "Dimitrie Cantemir" Suceava - project Coordinator
- AUSTRIA** - International Business College Hetzendorf - Vienna
- SPAIN** - vetschool La Salle - La Seu d'Urgell - Catalonia
- PORTUGAL** - The School of Accounting and Administration of Porto - ISCAP
- DENMARK** - Business Academy South West (BASV) - National Innovation Center - EBBERG
- CYPRUS** - Paphos Chamber of Commerce and Industry
- ROMANIA** - Chamber of Commerce and Industry Suceava

Net total duration: 24 months  
 start date: 01.09.2014  
 end date: 31.08.2016

Training firm



Simulation business

Suceava, 2016