



USE CASE SCENARIO 01	Applying TYCON in a alternating theoretical and practical VET
<i>Stakeholders</i>	Actors are apprentices and trainees in building professions in initial VET. These stakeholders need to gain entrepreneurial thinking and acting beyond technical contents in construction training. They are addressed with TYCON to develop additional input for starting own businesses and to stimulate them to figure out entrepreneurship and thus experience aspects of entrepreneurial activities. This copes with the aspects of the development of self-defined professional careers and broadening their competence base.
<i>Narrative</i>	<p>In most European countries the training, the training contents and the examination criteria are regulated by law or subordinate regulations. Typical parts are:</p> <ol style="list-style-type: none"> 1) practical part (creation of workpieces, situative task/role plays, case studies, etc.) 2) theoretical part associated with the occupation 3) more general economic and social basics (superordinate) <p>The exemplary parts are weighted according to importance in the sector.</p> <p>Conventional starting point: In VET-centres apprentices and trainees are engaged in practical tasks based on their specific professional profiles like e.g. brickwork, plastering or applying thermal insulation. Instructors only act as moderators after having introduced the tasks. Apprentices / trainees now define and determine all necessary information (material requirements, tool composition, processing time, etc.) as well as work planning by themselves. At the end there is a self/group-reflection of the results. Until here it is all about technical aspects. The learnt lesson from gaining skills will now by TYCON be taken to the entrepreneurial level.</p> <p>Mr Buttinski, a virtual coach in TYCON, comes up with assignments or tasks and gives relevant information in a concise form (various files, videos or animations are made available in TYCON). In a similar to life setting, the instructor covers these situations in class and links them to the previous assignment.</p> <p>From an original task, a virtual order to carry out a building project emerges. As the information available in TYCON is scarce, the player will have to determine the scope of work, with any instructor only acting as a moderator. The moderator will only intervene if he/she notices that the discussion is misleading. Furthermore, he/she can direct to the skills presented in the case leads and desired to be conveyed eventually.</p> <p>The moderator directs the thinking process smoothly, which</p>

	<p>might incorporate aspects for the players considering e.g. necessary investments, planning machines and equipment, deploying staff, timely capacities etc. This urges a reflective thinking and re-thinking in a entrepreneurial manner. Then players will take decisions and accept one of the orders.</p> <p>Depending on the TYCON playing level the number of good decision alternatives can vary. The range of comments to decisions in the game-levels by the TYCON-instructor Mr. Buttinski starts from very rudimentary to more complex. The range of more explanatory input from real life instructors including facing consequences from the entrepreneurial decision taken in the game results from this. Playing social interaction like simulating a conversation might result in role plays like 'entrepreneur and customer'. Having played these sequences and having transferred it back to real life enables apprentices/trainees and instructor to discuss about feelings and experiences for communication competences. On a higher game level the social and professional competence of dealing with own and others' mistakes brings up thinking from entrepreneurs' side to handle errors and decide situative and/or quickly avoiding damage for all sides.</p> <p>All aspects in the TYCON game can and should be redirected to the real world in order to upskill players in their daily work.</p>
<p><i>Embedding in the course / education</i></p>	<p>Prerequisites for integrating TYCON into concrete trainings are:</p> <ul style="list-style-type: none"> • Instructors/coaches/moderators must be familiar with the course and contents of the game • Trainers'/teachers' digital devices and those of apprentices and trainees (own device or device of the educational institution) must be set up for the game (e.g. suitable internet browser, Adobe Flash Player, pdf reader, headset...) • Players must basically be trained in the use of browser games in case they do not own previous gaming experience (recent experience has proved that this condition is mostly met by the target group) • VET-trainers/VET-teachers should be experienced in the construction branches and how to convey practice and real-life-like trainings (e.g. only moderate); best would be if VET-trainers could have own previous entrepreneurial experience
<p><i>(learning) activities and outcomes</i></p>	<p>TYCON fits very well into action-oriented trainings, i.e. simulating real life situations. It supports a holistic approach to a problem with a game component that is particularly appealing to young people.</p> <p>Apprentices and trainees will be aware of</p> <ul style="list-style-type: none"> • practical skills in their profession and the theoretical background • first experiences in an entrepreneurial dimension on basis of playing TYCON



	<p>This is exactly the learning objective of TYCON with an action oriented training similar to real life - the combination of practice, technical and economic-organizational theory covered by the game sequences in TYCON. This promotes entrepreneurial thinking and acting of the apprentices and trainees. This might certainly encourage some of them to take the entrepreneurial path.</p>
--	---

<p>USE CASE SCENARIO 02</p>	<p>Applying TYCON in VET-centres for initial VET and VET-schools within the framework of initial vocational training</p>
<p><i>Stakeholders</i></p>	<p>Apprentices and trainees in different professions of construction unite in the desire to upskill once they will have finished their initial or basic vocational education and training; be it masons, roofers, carpenters, joiners, tilers, painters, stuccato workers as well as other craft professions. Often there is the wish to become entrepreneur and to open up an own business. This opens a variety of opportunities, because e.g. a lot of present and retiring entrepreneurs are looking for successors. The demand for qualified entrepreneurs in construction remains on a high level currently and in the future.</p> <p>Apprentices and trainees are between 18 and 25 years of age on average. This is a very good age to gather first information about which entrepreneurial competences are of high importance to found or take over a business</p> <p>Trainees in various professions that belong to the construction sector, such as bricklayers, carpenters, roofers, tilers, painters and varnishers, screed layers, stuccotos, but also trainees in other trades often have the aim of continuing their education after completing their vocational training. It is not uncommon for them to wish to acquire an entrepreneurial competence and then set up a business. Especially in present days, founders have a wide range of opportunities, since very many companies are looking for successors and the demand for qualified entrepreneurs in many skilled trades is still unbroken.</p> <p>It is semi-advisable to involve learners from higher educational levels in the applying the TYCON game because their decision to take over a business has already been made by a big proportion of these learners. Most people in this group of people already own basic or advanced entrepreneurial skills. Hence TYCON could also convey some additional entrepreneurial skills but.</p>
<p><i>Narrative</i></p>	<p>Apprentices and trainees in VET-based professions receive comprehensive job-related technical and theoretical knowledge in the course of their vocational training.</p>



	<p>A practice oriented training system like TYCON includes the advantage of applying knowledge in real-life situations and hence is complimentary to mandatory school attendance.</p> <p>This (virtual) presence in the company enables apprentices and trainees to get to know the day-to-day business and everything that is connected with it first-hand and with a very high level of practical relevance.</p> <p>This also means that trainees experience first-hand what business decisions have to be taken. In other words, they experience that these decisions are taken, but often they do not know and understand why these decisions were taken.</p> <p>The game TYCON provides this group of people with the opportunity to look behind the scenes of a business and become being able to better understand and contribute to entrepreneurial decisions. Ideally, after completing the game, apprentices and trainees will be able to adopt the entrepreneurial mindset themselves and thus relieve their own boss.</p>
<p><i>Embedding in the course / education</i></p>	<p>The design of vocational school lessons follows a training framework plan which is prescribed for each profession/trade. Within certain limits, teachers have the opportunity to use creative approaches within this framework curriculum to interpret / convey the content of initial vocational training.</p>
<p><i>(learning) activities and outcomes</i></p>	<p>With reference to the five case studies developed for TYCON which form the basis for the creation of the game, the game levels can make a significant contribution to the above-mentioned target groups in terms of gaining personal entrepreneurial skills in the areas listed below, which are broken down into the respective sub-goals in the respective game levels:</p> <ol style="list-style-type: none"> 1. competence: taking initiative Sub-targets: taking responsibility, working independently, becoming active 2. competence: learning through experience Sub-targets: reflection, learning to learn, learning from experience 3. competence: mobilising others Sub-targets: manage resources; use resources responsibly, use time efficiently, take advantage of support 4. competence: ethical and sustainable thinking and acting Sub-targets: acting ethically, thinking sustainably, assessing effects 5. competence: motivation and perseverance



	<p>Sub-targets: staying driven, being determined, focussing on one’s motivation; being resilient; not giving up</p> <p>Based on these case studies, learners will generally acquire or strengthen these competences through individual use and playing of the game. However, it is also conceivable to complete the game with several people and to discuss every business decision.</p> <p>Especially the discussion of individual entrepreneurial decisions leads to the users dealing intensively with the topics to be dealt with and thus learning processes are set in motion. For this reason, it would be highly recommendable to play the game not in individual sessions but at least in pairs.</p>
--	---

USE CASE SCENARIO 03	Continuous Professional Development
<i>Stakeholders</i>	Small and mediums size company owners and their employees as well as trainers for the supporting organisation. For existing entrepreneurs – to give them ideas on how to expand their business, and for their employees - to give them idea of starting their own business.
<i>Narrative</i>	<p>Envisage two ways of using mini-games:</p> <ol style="list-style-type: none"> 1. Access to TYCON can be facilitated from any organisation’s website as a teaser (food for thought) for an organised workshop by an organisation training programme 2. As a part of a workshop e.g. “Thinking of expanding your business?” or “Do you want to become an entrepreneur?” <p>Depending which workshop is being “advertised”, TYCON as a teaser should either focus on mini-games 1 and 2 or mini-games 3, 4 and 5.</p> <p>TYCON targets either those in business already and encouraging them to expand their business or helping those traders/individuals who were thinking of becoming entrepreneur themselves.</p>
<i>Embedding in the course / education</i>	<p>TYCON is envisaged to be part of any course that deals with various issues related to starting/expanding the business, from logistic and legal, to matters of staffing and financing. TYCON can be a part of a session that deals with the individual’s skills / competences required to be a successful entrepreneur.</p> <p>A workshop focus needs to be on key skills as identified in the mini games: taking the initiative, motivation and perseverance, learning through experience, mobilizing others and ethical and</p>



	<p>sustainable thinking. Depending on who the participants are (potential new entrepreneurs or existing entrepreneurs looking to expand) the appropriate mini games should be used.</p>
<p><i>(learning) activities and outcomes</i></p>	<p>TYCON can be used in workshops in two ways – at the beginning as an icebreaker or at the end as the workshop wrap-up (a bit of competition amongst the participants).</p> <ol style="list-style-type: none"> 1. At the beginning - to get a participating group going and talking to each other; a group should be split in smaller groups of 2 and 3 people and instructed to work through a particular mini-game in TYCON - to save the time, this can be done as a preparation work for the workshop by the individual and then paring them at the workshop. It would be advantageous, if there were at least 2 groups doing the same game as it will encourage subsequent discussion choices and opinions differ. Trainers should prepare additional material to support the mini games and use the mini games skills as a backbone of his/her delivered content. Once the small groups have finished the task the trainer should work through one mini-game at time and at each answer/decision stage encourage groups to disclose their answer. Then the discussion should be facilitated amongst all participants to justify their choices and decisions. Once the discussion is ended the trainer will sum up key points for the skill tackled in the mini-game and ensure that there is clear “take away message”. The same process is for all mini games. It is expected that workshops ar likely to cover 2-3 mini-games and participants directed to tackle the others by themselves. 2. The other way that trainers can approach the workshop is by having the content delivered around the 5 skills covered in the mini-games and then have the mini-games at the end as a kind of summary of understanding. Again grouping participants and creating the teams that would be competing against each other. The facilitator should allow some discussion time after mini-games are completed. <p>The facilitator can also direct participants to other games as well as recommend some individual activities e.g. self evaluation of those skills by participants or doing the reflective summary after the workshop.</p>



USE CASE SCENARIO 04	Preparing for Work Based Learning (WBL)
<i>Stakeholders</i>	<p>VET students and their teachers are the envisioned stakeholders for this kind of use case. The mini-game will allow learners to learn from experiencing first-hand the skills needed to unwind in a professional/ business environment. The TYCON learning experience is enhanced by following a “natural” progression, commencing from developing a start-up to launching an international company. This stands for a way of preparing a mandatory WBL experience in a company in the framework of a chosen VET path.</p>
<i>Narrative</i>	<p>For this use case, there is a differentiation two different levels:</p> <ol style="list-style-type: none"> 1. less suitable is that students play only one or two levels or case leads of TYCON which relate the most to the subject under study in one particular unit from the professional module “Business and entrepreneurship”. In other words, they just follow the partial narrative / scenario that was conceived for the particular learning outcome of the unit. 2. more suitable is that students play all TYCON mini-games within the five case leads in an immersive way as an introduction to the professional module: “Training in the workplace”. In other words, they follow the overall narrative /scenarios which were conceived for the complete game. <p>Ensuring that students and trainers are prepared for the WBL experience, this is essential to warranting both a fruitful learning pathway and a successful entry into the labour market. In this sense, TYCON follows the most effective approach to develop entrepreneurship skills by focusing on experiential and task-oriented learning from real business problems and contexts or so called (virtual) 'apprenticeship learning'. Because of the way TYCON has been devised, the mini-games of each level motivate to play them either separately or one after the other following a progression. In any particular use case the mini-game will serve as a sort of pilot experience preceding the actual apprenticeship.</p>
<i>Embedding in the course / education</i>	<p>The main learning goal of TYCON is defined in mediation of entrepreneurial competences. To achieve this goal TYCON is structured in the following levels of difficulty addressing entrepreneurial competences:</p> <ol style="list-style-type: none"> 1. Taking the initiative 2. Learning through experience 3. Mobilising others 4. Ethical and sustainable thinking 5. Motivation and perseverance <p>Any target group of this use case follows two professional modules focused on entrepreneurial competences: ‘business and entrepreneurship’ as well as ‘training in the workplace’. TYCON</p>

	<p>will thus be imbibed in one or both of these modules' courses. The competences addressed by TYCON match with those learning outcomes encompassed by the cross-cutting professional modules of existing vocational education cycles in educational systems. For the module "Business and entrepreneurship" these are:</p> <ol style="list-style-type: none"> 1. Recognizing capabilities associated with entrepreneurship, analysing the requirements derived from jobs and business activities 2. Definition the opportunities for the creation of a small companies, assessing the impact on the environment of action and incorporating ethical values 3. Carrying out activities for the incorporation and start-up of a company, selecting the legal form and identifying the associated legal obligations 4. Carrying out administrative and financial management activities for an SME, identifying the main accounting and tax obligations and completing the documentation <p>For the module "Training in the workplace" these are:</p> <ol style="list-style-type: none"> 1. Identification of the structure and organization of the company in relation to the type of service it provides 2. Applying ethical and working habits in the development of its professional activity in accordance with the characteristics of jobs and procedures established in the company <p>The courses within the professional modules will provide students with necessary background knowledge and skills to act in professional way when running a business. Trainers will adapt (a) case lead(s) from the game as exemplary teaching material. Moreover, as the outcome of a European consortium, TYCON urges the acquisition of skills like adaptability to changing environments and cultures.</p>
<p><i>(learning) activities and outcomes</i></p>	<p>TYCON will urge playing five case leads of which each is representing a "level" in the game, which are not mainly a grade for difficulty but a grade of progress. The difficulty scales cope with the company sizes, hence, the game gets harder when the player advances to the next case lead. The following five company sizes were selected for the five case leads:</p> <ul style="list-style-type: none"> Case lead 1 = start-up Case lead 2 = small company Case lead 3 = medium company Case lead 4 = large company Case lead 5 = tycoon <p>In the first stage students play one or two levels or case leads of TYCON which relate most to the particular subject at study within a framework of a professional 'classical' module like "business and entrepreneurship".</p>

	<p>In a next stage, after having presented course contents related to any learning outcome like e.g. “recognizing capabilities associated with entrepreneurship, analysing the requirements derived from the jobs and business activities”, trainers/teachers present the game outlines and explain the game dynamics.</p> <p>Students then play case lead 1 related to the competence “taking the initiative” which will yield the following learning outcomes: learners will be motivated to reflect and judge their achievements and failures and learn from these and learners will improve their abilities to create value by building on their previous experiences and interactions with others.</p> <p>Students will afterwards discuss in group particular aspects and problems encountered in the case lead and how students rationalize their answers to each situation in the context of a start-up (i.e.: choosing a business plan, interacting with clients, solving problems in the workspace...). Another way to exemplify strategies and behaviours, a role-play could be method of choice to deepen the gained skills.</p> <p>For the second kind of use case which is more suitable for the overall game design and intended effect, students play the entire game in an immersive way to test and put into practice the knowledge and competences acquired within a classical module “business and entrepreneurship” and also as an introduction or transition towards a professional module like “training in the workplace”.</p> <p>As an example, after a trainers’ presentation of the content related to the learning outcome “applying ethical and working habits in the development of professional activities in accordance with the characteristics of the job and the procedures established in the company”, which will be the result of a classical professional module like “training in the workplace”, a playing session takes place where all students play the entire game.</p> <p>In this use case students reflect on situations and problems encountered during the game and reveal their rationale and strategy to overcome these situations. Students are then asked to write down their thoughts in a structured questionnaire.</p> <p>Eventually all results will be shared among students in a structured discussion. The discussion will follow the game progression tackling issues encountered in each one of the case leads. As with the aforementioned first kind of use case, a role-play dynamic in which some students play the client and others take the role of the start-up entrepreneur could be put into place.</p>
--	--

USE CASE SCENARIO 05	Autonomous training for theory and practice
<i>Stakeholders</i>	TYCON is useful for training institutions that offer training programmes at levels 3, 4 or 5 of the European Qualifications Framework, addressed to people working in the construction sector.

	<p>For training institutions, the game gives an added value to their training programmes, because it facilitates the succession of theoretical notions with practical application and allows students to train themselves also autonomously. Beside, the game offers individuals the potential possibility to assess abilities and skills before or during a training process, allowing the way to set and settle appropriate contents.</p> <p>On the other hand people working in the construction sector who are following a training program to obtain a specialization will have an added value to their professional competences. Those could be:</p> <ul style="list-style-type: none"> - foremen - contractors - civil-engineers - people on their way to become micro-entrepreneurs <p>For trainees TYCON provides a practical training scenario to proof and add learning outcomes to the traditional learning path.</p>
<p><i>Narrative</i></p>	<p>TYCON may be played in two ways:</p> <ol style="list-style-type: none"> 1. From the beginning to the end, following the narrative of the experienced professional in the construction sector, that decides to start his/her own company that progressively grows from a start-up to a multinational enterprise. 2. With the intention to play only scenarios or single levels that contain insights which are meaningful for the player. <p>These two modalities of playing are possible because each level and each scenario implicit in the game is independent from each others and pose challenges that do not influence the prosecution of the game.</p> <p>This allows a flexible use of the instrument according to the exigencies of trainers and trainees.</p>
<p><i>Embedding in the course / education</i></p>	<p>TYCON may be used in three ways:</p> <ol style="list-style-type: none"> 1. As training platform on the base of which has been constructed several theoretical lessons, reflecting the contents of the game 2. As training instrument, integrated into an existing course, to be used occasionally to integrate theoretical lessons with practical simulated experiences on which to reflect 3. As self-learning and/or self-assessing instrument <p>The first case implies a complete training program maybe constructed on the basis of the game. Contents of scenarios and levels may initially be discussed with students and then put in practice while playing the game. Each Scenario or each level of</p>



	<p>TYCON is transformed into a lesson and the game is an exercising platform that accompany students during the course. The results of students in the game may be monitored and students not attaining a defined level of performance, may be encouraged to revise theory and replay specific levels or scenarios again to improve their capabilities.</p> <p>The second case implies a particular level or scenario to be played in class as a study case, in which students are asked to put in practice what has already experienced. On the basis of outcomes teachers discuss with students the reasons of what happened in the simulation and the different experiences made.</p> <p>Eventually, people interested in starting their own business in construction, may autonomously play the game in order to learn the fundamentals of entrepreneurship and as well to assess and evaluate autonomously their level and advancement (preferably in coordination with the training institution).</p>
<p><i>(Learning) activities and outcomes</i></p>	<p>TYCON enables to conduct:</p> <ul style="list-style-type: none"> • individual learning activities (play the game individually, it is a mean to exercise what has been learned in class simulating real contexts or it is a way to autonomously learn about entrepreneurship competences) • group learning activities (play the game in class, it is a way to apply knowledge on simulating real contexts and then discuss the results with peers) <p>In particular group learning activities may be organized, either playing the game individually and then discuss experiences with peers (and teachers) or playing the game in group (e.g. in pairs) and discussing with peers during and after the playing session.</p> <p>The expected outcome from TYCON is an acquisition of basics of entrepreneurship in construction, adopting a capacity building approach in a learning environment. Moreover, TYCON stimulates the ability to analyze, reflect, plan, take decisions and interact with others. In doing so players are naturally inclined to compare their own working experiences with situations faced in the game, in a process of self-reflection.</p> <p>In the end, during group learning activities, players may also be encouraged to share their experiences in real life situations with peers, contributing to the learning process.</p>

USE CASE SCENARIO 06	Process oriented learn settings
<i>Stakeholders</i>	The subjects concerned for the use cases are students and professors. The respective chapter of TYCON to be used describes



	<p>the best investment possibilities for the price and approval of people living in a rural city.</p> <p>Topics such as a local wine cellar, a church, a playground can easily be linked to the subjects of a vocational school.</p> <p>VET-teachers start from the game scenario and then develop the topic, deepening the most important aspects of their subject.</p>
<i>Narrative</i>	<p>A class to be divided into groups of 4 students (online classroom). A group leader will be chosen for each classroom. The starting scenario will be shown to everyone via a shared screen. Each leader of the group they belonged to, after speaking with their companions, will report after group works. After all the groups responses, there will be a discussion in group about the results of playing a TYCON chapter and the reasons for players decisions. At the end of all the chapters, there will be a score board of players and the way to get all credits. The winner will be decreed.</p>
<i>Embedding in the course / education</i>	<p>Dividing a class into mini groups will create greater knowledge among students in class, friendship will grow and better knowing of each other as well. An interesting and useful will be the creation of debate between young people so that everyone will be able to have his/her own thoughts and a proper concept.</p>
<i>(learning) activities and outcomes</i>	<p>Presentation of TYCON as a didactic game or a didactic quiz will lead students to participate in a lesson in a more concentrated and curious way by discovering new things. An important thing for VET-teachers is the creation of curiosity in things, especially for young students.</p>

USE CASE SCENARIO 07	TYCON for different target groups in VET
<i>Stakeholders</i>	<p>ADULTS</p> <ol style="list-style-type: none"> 1. offer for construction qualification profiles with at least EQF level 4 or higher: <ul style="list-style-type: none"> • unemployed construction workers searching for new jobs through unemployment service • employees in a construction companies who are not satisfied with their salaries and a work routines • construction workers as employees who might lose their jobs in big construction companies under reorganization <p><u>Value:</u> check for readiness before a major step is made in work career or as a plan B option in a work careers, possibility to start different work paths, self-test evaluation when at any time in a work a change is necessary in a work career.</p> <ol style="list-style-type: none"> 2. Employees enrolled in acquiring national vocational qualifications (NVQ) by different VET providers to acquire EQF level 5 (i.e. construction foreman)

	<p><u>Value:</u> practical and attractive learning tool embedded in workers' preparations for exams to acquire NVQ; available anytime & anywhere to be played and new skills acquired.</p> <p>YOUTH</p> <p>3. students enrolled in VET-schools` programmes to acquire EQF levels 4-5 (e.g. programmes for construction qualification "a construction technician"of longer duration)</p> <p><u>Value:</u> innovative, new, tailor made, practical and attractive learning tool embedded in VET-lessons addressing potential open career options, self-test about personal competences.</p> <p>4. students enrolled in higher VET-schools` programmes, to acquire EQF level 6 (e.g. construction engineer)</p> <p><u>Value:</u> innovative, new, tailor made, practical and attractive learning tool embedded in VET-lessons addressing potential open career options, self-test about personal competences.</p> <p>ORGANIZATIONS</p> <p>5. Sectoral trade unions and members</p> <p><u>Value:</u> useful tool counselling for construction workers considering working career changes or of life path</p> <p>6. Employers organization and members</p> <p><u>Value:</u> useful tool for Human Resource Management departments in case of being unsatisfied with specific workers or big dismissal of employees due to reorganization or insolvency</p> <p>7. National / regional / local unemployment service:</p> <p><u>Value:</u> useful tool for counselling unemployed construction workers thinking of new working careers or life paths</p> <p>8. VET organization and their teaching staff (trainers, teachers, mentors)</p> <p><u>Value:</u> innovative, new, tailor made practical and attractive learning tool to be included in blended learnings (flipped classrooms, homework, etc.) in VET-lessons addressing entrepreneurship and construction calculations.</p>
<i>Narrative</i>	Value of any TYCON MINI GAME can provided by special introduction as video clips to all interested parties / stakeholders

	<p>and examples can be described and listed how to use TYCON mini games with specific target groups. However, the mini games should not be played without previous introduction of the topic and should be followed by reflection of results and a discussion with an experienced expert.</p>
<p><i>Embedding in the course / education</i> (https://www.lexico.com/definition/narrative)</p>	<ol style="list-style-type: none"> 1. STAKEHOLDERS-ADULTS: TYCON mini games could be embedded in internal trainings offered to employees before planned dismissal of employees 2. STAKEHOLDERS ADULTS: TYCON mini games could be embedded in VET preparations in lessons covering topics like "MANAGEMENT AND ECONOMIC PART" which might cover: acquisition of managerial skills that enable masters, foremen and managers for quality work in the field of organization and management, time management, quality of products and services, profitability, business and adapting to a dynamic business environment. 3. STAKEHOLDERS YOUTH: TYCON mini games could be embedded in lessons with topics like "CONSTRUCTION CALCULATIONS", "PREPARATION AND MANAGEMENT OF WORKS" and OPEN CURRICULA in parts where some content is focused in taxation and setting up companies / enterprises. 4. STAKEHOLDERS YOUTH: embedded in lessons with topics like "BUSINESS ECONOMICS" 5. STAKEHOLDERS ORGANIZATION: special training offered as e.g. SPECIAL CAREER BUILDING WORKSHOP for meetings with invited successful entrepreneur 6. STAKEHOLDERS ORGANIZATION: SPECIAL TRAININGS OFFERED AS A CARRER TOOLS TO HRM DEPARTMENTS or as BREAK GAMES in sectoral events where participants are of EQF levels 4-6 7. STAKEHOLDERS ORGANIZATION: SPECIAL TRAININGS OFFERED AS CAREER TOOLS TO CAREER CONSULTANTS 8. STAKEHOLDERS ORGANIZATION: TYCON mini games could be embedded AS TAILOR MADE NEW DIDACTIC VET TOOLS embedded in any syllabus and used by teachers and trainers in VET-schools
<p><i>(learning) activities and outcomes</i></p>	<p>TYCON MINI GAMES can be tested / played in several modes:</p> <ul style="list-style-type: none"> • individually and later review the results with <ul style="list-style-type: none"> ○ teachers ○ mentors ○ HRM staff ○ career guidance experts (consultants) / employment service staff • collaboratively with <ul style="list-style-type: none"> ○ teachers

- mentors
- invited successful entrepreneurs-contractors
- HRM staff
- career guidance experts (consultants) / employment service staff

and prior to each decision which has been taken there should be an open discussion about each possible / offered answer.

TYCON MINI GAMES can be played fully or in sequences:

- sequentially from the start-up company to large company case leads playing all levels, of course such testing / playing needs time → approximately 4 hours; this means a whole learning / training day should be devoted to entrepreneurship, which is not a bad idea to invent an event with title “I AS AN ENTREPRENEUR”
- on each similar level for specific countries (all players levels no. 3, all player levels no. 4, etc.)
- the mini games can be played in a way that only these are played which cover acquiring specific entrepreneurial skills, which scenario and level; this decision is taken in accordance with skills where the trainee (candidate) is weak or feels less competent: **Motivation and perseverance, self-awareness and self-efficacy, taking the initiative, planning and management, ethical and sustainable thinking.**