

# **GAMES: Virtual Worlds and Reality**

Selected Papers of ISAGA 2008

Eugenijus Bagdonas & Irena Patasiene (eds.)

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## **The Implementation of Business Game for Stimulating Socially Discriminated People Integration into Labour Market**

**Irena Stanislava Bajoruniene, Viktorija Barsauskiene, Irena Patasiene, Agne Kazakeviciute**

### **Abstract**

For following principles of learning all the life it is important that teaching process help people to understand financial processes, health care system, and ware care system. Using Business games allow teachers to seek better results and help people to understand complicated processes and increase attitudes in using information technologies.

**Keywords:** Business Game, integration, socially discriminated people.

### **Introduction**

In review of Ministry of Economy of the republic of Lithuania about the economic and social situation in 2007 is problem: isolation from information society in certain social groups (e.g., elderly people, residents of townships and rural areas and low-income individuals). Other problem is, that the number of long-term unemployed individuals in Lithuania during 2006-2007 was predominated by female and individuals age over 50. Women account for almost 70% and person's age over 50 – for 51% of the long-term unemployed.

The solution of this problem is: to develop electronic infrastructure (in particular in periphery and uncompetitive areas) and content and to implement the general computer literacy programme. In these areas scientists of faculty social sciences of Kaunas University of Technology and NGO Elderly Women's activity centre is working.

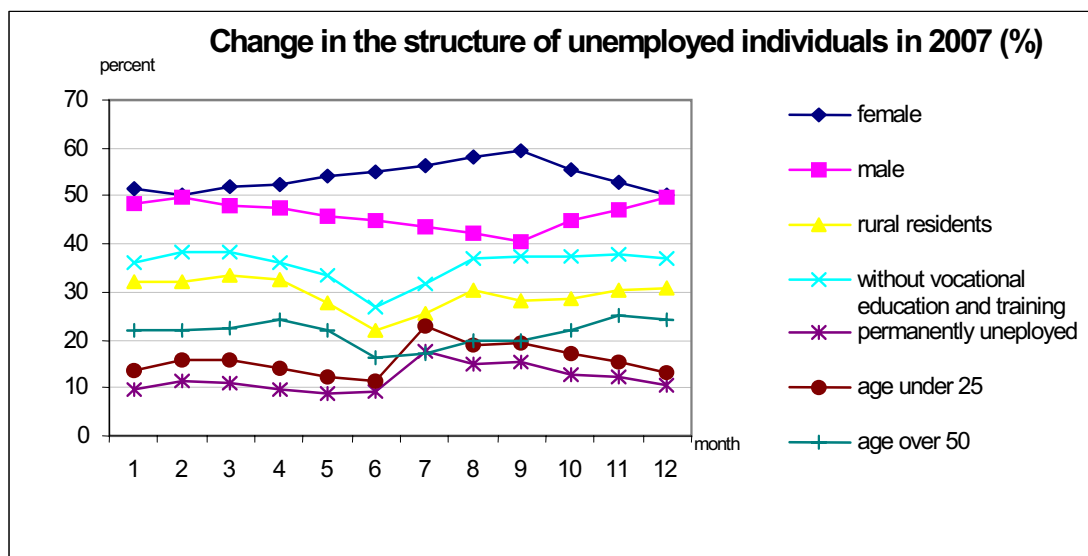
Scientists of Kaunas University of Technology, Faculty Social sciences and NGO Elderly women activity centre are working according the European Union project "Integration of socially discriminated elderly women into labour market". To the qualification improvement courses there have been selected elderly unemployed women having registered at the Kaunas Labour Stock, having high education and wishing to find a job, i.e. the persons wishing to use their knowledge in practice. Scientists of Kaunas University of Technology and partners from Denmark, United Kingdom, Poland, Finland, Spain and Hungary are also participating in project lifelong learning programme "Golden-Age". Lithuanian experience started from obtaining the practical skills prior to theoretical knowledge, i.e. from raising a problem up to its solution. Module structure of the course program was highly assessed, as well. And the responses of the participants of the courses of computer literacy were especially favourable.

After courses there were prepared the methodical material: "Lessons of Computer Literacy for Elderly People", "Practical assignments of business plan preparation for the people beginning their business" (3) "Basics of work with a computer for the elderly people,"(4) "Search for work: theoretical and practical aspects", "E-Banking: Theory and practice"( 6), ,, The unemployment of the elderly people and its solution ways"(7) and "Today I became unemployed. What's Tomorrow?" (8) and scientists articles: "The role of universities in stimulating the integration of the socially discriminated people into business ( Business College of Western Lithuania) (1), "The role of education programs for small and medium-sized business"( Folia Universitatis Agriculture Stetinensis, Oeconomica) (2).

### **Analysis situation in the Lithuanian labour market**

The year 2007 saw a reduction in the number of unemployed individuals. According to the data of the Lithuanian Labour Exchange, the average annual number of unemployed was 67,300, i.e. by 5,900 smaller than in 2006. While the number of job-seeking individuals registered in 2007 totalled 186,400, i.e. by 10,000 (5.5%) more than during 2006. Average annual share of job-seekers in the total number of individuals of working age in 2007 was 4.6%.

Figure 1: Change in the structure of unemployed individuals in 2007 (%) (Source: Ministry of Social Security and Labour)



A positive trend observed was reduction of long-term unemployment in 2007. The number of long-term unemployed individuals during 2007 reduced almost by 7,000 (52%). The long-term unemployed individuals were predominated by female and individuals age over 50. Women account for almost 70% and person's age over 50 – for 51% of the long-term unemployed.

The structure of unemployed by educational background encountered minor changes. Compared with 2006, Proportion of long-term unemployed with higher education increased from 8.3 to 9.6%; and the share of long-term unemployed with special education diminished from 17.6 to 14.0%. Unemployed persons with secondary education accounted for 53.6% (in 2006 – for 53.1%), with basic education – for 17.8% (in 2006 – for 16.6%), and primary education – 4.9% (in 2006 – 4.3%). About 39.8% of all registered unemployed were without vocational background; their proportion in 2006 was smaller – 37.3%. The share of individuals without qualification slightly reduces in summer, when larger number of graduates from higher and specialised educational establishments and vocational schools applied with the labour exchange. Due to this reason the share of permanently unemployed young people in the total number of unemployed individuals increased in summer.

During 2007, the territorial labour exchanges registered 121,200 of vacancies for permanent and 12,900 – for fixed-term employment. Permanent employment offers, compared with 2006, increased by 11,600. The largest workforce demand was observed in the sector of services – about 58% of all vacancies were registered in this sector, almost 24% – in industry and 14% – in construction. Compared with 2006, the share of vacancies in the sector of services augmented by 5 percentage points. A minor reduction was observed in the workforce demand in industry and construction. The highest demand was for skilled workers and craftsmen – 41,500 of jobs. 22,100 jobs were registered for employees in the area of services and trade, 21,000 – for specialists, younger specialists and technicians, and 18,500 – for equipment and machinery operators and assemblers.

111,900 job-seekers were employed, that is by 12.2% more than in 2006. Almost 89% of employed individuals were provided with permanent jobs. Every fifth employed individual was older than 50 years, every sixth individual – age under 25, and every twelfth – a long-term unemployed individual. The share of employed women exceeds the share of employed men and accounts for about 57% of all employed individuals.

The largest shares of job-seekers in the total number of working-age population were registered in District Municipalities of Akmenė (8.6%), Jurbarkas (8.5%), Druskininkai (8.4%) and Rokiškis (8.1%). The smallest shares of job-seekers were observed among working-age population residing in District Municipalities of Elektrėnai (1.5%), Trakai (1.7%) and Kazlų Rūda (1.8%).

72,100 of job-seeking individuals participated in the active labour market policy measures. More than half of them were involved in supported employment measures. 22,000 of individuals performed public works and 11,700 of unemployed individuals benefiting from market support were employed in subsidised jobs. Almost 5,000 of unemployed graduates acquired working skills participating in measures intended for developing working skills. In 2007, 16,000 of unemployed individuals started their own business having acquired preferential business certificates. In 2007, with a view to satisfying the demand for skilled workforce, 24,400 of individuals were referred to acquire the most popular professions in the market. Another 5,500 of unemployed individuals were provided with training under informal education measures.

At present, 21400 unemployed is registered in Kaunas labour stock, among them 9850 (57.4%) are elderly women (over 45). According to the information presented by Kaunas labour stock twice as many of elderly women even do register at the Labour stock because practically they are not offered any job corresponding their age and qualification. Introduction of modern science and technology achievements, new production and work methods, young, dynamic and well prepared employees push out older people from the labour market. Regardless of state policy that is directed to mitigate the difficulties related with unemployment consequences for elderly, but still able-bodied people, it is possible to assert that the life quality of such people is much poor than that of working coevals.

**The Model of complex teaching of Socially Discriminated People**

The unemployed socially discriminated people, who have competence of computer knowledge are learning about preparation of business plan for the ones wishing to start their own business and use the knowledge in business game "Hard nut." The people are learning why to search the job and obtain the information about nursing in Internet.

Figure 2: The model of complex teaching of socially discrimination people

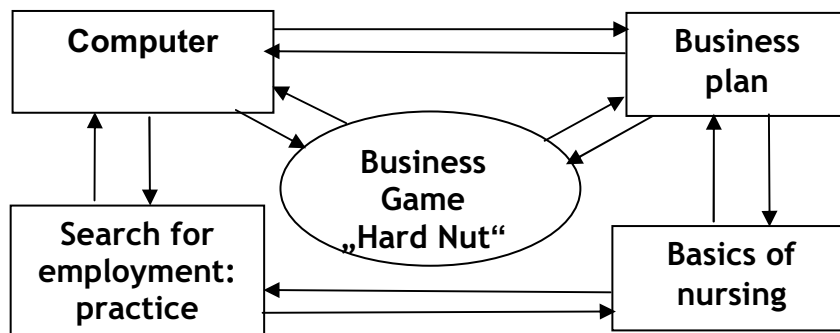
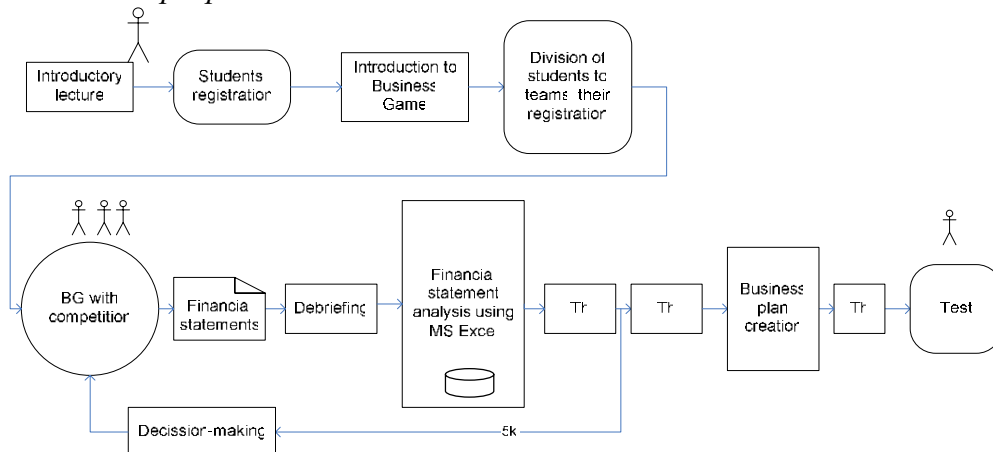


Figure 3: The scenarios of using Business Game in unformed studies of complex teaching of socially discrimination people





## **Methodological peculiarities of the preparation of business plan for the ones wishing to start their own business**

Business plan of an enterprise is one of the most efficient ways of planning without which one cannot do while starting one's business or expanding it. Business plan is a document allowing substantiating businessman's ideas taking into consideration all surrounding changes; this is the means of design and substantiation protecting the enterprise from inefficient activities. This plan is an instrument of work helping to manage the enterprise and obtain preferable results. Business plan may be intended to assess the perspectives of already existing enterprise or a newly established one, for instance, to assess demand for goods, competitors, financial possibilities. Business plan will be read by people that lend money, become one's partners, or maybe buy the shares of the enterprise. Writing the business plan makes one to concentrate one's attention, to show good knowledge as well as collect, analyze and present a big scope of information in a concise and comprehensive way. Part of required information it is possible to get from suppliers with whom the relationship is established already; other information (e.g., increase in the cost of energy resources or bills on tax rates or changes of taxation conditions) it is possible to get from mass media sources. In the course of planning process, the most urgent and important information is selected while inessential one is rejected.

One of the most important stages in business plan arrangement process is determination of realistic objectives of business plan. Eight different parts (Resume, Analysis of enterprise activities, Essence of the offered project, Plan of marketing, Plan of production, Organisational plan, Financial plan and Risk assessment) are involved in the structure of suggested business plan. Some different fields are involved in each part (for example, Market analysis, Market selection, Sales forecasting are discussed in Plan of marketing).

Financial plan is the most important part of the business plan where one tries to prove that the conception is good and financially substantiated. Every businessman when trying to realize his ideas expects that his activities will be successful and he will receive profit. Total profit is calculated from realization (received having sold the production) and non-realization (economical sanctions, leasing duties, etc.) income minus cost price. Having deducted expenditure for activities (administration and sales) the profit of activities is received. Profit prior to taxation is received if the enterprise has financial income that is added to the profit of activities or financial expenditure that are deducted. Net profit of the year is profit left having deducted profit tax as it is established by the Law on legal entities profit.

The risk could be divided into:

- Production risk when, e.g., after introducing new machinery the expected level of production is not reached. Production risk is especially big in agriculture due to natural fluctuations of harvests.
- Market risk. In this regard it should be analyzed what will happen if new competitors appear, the cost of raw materials goes up or the forecast of consumption turns wrong.

Assessment of risk should show what yours is as a businessman's plan of actions in cases the situation changes. It should be considered whether it is worth to insure people and property, or may it would be worth to accumulate risk fund, etc.

## **Conclusions**

1. In review of Ministry of Economy of the republic of Lithuania about the economic and social situation in 2007 are problems: isolation from information society in certain social groups (e.g., elderly people, residents of townships and rural areas and low-income individuals) and that the number of long-term unemployed individuals in Lithuania during 2006-2007 was predominated by female and individuals age over 50. Women account for almost 70% and person's age over 50 – for 51% of the long-term unemployed.
2. Scientists of Kaunas University of Technology, Faculty Social sciences and NGO Elderly women activity center are working according the European Union project "Integration of

socially discriminated elderly women into labor market“. Scientists of Kaunas University of Technology and partners from Denmark, United Kingdom, Poland, Finland, Spain and Hungary are also participating in three years project lifelong learning programmer “Golden-Age”. Lithuanian experience started from obtaining the practical skills prior to theoretical knowledge, i.e. from raising a problem up to its solution. Module structure of the course program was highly assessed, as well. And the responses of the participants of the courses of computer literacy were especially favorable.( <http://www.GOLDEN-AGE.dk>)

3. The methodical material: “Lessons of Computer Literacy for Elderly People”, “Practical assignments of business plan preparation for the people beginning their business”, “Basics of work with a computer for the elderly people,” "Search for work: theoretical and practical aspects”, "E-Banking: Theory and practice", „ The unemployment of the elderly people and its solution ways“ and “Today I became unemployed. What’s Tomorrow? “could be used in teaching of elderly peoples.

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## **APPENDIX 1**

### **Responses of the participants of computer literacy courses**

- It was very important for the unemployed that qualification improvement courses were free;
- I felt disappointed with the computer literacy course organized by the Labour Stock when in the same classroom there were sitting young people that needed only certificate about participating in the course. The course on the computer backgrounds was conducted by a professional that had no idea that elderly people need more simple explanations and simplified methodology;
- I value that positively because I felt equal among coevals, also unemployed, that really wanted to learn how to use computers and use the knowledge in practice;
- It is necessary to give test at the beginning of the course and divide the participants into two groups: the beginners and those that have minimum knowledge;
- First of all, a few days training should be conducted to those that do know nothing about computer in order later they could start working in the group with the others;
- I've got courage that everything will be OK, and I think it's very important because at the beginning I thought that if I press a wrong key, I will destroy the computer;
- It's good that we started from practical familiarization with computers, and only later on we proceeded to theory. After the very first practical tasks I felt some self-confidence and a wish to proceed and acquire more knowledge, and improve what I've learnt already;
- It is good that after common classes we were able to work independently alongside we had opportunity to ask the lecturer what we dared not to do when others were listening, because we thought it could be known and clear for the others;
- It was good that the lecturers were older or our age. Especially encouraging were the words of project co-ordinator who told us that she herself started working on computer when being 50. Her personal experience and her narration about mistakes that she made at the beginning were encouraging;
- The work at the computer should be in pairs: one that has no experience, and another that has at least minimum knowledge;
- I think that rather concise and clear methodological material that we were given at the beginning was very helpful for us;
- Practical tasks were indeed impressive: graphical diagram of a monthly balance of family's income and expenses. It was sad to see that balance of income and expenses, and especially how much we we're spending for taxes. Having printed and brought home that information about the budget of my family I really surprised them;
- At the beginning it was difficult because the computer language was English, therefore we had to learn English terms such as EDIT, VIEW, INSERT, FORMAT, TOOLS, TABLE, WINDOWS, START, etc. We've got translations of the English terms into Lithuanian, so we enriched our vocabulary of English and the terms became quite acceptable;
- We were glad that we were allowed to use the computer class after students' classes were over because I do not have computer at home. I started thinking about acquisition of my personal computer, even though a second-hand one, in order I wouldn't forget what I've learnt so hardly;
- As by profession I am a book-keeper, I would like to improve my knowledge and to learn some specialized program of book-keeping account.