

## **PMBoG: An innovative form of teaching**

Nowadays, many instructors have chosen to use games as a tool for academic and professional courses. According to Yusof et al.<sup>1</sup> (2016), a board game can help students on focusing on their objectives and commit to the game. During the game students actively discuss and communicate with each other, this encourages the learning process and keeps all the students actively involved.

Despite the existence of other games for teaching, the Project Management Board Game can be considered an innovative form of teaching in many ways.

It is innovative because it takes as a model some fundamental aspects of System Dynamics, a modelling approach for the simulation of complex systems based on a holistic view of the various problems under analysis and taking into account the interdependencies between the various components of the system.

Secondly, because the game can react to managerial actions even in highly counter-intuitive ways. The game has among its objectives to demonstrate this aspect as well: the dynamics recreated in the game is the one that leads the players to clash on the qualitative aspects of the decisions and then see their effects in quantitative terms. The selection of



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<sup>1</sup> Mohd Yusof, Shahrul Azmi and Mohd Radzi, Shanizan Herman and Syed Din, Sharifah Nadera and Khalid, Nurhafizah (2016) *A study on the effectiveness of a board game as a training tool for project management*. ISSN 2180-1843

indicators to be controlled during the game is an abstraction of the model, it has the merit of illustrating with few parameters the complex challenge of project development.

Finally, the board game is, in fact, a game not didactic but designed for teaching. Typically, managerial didactics make use of “playful” but not strictly “playing” tools: gamification solutions are not infrequent in didactics, but they are precisely didactic tools, which exhaust their function in conveying information contents within controlled and extremely piloted environments, often coordinated by a facilitator to whom all forms of mediation and interaction between players are delegated. Alternatively, board games or role-playing games are used in didactics, or playful environments (such as “adventure parks”) to reinforce transversal skills such as leadership, teamwork or highlight negative dynamics within working groups. In these cases, the skills conveyed are rarely vertical, strongly linked to the contents of the courses, but generic as they are based on commercial games created for purposes other than training.