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Curriculum

TRAINING CURRICULUM FOR LIFE SKILLS TRAINING USING VR



Life Skills for Employment in COVID-19 Era through VR Innovation

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PROJECT INFORMATION

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LifeSkillsVR

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CONSORTIUM:

- Coordinator: C4FF UK
- Partners
 - IDEC SA (EL)
 - Fondazione Polo Universitario Grossetano (IT)
 - Mediterranean Maritime Research and Training Centre Coop. Soc. Ltd (MT)
 - ARTES 4.0 Advanced Robotics and enabling digital TEchnologies & Systems (IT)
 - INESC TEC - INSTITUTO DE ENGENHARIADE SISTEMAS E COMPUTADORES, TECNOLOGIA ECIENCIA (PT)



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1. Introduction

The curriculum is designed to primarily provide the support to youths on how to play the VR-system and how to find out his/her suitable occupation from their skills. The structure of the curriculum is designed for use of the training materials in the VR environment taking into consideration the restraints and the fatigue caused to the users.

There are 5 Life Skills selected by the partnership, along with the RIASEC model to support the youth in their exploration for a suitable occupation by exploring and training in a VR world. These life skills are (and the partners who developed the corresponding training materials):

1. Time Management - IDEC
2. Working as a member of team - INESCTEC
3. Defining and Solving Problems - MMRTC
4. Developing and Managing Oneself - C4FF
5. Communicating Effectively – POLO



2. Training Curriculum on Life Skills

2.1 Time Management

Summary

Time management is the process of organizing and planning how to allocate time effectively and efficiently toward specific activities, tasks, and goals. It involves balancing time between important activities, as well as finding ways to manage and prioritize tasks and minimize distractions.

There are several theories and approaches to time management, including prioritization methods (such as the Eisenhower matrix), productivity techniques (such as Pomodoro), and time-tracking tools. The goal of time management is to increase productivity and achieve more in less time.

The objective of the training is to provide participants with a clear understanding of what time management is and why it is important, and to provide them with the knowledge and tools they need to improve their own time management skills. The goal is to leave participants feeling motivated, inspired, and equipped with practical strategies and techniques that they can apply to their daily routine.

Learning Contents and Activities

Learning materials: PowerPoint presentation presented through VR.

Contents

Introduction to Time Management

- Definition of time management
- Importance of time management

Understanding Time Management

- Key components of effective time management
- Setting clear and specific goals
- Prioritizing tasks
- Staying organized
- Minimizing distractions
- Regular review and adjustment

Time Wasters and their Impact

- Definition of time wasters
- Common time wasters
- Impact of time wasters on productivity



Strategies for Effective Time Management

- Setting clear priorities
- Creating a to-do list
- Time blocking
- Eliminating distractions
- Regular review and adjustment of schedule

Tips for Increasing Productivity

- Focus on one task at a time
- Take regular breaks
- Delegate tasks
- Avoid multitasking
- Use technology to automate tasks

Conclusion

- Summary of key points
- Importance of effective time management for personal and professional success.

Activities (VR scenario)

- The Task is Time management
- Scenario
 - Story background
 - In the not so far future humanity can travel the universe. In order to find work one must be trained and evaluated for the job best suited to his/her character. This is done in specific space stations where you can learn and train your skills. The most famous one is space station Venus currently orbiting planet XVII 150 million light years away from earth.
 - The player (a junior trainee) boards the space station to find out which occupation is best suited for his talents. To do that the trainee must pass interviews with all crew members, learn more about important lifeskills and help the crew deal with emergencies that threaten the space station and its inhabitants.
 - The Space station has 4 different rooms: Engine room, Main hall/Recreation area, Training room & Sick bay/medical room
 - Time Management has as a base the 4 quadrants theory from Eisenhower
 - <https://asl.co.nz/timemanagement/>



Time Management Matrix

		Urgent	Not Urgent
Important	1. The Quadrant of Urgency - Crises - Pressing problems - Deadline-driven projects, meetings, preparations 	2. The Quadrant of Quality - Preparation - Prevention - Values clarification - Planning - Relationship building - Empowerment 	
Not important	3. The Quadrant of Distraction - Interruptions, some phone calls - Many pressing matters - Many popular activities - Some emails, reports & meetings - Often deceptive & hijacks time 	4. The Quadrant of Waste - Trivia, busywork - Junk emails - Some phone calls - Time wasters - 'Escape' activities 	

- Quadrant 1: Urgent and important
- Quadrant 2: Not urgent yet important
- Quadrant 3: Urgent but not important
- Quadrant 4: Not urgent and not important.
- The correct order is 1, 3, 2, 4
 - We have to give in our list an indication of how important these tasks are
 - On the choice
 - The user somehow needs to get a feedback
 - Perhaps they should first decide on their importance and urgency

1. Urgent and Important – do it now	3. Urgent not Important – Decide when to do it/Delegate
2. Important not Urgent – decide when to do it	4. Not Important not Urgent – Delegate/Park it

- Prioritize list
 - Task 1. Help the Engineer repair a module of the environmental climate regulator (Urgent and Important)
 - Task 3. Help the First Mate to check the oxygen level sensors (important but not urgent)
 - Task 5. Go and follow your favorite Lifeskills short courses to update your knowledge (important but not urgent because you can plan it)
 - Task 2. Assist the Doctor with sorting the new medical supplies (urgent for the doctor, but not important for myself)
 - Task 4. Support the Scientist in treating the stations plants (not important and not urgent)
- Correct answers are:



- Task 1, Task 3, Task 2 &/or 5, Task 4

- **Dialogue**

1. Juana: Hello! I am very glad to get to know new apprentices! They told me you are a very good learner. Hopefully there's not so much to do these days, we are in geo-stationary orbit while we conduct some experiments... hey, here's the Captain!
2. Jayla (captain) enters the scene from the stairs and starts talking as she walks towards the player
3. Jayla: Nice to meet you trainee. I see you already got to know our Science officer, Juana.
4. Jayla moves to the window and looks at the planet
5. Jayla: Look! We came a very long way to find an exoplanet that we can inhabit. We have so much to do here but first we must get to know you better. Then we will decide on how you can help us.
6. Horace, Haru & Annaliese also enter the room
7. Jayla: Please meet the other crew officers. Horace is our doctor a bit strict but fair and Annaliese my First Mate who will support you in everything you need.
8. Jayla: From this side is Haru our engineer and problem solver and finally you met Juana our science officer and piano player.
9. Jayla: Are you familiar with Lifeskills Theory and especially Time Management?
 - i. Yes
 1. Go to 11
 - . No
 1. Go to 10
10. Jayla: If you need refreshing first go to the training room and take the short course on Time Management
 - i. Go to Training Room - Time Management
 1. Go to 11
11. Jayla: Since you have the basic knowledge of Time Management we will provide you with a series of tasks which you can find by accessing your Holo tablet.
12. Jayla: You have task list uploaded onto your Holo Tablet, you will always find it in front of your belt. Touch it to access the task list
 - i. Jayla waits until the trainee touches the holotablet to open it.
13. The Holotablet opens and display a list of tasks:
 - Support the Scientist in treating the stations plants
 - Go and follow your favorite Lifeskills short courses to update your knowledge
 - Help the First Mate to check the oxygen level sensors
 - Assist the Doctor with sorting the new medical supplies
 - Help the Engineer repair a module of the environmental climate regulator.

Jayla: You must finish them all today so we will need you to prioritize them according to time management principles.

Jayla: There are 4 panels in front of you where you can divide the tasks

- i.



1. Urgent <u>and</u> Important – do it now	3. Urgent <u>not</u> Important – Decide when to do it/Delegate
2. Important <u>not</u> Urgent – decide when to do it	4. <u>Not</u> Important not Urgent – Delegate/Park it

- ii. The correct is
1. Task 1 (engineer)
 2. Task 2 (doctor) & Task 5 (training)
 3. Task 3 (First mate)
 4. Task 4 (Science officer)
 - a. Success
 - Go to 16
 - b. Failure
 - Jayla: You did not divide the tasks correctly according to time management principles.
 - Do you want to try again?
 - i. Yes
 - Go to 11
 - ii. First take again the time management course
 - Go to Training Room - Time Management
 - Go to 11

16. Jayla: Now that you divided them please prioritize them according to their importance and urgency. If you succeed you will then begin the tasks. (successful order is Task 1 (engineer), Task 3 (First Mate), Task 2 (doctor) &/or 5 (training), Task 4 (Science officer)

- i. Success
 1. Go to 17
- ii. Failure
 1. Jayla: You did not prioritize the tasks correctly according to time management principles.
 2. Do you want to try again?
 - a. Yes
 - Go to 16
 - b. First take again the time management course
 - Go to Training Room - Time Management
 - i. Go to 16

Jayla: Congratulations on finishing your first lifeskills assignment

Jayla: Before proceeding with completing your tasks I will ask you some questions to better understand your skills and what type of person you are (Realistic, Investigative, Artistic, Social, Enterprising, Conventional).



RIASEC

List of questions

I like to work on vehicles - R

I like to do puzzles - I

I am good at working independently - A

I like to work in teams - S

I am an ambitious person, I set goals on myself - E

I like to organise things (files, desk/office) - C

I like to build things - R

Jayla: Thank you for your answer. Now go to Haru and do the tasks he wants of you
Begin tasks

Learning Outcomes

Knowledge

The expected learning outcomes in terms of knowledge are:

1. Understanding of the definition and importance of time management.
2. Knowledge of common time wasters and their impact.
3. Familiarity with effective time management strategies, such as prioritization, goal-setting, and delegation.
4. Understanding of the relationship between productivity and time management.
5. Awareness of techniques and tools for increasing productivity and maximizing the use of time.

By the end of the training, participants should have a clear understanding of what time management is, why it is important, and how they can apply practical techniques and strategies to their daily routine to improve their own time management skills.

Skills

The expected learning outcomes in terms of skills are:

1. Improved ability to prioritize tasks and manage workload effectively.
2. Improved time management skills, such as setting goals, creating schedules, and estimating time required to complete tasks.
3. Enhanced productivity and effectiveness through the use of techniques and tools for maximizing the use of time.
4. Improved ability to identify and eliminate time wasters in daily routines.
5. Enhanced decision-making skills related to time management.

By the end of the training, participants should be able to apply the strategies and techniques they have learned to their own work and personal lives, resulting in improved productivity, effectiveness, and overall satisfaction. The goal is for participants to leave the training with a set of concrete tools and techniques that they can use to achieve their time management goals.



Assessment

The knowledge of the participants/users will be assessed through practical application in the VR world. Participants will be asked to apply the strategies and techniques learned during in various situations they will face while inside the VR world.

Participants will have the possibility to retake the tests and the training as many times as they like until they have conquered the skills and the knowledge related to time management.

By applying the strategies and techniques learned through LifeskillVR training in their daily routine the impact on their productivity should be notable and measurable.

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2.2 Working as a member of a team

Summary

Working as a member of a team involves collaborating with individuals towards a common goal. It requires effective communication, cooperation, and coordination to achieve optimal results. Successful team members actively contribute, listen to others, and respect diverse perspectives.

They embrace collective responsibility and leverage individual strengths. Teamwork fosters innovation, productivity, and creativity through the pooling of knowledge and skills. It promotes problem-solving, decision-making, and learning opportunities. Trust, cohesion, and shared accountability are crucial for a successful team. Working in a team cultivates a supportive and inclusive work environment, enhancing job satisfaction.

Developing teamwork skills contributes to personal growth, career advancement, and the achievement of shared objectives.

Learning Contents and Activities

Learning materials: PowerPoint presentation presented through VR.

Contents

Introduction to Working as a Member of a Team

- Working as a member of a team involves collaborating with others towards a common goal.
- Effective teamwork requires communication, cooperation, and coordination.

Benefits of Effective Teamwork

- Increased productivity, innovation, and creativity.
- Enhanced problem-solving and decision-making through diverse perspectives.
- Learning and professional development opportunities.
- Supportive and inclusive work environment.

Key Skills for Successful Teamwork

- Active contribution, listening, and respect for diverse perspectives.
- Embracing collective responsibility and leveraging individual strengths.
- Conflict resolution and constructive problem-solving.

Characteristics of Successful Teams

- Trust, cohesion, and shared accountability.



- Open communication and effective collaboration.

Strategies for Effective Teamwork

- Clear goals and roles.
- Regular communication and feedback.
- Encouraging participation and valuing contributions.
- Building trust and fostering a positive team culture.

Conclusion

- Working as a member of a team is essential for achieving shared objectives.
- Effective teamwork leads to increased productivity, innovation, and job satisfaction.
- Developing key skills and employing effective strategies can contribute to successful teamwork.

Activities (VR scenario)

Task 1

- Working as a **member of a team**
- Help the engineer repair a module
- Haru must leave from the engine room after giving instructions so we do not have a problem with the task "checking oxygen levels"

RIASEC Questions

1. I like to do experiments - I
2. I like to teach or train people - S
3. I like trying to help people solve their problems - S
4. I like to take care of animals - R
5. I wouldn't mind working 8 hours per day in an office - C
6. I like selling things - E
7. I enjoy creative writing - A
8. I enjoy science - I
9. I am quick to take on new responsibilities - E
10. I am interested in healing people - S

Learning Outcomes

Knowledge

1. Understanding the importance of teamwork: Participants will gain knowledge about the significance of teamwork in achieving shared goals and objectives.



2. Knowledge of effective communication: Participants will learn about the importance of clear and open communication in a team setting and understand different communication styles and techniques.
3. Knowledge of team dynamics: Participants will gain an understanding of team dynamics, including roles, responsibilities, and the impact of diverse perspectives on team performance.
4. Understanding conflict resolution: Participants will learn about common sources of conflict in teams and acquire knowledge on how to effectively resolve conflicts and maintain positive team relationships.
5. Knowledge of effective collaboration: Participants will gain knowledge about effective collaboration techniques, including active listening, giving and receiving feedback, and fostering a supportive team environment.
6. Understanding the role of trust and accountability: Participants will learn about the significance of trust and accountability in successful teamwork and strategies for building trust within a team.
7. Knowledge of effective problem-solving and decision-making: Participants will acquire knowledge of problem-solving and decision-making techniques to effectively address challenges and make informed decisions as a team.

Skills

1. Effective communication: Participants will develop skills in expressing ideas clearly, actively listening, and engaging in open and respectful communication within a team setting.
2. Collaboration and cooperation: Participants will acquire skills in working collaboratively with team members, valuing diverse perspectives, and fostering a cooperative and inclusive team environment.
3. Conflict resolution: Participants will develop skills in identifying and addressing conflicts within a team, and employing effective conflict resolution strategies to maintain positive team dynamics.
4. Problem-solving and decision-making: Participants will gain skills in analyzing problems, generating solutions, and making informed decisions as a team, considering various perspectives and potential outcomes.
5. Adaptability and flexibility: Participants will develop skills in adapting to changing team dynamics, adjusting to different roles and responsibilities, and embracing flexibility in order to achieve team goals.
6. Leadership and followership: Participants will acquire skills in both leading and following within a team, understanding the importance of leadership and followership styles that contribute to team effectiveness.
7. Time management and organization: Participants will develop skills in managing their time effectively, prioritizing tasks, and staying organized to meet team deadlines and objectives.

Assessment



The knowledge of the participants/users will be assessed through practical application in the VR world. Participants will be asked to apply the strategies and techniques learned during in various situations they will face while inside the VR world.

Participants will have the possibility to retake the tests and the training as many times as they like until they have conquered the skills and the knowledge related to time management.

By applying the strategies and techniques learned through LifeskillVR training in their daily routine the impact on their productivity should be notable and measurable.

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2.3. Defining and solving problems

Summary

The objective of this training module on defining and solving problems is to help participants to be prepared to actively listen to accurately understand the problem.

Furthermore, the objective of the training is to help participants know how to take the first step in solving a problem.

The goal is to give participants the tools to clarify and define the problem; to understand the usefulness of collaborative problem solving and decision making; to examine different decision-making models; and to utilise creativity in the problem solving and decision-making process.

Defining and solving problems is a critical soft skill that involves the ability to identify, analyse, and resolve complex issues effectively. It is about understanding challenges, breaking them down into manageable components, and finding practical solutions.

On the other hand, Problem-solving and decision-making are two aspects of critical thinking. They go hand in hand because without solving a problem, it becomes difficult to decide. And even vice versa in some cases.

There are two types of problem-solvers and decision-makers. The first type is the intuitive one. We have all been intuitive decision-makers at one point or another. They usually go with their gut feeling or intuition and put their emotions above all. The second type is the ones who think more rationally. They have a systematic approach to everything.

Learning Contents and Activities

Learning materials: PowerPoint presentation presented through VR.

1. Introduction to Defining Problems and Problem Solving

- a. Overview of the importance of problem-solving skills in personal and professional contexts
- b. Understanding the problem-solving process and its stages
- c. Exploring the benefits of effective problem definition

2. The Problem-Solving Process

i) Identify the Problem

- a. The significance of problem identification and its impact on the problem-solving process
- b. Techniques for problem identification, including observation, active listening, and data gathering
- c. Identifying the root causes of problems and underlying factors



- ii) **Define the Problem**
 - a. The role of critical thinking in problem analysis
 - b. Tools and methods for analyzing problems, such as root cause analysis, SWOT analysis, and fishbone diagrams
 - c. Developing critical thinking skills to examine problems from different perspectives
 - iii) **Generating Solutions**
 - a. Techniques for generating creative and diverse solutions, such as brainstorming, mind mapping, and lateral thinking
 - b. Evaluating the feasibility and potential impact of different solutions
 - c. Encouraging innovative and out-of-the-box thinking during the solution generation process
 - iv) **Implement the Solution and Action Planning**
 - a. Developing action plans to implement chosen solutions
 - b. Allocating resources and assigning responsibilities
 - c. Creating timelines and setting milestones for effective implementation
 - v) **Monitoring, Adaptation and Evaluate the Solution**
 - a. The importance of monitoring progress and evaluating the effectiveness of solutions
 - b. Techniques for tracking and measuring results
 - c. Making necessary adjustments or adaptations based on feedback and evaluation
- 3. Conclusion**
- Summary of key points
 - Call for Action

Activities (VR scenario)

- The Task is **Defining and Solving problems + Communicating effectively**
- 1st we must have a clear definition of the problem
 - We must sort medical supplies
 - Why?
 - Because we set up a new medical room
 - How to sort the supplies?
 - According to a color code? According to shape?
 - eg. each color/shape may mean a different expiration date/year
 - Each color may mean supplies divided according to their usual usage, meaning needed each day, monthly, yearly
 - We must set what each code (color or shape) means beforehand
 - There is only one correct answer
 - Something to be defined



- Why not put everything in the new room?
 - There is not enough room so some medical supplies must remain in cold storage
 - Supplies have 2 different colors
 - Red color expires in 1 months
 - Green color expires in 3 months
 - Supplies have 2 different shapes
 - Cylindrical shape for supplies needed to last for one normal day
 - Box shape for supplies used only in special occasions & last eg. For one surgery
 - We have only two shelves. These shelves have labels:
 - short term medical supplies
 - long term medical supplies
- The doctor states that the needs for the next period are elevated and he must put enough supplies to cover these needs. The orders from central command are to have enough supplies for 6 days and at the same time cover 4 surgeries. The doctor prefers though to be extra careful and plan for 9 days for safety.
 - Therefore the doctor asks for the trainee to plan supplies accordingly
 - Then the user must select the supplies to be put in the shelf(s)
 - He must be able to select finish at any point
 - Correct answer is 9 cylindrical and 6 boxes according to their colors in the correct shelf
 - If this is not the case then the doctor must say that he did not take all the details into consideration and then put the trainee to begin from the start (clear shelf).
- **Dialogue**
 1. Horrace: Welcome to medical bay trainee. It is good to see new faces around here.
 2. Horrace: Jayla sent you to assist me?
 - i. Yes, tell me what should I do
 - ii. No, I was just looking around the station
 1. Screen fades out and exits
 0. Horrace: You will see that I am very easy to work with as long as you do exactly as I tell you. I am not though very talkative and hate repeating myself. So pay attention.
 1. Horrace: Our task today is to sort out the medical supplies needed for our new medical room. Supplies do not come very often and the space in the medical room is specific so we must be extremely careful.
 2. Horrace: Supplies come in different colors and different shapes. Different colors mean different expiration dates. Red color means it expires in 1 month while Green color in 3 months.
 3. Horrace:
 - i. Please divide the supplies according to their color and put them in 2 piles
 1. Successful
 - a. Go to 7
 0. Failed
 - a. Go to 5



4. Horrace: Also the supplies comes in prearranged boxes of different shapes according to their purpose. Square boxes are supplies for special circumstances like a surgery and Cylindrical are for 1 normal day.
5. Horrace: Please divide the supplies to expiry according to their purpose and expiry into 4 piles.
 - i. Successful
 1. Go to 9
 - ii. Failed
 1. Go to 7
6. Horrace: Now that we finished with sorting them out and you know which is which we must decide which supplies to put into 2 shelves in the room. One shelf is for long term supplies and one for short term.
7. Horrace: According to central command we must have enough supplies to last 6 days and during these days to be able to have 4 surgeries. My instinct tells me that this is not enough.
8. Horrace: We will have to prepare for 9 days. Please make the necessary calculations and put exactly the correct amount of supplies into the 2 shelves.
9. Horrace: Choose wisely from the piles of supplies you have created
 - i. Correct answer is 9 cylindrical and 6 boxes according to their colors in the correct shelf
 1. Horrace: Bravo Trainee! You have done a perfect job. Now we are ready to deal with any emergency!
 - a. Go to 13
 - . Failed
 1. Go to 9
10. Horrace: I love working with people that have strong problem solving skills and are active listeners. To give you my thoughts on your future career please tell me if you agree with the following sentences.

RIASEC QUESTIONS

- i. List of questions
 1. I I enjoy trying to figure out how things work - I
 2. I like putting things together or assembling things - R
 3. I am a creative person - A
 4. I pay attention on details - C
 5. I like to do filling or typing - C
 6. I like to analyze things (problems/situations) I
 7. I like to play instruments or sing - A
 8. I enjoy learning about other cultures - S

Learning Outcomes

By developing the knowledge, competencies, and skills mentioned above, individuals can enhance their problem-solving abilities and become more effective in defining, analyzing, and resolving complex problems in various personal and professional contexts.

Knowledge:

1. Understanding problem-solving methodologies and frameworks.
2. Familiarity with different problem-solving techniques and tools.



3. Knowledge of critical thinking principles and strategies.
4. Awareness of the importance of goal setting and goal alignment.
5. Understanding the significance of data gathering and analysis in problem-solving.
6. Knowledge of decision-making processes and evaluation criteria.
7. Familiarity with project management concepts and practices.

Competencies:

1. Problem identification: The ability to recognize and acknowledge the existence of problems or obstacles.
2. Problem analysis: Competency in gathering and analyzing relevant information, examining causes and underlying factors, and considering different perspectives.
3. Goal setting: The capability to define clear and specific goals that guide the problem-solving process.
4. Generating solutions: Competency in brainstorming and generating multiple potential solutions or approaches.
5. Evaluation and decision-making: The ability to evaluate potential solutions based on feasibility, impact, and alignment with goals and values, and make informed decisions.
6. Implementation: Competency in developing action plans, allocating resources, and executing plans effectively.
7. Monitoring and adaptation: The capability to monitor progress, evaluate effectiveness, and make adjustments or adaptations as needed.

Skills:

1. Critical thinking: The ability to analyze information, identify patterns, and make connections to gain a comprehensive understanding of complex problems.
2. Creativity: Skill in generating innovative and diverse solutions.
3. Communication: The ability to articulate problems clearly, present solutions effectively, and collaborate with others.
4. Decision-making: Skill in evaluating options, considering risks and benefits, and making informed decisions.
5. Time management: Competency in managing time effectively to meet goals and deadlines.
6. Problem-solving mindset: The attitude and mindset of approaching problems as opportunities for growth and improvement.
7. Adaptability: The ability to adjust plans and strategies based on changing circumstances and feedback.

Assessment

The knowledge of the participants/users will be assessed through practical application in the VR world. Participants will be asked to apply the strategies and techniques learned after completing the Moodle training, to the various VR situations they will face in the game.



Participants will have the possibility to retake the tests and the training as many times as they like until they have acquired the skills and the knowledge related to Defining Problems, Problem Solving and Decision Making.

It is important to note that assessing problem-solving skills is often best done through a combination of methods, as different approaches provide different perspectives and insights. Additionally, providing constructive feedback and opportunities for growth and improvement based on the assessment results is crucial to support individuals' development in defining and solving problems.

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2.4. Developing and managing oneself

Summary

Effective self-management leads to better emotional intelligence by supporting your self-awareness and wellbeing, which leads to an improved life. This means staying on top of social cues and respecting your own personal needs.

Self-management is an important LifeSkill that doesn't always come naturally, but with the right tools and practice, you can develop these skills. When you are able to regulate and manage yourself, are aware of your strengths and weaknesses, and take responsibility for yourself, you are more employable in any industry!

<https://youtu.be/u7r0x8kthE>

What are these vital LifeSkills needed to succeed in life and in the workplace?

Research within a broad spectrum of industry have defined self-management (or managing oneself) as the following:

1. Taking initiative
2. Being organised
3. Accountability

Within these core areas of self-management there is a multitude of micro skills that are required. Throughout the course, users will be encouraged to consider their understanding of self-management and what the core aspects of self-management are and how they can be developed to create a healthier and more functional relationship with the oneself.

Learning Contents and Activities

PowerPoint presentation presented through VR cover content below:

Initiative is being able to work without always being told what to do. You can show initiative by thinking for yourself and taking action when needed. It means using your head and having the drive to achieve. Initiative requires self-belief, resilience and motivation to go out of your way to solve problems or do things without being reminded or asked. Most employers see this as a key skill to develop early on!

Being self-motivated is a part of showing initiative and demonstrates your ability to get motivated and proactively accomplish daily tasks. It takes a certain level of personal responsibility, but practicing self-motivation you become more self-aware and prioritise what's important to you.

This is similar to intrinsic motivation, which is motivation that comes from within. Like self-motivation, intrinsic motivation stems from a variety of personal factors. For example, your internal motivator for volunteering could be that it makes you feel fulfilled. External motivators, on the other hand, are influenced by factors outside yourself. For example, working faster because you're scared of the repercussions if you work slower.



Enjoying the work you do is an important part of staying motivated and engaged throughout your workday. Plus, liking the work you do can help you inspire your team to do their very best. To practice internal motivation, work towards goals that excite you and fuel your sense of purpose!

Being adaptable is also seen as highly important to all organisation and means you have the confidence and ability to pivot when changes arise. While being adaptable may be uncomfortable at times, it can make you a great leader and employee as you have the ability to tackle anything that comes your way. It also empowers your team to do the same!

Developing an organised attitude to daily life and work means you can plan your time and the things you have to do. You know what should be done first on your to-do list and what will take the longest. It's also about being prepared and having what you need to hand. If you need info or tools to do a task, you make sure you have them before you begin.

Time management is key to staying organised and managing yourself. This means prioritising your most important tasks first and managing your 'to do' lists. You need to know your deadlines and timescales to prioritise effectively. An employee who has good time management skills can manage their time effectively without the need for external help and can help you stay engaged and avoid procrastination. As a leader or employee, effective time management allows you enough time to both stay on top of your own work and empower others to do the same.

Leaders and employees often deal with stress, but to be good at self-management you need to embody healthy stress management. Without stress management, you can suffer from overwork and, eventually, burnout. To approach stress management healthily, worker focused connecting their initiatives to larger goals. When you know which task is most important and how work deliverable are tied to team goals, you can better prioritise work and will feel more fulfilled doing it. Engaging with your work in this way is a form of self-care, and it can help reduce your stress levels.

It is vitally important to prioritise your self-care, rest and nourish yourself to enable you to function better all round!

Accountability and responsibility are similar, but don't mean the same thing. A manager at work could give you responsibility for a task but you could still look for someone else to blame if it all goes wrong, or you could decide not to put the effort in because you don't really care about the results. Accountability is taking responsibility for your choices, mistakes and wrongs, and actively making changes to develop and do the right thing. Part of accountability is the ability to make decisions. To be effective, it's essential for workers to develop decision-making skills that reduce confusion and increase team empowerment, using facts as a source to inform the decision. Problem solving and addressing issues can help you grow your decision-making skills and is a skill that is constantly developed in within the workplace by analysing all aspects of a problem and using critical thinking to make a decision that works best for the situation.



Personal development is key for all team members! By continuing to look at yourself and analyse your skills and gaps, you are able to grow and change, becoming more employable and leading a fulfilling life. Seek to create positive change in yourself and adjust your mindset to include a proactive and positive approach to work.

Key attributes for managing yourself effectively and being more employable:

- Know yourself – explore your strengths and weaknesses and plan how to address them – what training to do you? Who can you go to for help and support? Don't be afraid to seek assistance to develop yourself!
- Take risks, prepare for failure and manage your expectations!
- Prioritise career goals – Work out which skills need honing to work most effectively put a plan in place to work towards progression.
- Focus on developing one skill at a time! Many of the life skills needed to succeed overlap and work in conjunction with each other.
- Set deadlines for your career growth – plan where you want to be in short increments – 6 months, 12 months, 3 years and 5 years, and work towards it.
- Take self-development breaks – take time to enjoy how much you've grown and changed and celebrate your journey. Growth is not constant and rest is vital!
- Use your time wisely – take a moment to consider how you use your time and how changes/improvement can be made to benefit you more.
- Learn to regulate yourself using breathwork, movement and mindset changes. Develop a toolkit for your own unique emotional intelligence and practice these regularly. This will allow for clearer thinking and a more effective balance in life.
- Dive in, engage fully with those around you – be present!

Activities (VR scenario)

Task 3 + Hidden

- The task is **Developing and managing oneself + Time Management**
- One someone is relaxed he can manage easily him/herself. The problem is when he is feels sentiments like sadness, fear, anxiety or is faced with a conflict and an emergency.
- Scenario
 - This scenario takes place after the user checks the Oxygen levels and finds out that there is a problem, they are really low.
 - We are in the engine room
 - The trainee is with Annaliese (the first mate)
 - At some point an alarm goes off about the low oxygen
 - We have to choose:
 - if we will save ourselves without caring for anybody else
 - If we will take the responsibility to fix the problem but with each second people die from the lack of oxygen



- If we will follow the orders of the First Mate (who favors others over us) because she knows best and have the responsibility to save the crew
- Dialogue
 1. Annaliese: Hello trainee. I am here to support you. Around me you can act freely and we can even have a bit of fun while you learn.
 2. Annaliese: One of our task is to safeguard that the environment of the station is always at the defined levels. Otherwise our lives may be in danger!
 3. Annaliese: Many times per day we check the oxygen levels. The controls are in the engine room and since you are now a member of the crew you must learn to check it as well.
 4. User must go and check the oxygen level
 5. The oxygen level is very low and the mark is in the red area
 6. Annaliese: What did you find?
 - i. No problem, everything is ok
 - ii. There is a big problem, the oxygen is very low! We must act now!
 - iii. The oxygen is rather low, we should inform the engineer and let him act on it
 1. In any answer go to 7
 7. The alarm goes off (**Simulation starts**)
 8. Annaliese: The alarm went off! We must hurry! If we do not act fast and correct the oxygen module the station and the crew will be in danger! Trainee please do exactly as I tell you! We have exactly 1 minute available!
 9. A list of choices appear. Each of them has different repercussions.
 - i. Trust Annaliese 100% and follow her orders (save 0%-100% of the crew members)
 1. Go to 10
 - . Directly leave the engine room (you live but all the members of the engine room die, Annaliese dies and 55% of the total crew dies)
 1. Jayla appears: Trainee I am very disappointed at your performance. Your actions resulted in many deaths and complete lack of empathy towards you fellow crew members.
 - a. Go to 7
 - . Do not trust Annaliese and try to fix the problem with the oxygen module on my own (unknown number of casualties 0-100%)
 1. Go to 14 with 50" to finish the oxygen module
 10. Annaliese: (remaining time 50") Took you long enough to decide... There is a list of actions that we must follow. First we must initiate the sequence to prepare the escape pods (a list of choices appears)
 - i. (I keep feeling confident about Annaliese but this will cost 10 seconds) Prepare the escape pods
 1. Go to 11



- ii. (I am scared and I do not believe that we will make it, 20 seconds are needed to save myself!) Leave the engine room and save myself
 - 1. Go to 9.ii.1)
 - iii. (I am really anxious and I do not believe this is the best course of action) Stop following the orders and try to fix the problem with the oxygen module
 - 1. Go to 14 (not preparing the pods costs 10 seconds, you have 40 seconds to finish the oxygen module)
11. Annaliese: (available time is 40") The next item is to redirect all the power available to the environmental climate regulator even though the oxygen module does not work
- i. (I remain confident about Annaliese but this will cost another 10 seconds) Reroute all the available power
 - 1. Go to 12
 - ii. (I am scared and I do not believe that we will make it, I can only make it if I leave now, 20 seconds are needed to save myself!) Leave the engine room and save myself
 - 1. Go to 9.ii.1)
 - iii. (I am really anxious and I cannot give extra power to module that are fried! I need to take action now!) Stop following the orders and try to fix the problem with the oxygen module
 - 1. Go to 14 (not rerouting the oxygen costs 10", you have 30" remaining to finish the oxygen module)
12. Annaliese: (available time is 30") Now trainee go fast and release the portable oxygen masks to all crew members
- i. (I will follow Annaliese till the end, she knows what she is doing and I believe in her) I release the oxygen masks
 - 1. Go to 13
 - ii. I leave the engine room and save myself
 - 1. Go to 9.ii.1)
 - iii. I stop following her orders and try to fix the problem myself
 - 1. Go to 14 (not releasing the portable oxygen masks costs 10", you have 20" remaining to finish the oxygen module)
13. Annaliese: Perfect trainee, but let's hope that all your actions were not for nothing. We probably do not have enough time left but you should be proud that you did everything you could to save your fellow crewmates. Your final act is to try to fix the oxygen module. The problem is that as available time decreases more and more areas of the station are left without oxygen. You must save as many crew members as possible!
- i. (I trust Annaliese and I will continue to do so even though I am left with only 20") I will try to fix the oxygen module
 - 1. Go to 14 (the oxygen masks give you 70" seconds of additional air, so now you have 90" remaining to finish the oxygen module)
 - ii. (I am extremely scared for my life, Annaliese betrayed me by prioritizing others and left me with only 20" to fix a problem that



could have been fixed from the start with enough time available) I leave the engine room and save myself

1. Go to 9.ii.1)

14. Annaliese: You see that the oxygen module is fried/destroyed. You must assemble a new one from the different parts available. Every second counts as more people are lost due to the lack of oxygen. (According to the path you used to reach this point you have different times available)

i. Successfully assemble the oxygen module

1. The user sees what percentage survived

a. Do you want to try again?

i. From the beginning? Perhaps your choices may have different results this time

• Yes

• Go to 7

ii. From this point again with the same time available?

• Redo the assemble with the same time available

iii. No, I am happy with the results

• Annaliese appears: Thank you for your efforts and responsibility. You did the best that you could. Or did you?

• Go to 15

. Failure to assemble the oxygen module on time

1. The screen fades out showing that you died

a. Do you want to try again?

i. From the beginning? Perhaps your choices may have different results this time

• Yes

• Go to 7

ii. From this point again with the same time available?

• Redo the assemble with the same time available

15. Annaliese: I am very proud on how you **developed yourself** while actively **time managing** throughout this crisis. Now that you showed us what you can do I will need your honest opinion on the following matters. It will help us better decide on what type of occupations are better suited to your personality (set of questions appear)

RIASEC QUESTIONS

i. List of questions

1. I would like to start my own business - E

2. I like to cook - R

3. I like acting in plays - A

4. I am a practical person - R



5. I like working with numbers or charts - I
6. I like to get into discussions about issues - S
7. I am good at keeping records of my work - C

Learning Outcomes

Knowledge

The expected learning outcomes in terms of knowledge are:

- Deeper understanding of oneself and how the user responds to people/places and things
- Effective strategies to manage feelings/expectations/actions
- Knowing how to prioritise oneself to allow for development

By the end of the training, participants should be able to apply the strategies and techniques they have learned to their own work and personal lives, resulting in improved productivity, effectiveness, and overall self-satisfaction. The goal is for participants to leave the training with a set of concrete tools and techniques that they can use to achieve their time management goals.

Assessment

The knowledge of the participants/users will be assessed through practical application in the VR world. Participants will be asked to apply the strategies and techniques learned during in various situations they will face while inside the VR world.

Participants will have the possibility to retake the tests and the training as many times as they like until they have conquered the skills and the knowledge related to time management.

By applying the strategies and techniques learned through LifeSkills VR training in their daily routine the impact on their productivity should be notable and measurable.

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2.5. Communicating effectively

Summary

Effective communication, as researched and understood, is a dynamic and multi-faceted process that involves the successful exchange of information, ideas, thoughts, and emotions between individuals or groups. It encompasses both verbal and nonverbal modes of expression and requires the careful consideration of context, audience, and purpose. Effective communication involves active listening, whereby one attentively engages with others and seeks to understand their perspectives.

It also encompasses clear and concise messaging, employing language that is appropriate, coherent, and easily comprehensible to the intended recipients. Furthermore, effective communication incorporates nonverbal cues such as body language, facial expressions, and tone of voice to convey meaning and enhance understanding. It involves adapting communication style and approach based on the needs and preferences of the audience.

The impact of effective communication is profound, facilitating the building of strong interpersonal relationships, fostering collaboration, and enabling successful achievement of personal and professional goals. It plays a pivotal role in resolving conflicts, negotiating outcomes, and persuading others. Effective communication cultivates empathy and understanding, promotes inclusivity, and contributes to the creation of a supportive and harmonious environment. It is a critical skill across various domains, including business, education, healthcare, and interpersonal relationships.

By honing the skills associated with effective communication, individuals can enhance their ability to express themselves authentically, understand others deeply, and convey their ideas with clarity and impact. It empowers individuals to navigate complex social dynamics, manage conflicts constructively, and inspire and motivate others. Ultimately, effective communication serves as a catalyst for personal growth, improved collaboration, and the attainment of success in both professional and personal realms.

Learning Contents and Activities

Learning materials: PowerPoint presentation presented through VR.

Contents

Introduction to Effective Communication

- Benefits
- What is Effective Communication
- Main features of Effective Communication



The 7 Cs of Effective Communication

- Clarity
- Correctness
- Completeness
- Conciseness
- Concreteness
- Coherence
- Courtesy

Other aspects of Effective Communication

- Listening
- Non-verbal Communication
- The importance of Feedback

Activities (VR scenario)

Learners are in the aeroponic farm in the space shuttle.

Learners have to apply Effective Communication strategies to complete the task.

- The task is **Communicating Effectively**
- Scenario
 - Juana is responsible for the plants of the station and for the aeroponic farm. She has found that the plants existing in the main hall/recreation area are not in good health and are in danger of withering (dying).
 - A dialogue where Juana explains to the trainee that depending on the music she plays different plant has different reactions and depending on the light they are exposed to they may grow or die.
 - We have 5 different types of plants:
 - Tomatoes
 - Direct light 8 hours per day
 - Like music that has beat
 - Sunflower
 - The need full sun (direct light all day long)
 - Like classic music and heavy metal
 - Roses
 - They need 6 hours per day direct sun
 - They like violin music
 - Basil
 - No direct sunlight but through a window
 - Likes Sonata Number 2 (classical music, Chopin)
 - Orange tree
 - Sun for at least 3 hours per day
 - They like jazz music



- Dialogue, the trainee enters the room
 1. Juana: Hello trainee, welcome again to our station. I am the science officer of the station and I really hope you like plants.
 2. Juana: Plants are my responsibility and I love them almost as I love playing the piano. Do you play any kind of music?
 - i. Yes
 1. Juana: I prefer classical music. What is your favorite music genre?
 - a. Choice opens:
 - i. Classical
 - ii. Rock
 - iii. Heavy metal
 - iv. Folk music
 - v. Electronic music
 - In all cases go to 3
 - . No
 1. Go to 3
 3. Juana: Did you know that plants also love music?
 4. Juana: I play for them all the time but not all respond the same in different music genres. Roses prefer violin while tomatoes need some beat. Orange trees like Jazz and basil is a friend of Chopin and classical music. The same applies to Sunflowers who have also a second favorite in heavy metal for all things...
 5. Juana: Can you help me put next to each plant the correct music so they can listen when I am away and cannot play the piano?
 - i. Match the music genres with plants
 1. Success - Juana: Thank you choosing the best music for my plants! You are a great help
 2. Failure - Juana: I think you must try again. Did you not hear telling you what type of music each plant likes?
 - a. Go to 4
 6. Juana: Plants are almost as complicated as people. My biggest problem is that I am not here all the time to take care of them. And not only with music but with the light as well. They need specific minimum exposure to light in order to grow. Otherwise they may wither and die.
 7. Juana: Sunflowers loves the sun all day long. On the other hand basil cannot have direct sunlight. Even tomatoes need at least 8 hours of sun while the orange tree needs at least 3 and the Roses at least 6 hours.
 8. Juana: As you know we are experiencing power failures in this sector. Please help me adjust the lights according to the preference of each plant so that we minimise our power consumption and the plants are happy and continue to grow.
 - i. Match the plants with the correct minimum light exposure
 1. Success - Juana: You are an active listener. It is very important that your attention was focused on my instructions. Our plants will be very happy!
 - a. Go to 9
 2. Failure - Juana: I think I told you that we do not have enough power and not all plants need the same amount of sun. Please pay more attention to my instructions and to the details I share.
 - a. Go to 7



9. Juana: Wow you are really good! It is very important that you can **communicate effectively**. I am sure you have many more talents waiting to be discovered but before discussing your future with the others, first answer me these statements. (set of questions appear)

RIASEC QUESTIONS

- i. List of questions
 1. I like to lead - E
 2. I like working outdoors - R
 3. I would like to work in an office - C
 4. I am good at math - I
 5. I like helping people - S
 6. I like to draw - A
 7. I like to give speeches - E

Learning Outcomes

Knowledge

At the end of the learning experience learners will be able to:

1. Understand what Effective Communication is and its importance.
2. Explain the benefits of Effective Communication
3. Describe the main features of Effective Communication.
4. Name and explain the 7 Cs of Effective Communication.
5. Describe other relevant aspects of Effective Communication

Skills

At the end of the learning experience learners will be able to:

1. Recognize the main aspects of Effective Communication.
2. Define a cyclic process to deliver Effective Communication
3. Apply strategies for Effective Communication, such as active listening and non-verbal communication.
4. Use feedback to communicate more effectively.
5. Participate more effectively in a communication process.

Assessment

The knowledge of the participants/users will be assessed through practical application in the VR world. Participants will be asked to apply the strategies and techniques learned during in various situations they will face while inside the VR world.

Participants will have the possibility to retake the tests and the training as many times as they like until they have conquered the skills and the knowledge related to Effective Communication



By applying the strategies and techniques learned through LifeskillVR training in their daily routine the impact on their productivity should be notable and measurable.

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5. <https://www.knowledgehut.com/blog/project-management/effective-communication/#:~:text=The%20process%20of%20effective%20communication,or%20feedback%20from%20the%20receiver.>