



# VIBES

Virtual Business Skills Empowerment

**VIBES IO3: Educational Content  
Development**



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Applied Sciences

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## **Aim and starting point**

VIBES IO3 – Educational content development was a modular systematic approach to creating curricula for multicultural virtual teamworking skills. The aim of IO3, in the VIBES project, was to extend the finding of both IO1 and IO2 of the VIBES project by moving from a needs assessment of the academic offerings and the business communities to a systematic method of creating student awareness and capabilities for working in the multicultural virtual teams' environments.

IO1 of the VIBES project created a summary report of the existing practices for the development and acquisition of *virtual team working skills* and identified related trends in European education as desk research. One of the main findings of the report was the extent of the differences of starting points across the European educational spectrum and the wide variation of adoption of computer literacy and with respect to online education. For more details, please refer to Intellectual Output 1 Virtual Skills building supply assessment.

IO2 of the VIBES project built upon the initial findings of IO1 by conducting interviews of key informants from representative companies to focus on which good practices and capabilities should the focus embody. The result of IO2 was the creation of the VIBES Competence Framework for Virtual Teamwork, which develops a thematic flow of relevant topics to be included in the development of educational content in IO3. For more information, see IO2 report: the VIBES Competence Framework for Virtual Teamwork.

Starting with the relative differences of initial findings of IO1 and the thematic areas of IO2, the educational content development in IO3 was approached as a space which could be shaped in accordance with the context of the educator and the learners. As such, it would build on the relative perspective of how education works

in each context and provide the maximum amount of flexibility to create a systematic and thematic modular curriculum for the various levels of learners and educators as there is no single way to approach education. Therefore, the framework developed in IO3 did not aim to prescribe defined methods of teaching or learning. Instead, it highlights the key skills and competences for working in virtual environments and leaves space for co-designing the learning experience in different contexts and different skills levels. This allows for starting the learning journey from distinct stages and facilitating progress towards new objectives. We all start from where we are and move to where we want to be. The journey is ours.

Developing the curricula in IO3 for all the different targeted learners, in each of the different countries in the VIBES partnership, was known to be complex. So having a step-by-step process of attempting to describe what are the competencies to effectively work in virtual teams, lead virtual teams, and support team members required bringing focus to the topics dynamically. Without creating focus points, the topics risked being blurred with the lack of boundaries of each participants' perspectives. The purpose of IO2 in the VIBES project was to provide that clarity of focus.

The VIBES Competence Framework of Virtual teams created in IO2 identified the main challenges of working in virtual teams. These fell into five main interrelated themes:

- Teamwork
- Leadership
- Self-management
- Technology
- Communications

These main thematic areas were then subsequently broken into competencies as sub-topics, each having its own challenges, but contributed to an overall understanding of the main theme.

This approach would be used to create a systematic modular tool (VIBES tool) that could capture the overlapping nature of the topics and sub-topics but allow for multiple perspectives to be taken into consideration. The purpose of the tool was to provide both a logical structure for breaking down the dynamic nature of these interrelated topics, while simultaneously providing the educator the flexibility to choose which topic or sub-topics would be included in the problem space of their curricula, in each context of the learners.

Like the European Entrepreneurship Competencies of Entreprcomp, and the Digital Competencies of Digicomp, the VIBES framework aims to create a structured approach to provide learners and educators with a logical framework of the competencies necessary to work successfully in multi-cultural virtual teams.

## **Approach**

The project comprised three levels of education, high school, university, and graduate/professional education. Therefore, the problem space of the curriculum development was approached as a modular co-creation process of building the VIBES tool. Given the differences in educational practices, and the multi-level of the different educational organizations, a communal problem space that could support the issues of multi-cultural virtual teams was needed. The aim was to develop an approach that addresses development of virtual skills systematically, with different learning outcomes resulting from a similar learning path, while acknowledging distinct aspects of complexity in the process.

The systematic approach and the common learning path would enable cross level interaction, or iterative learning cycles, but still allow for autonomous differences of a specific educator's preference to focus on a particular aspect for the learners. While dynamic flexibility at the level of individual course curriculum is required, a modular structure makes it possible to construct collaborative cross-level experiences where desired. In effect, the VIBES tool builds a multi-purpose space that can be modified or adapted to the specific needs of the educators and learners. It provides a flexible and comprehensive architecture of multi-purpose learning spaces for virtual teams.

### **Timeline of process**

The process of co-creating the tool unfolded and evolved over the Fall 2021 and continued into the Spring of 2022. Initially, there was a small micro team at LAB University of applied sciences that created the first draft of the VIBES tool based on IO2 outcomes. This initial beta version was adapted and developed further through a co-creation process with two classes of master's students by extracting the dynamic insights into the specific challenges of the thematic topics presented in IO2.

Testing the beta version of the tool with the master's students was a step towards operationalizing a conceptual framework. The students were very aware of the challenges of working in multicultural virtual teams, both in the context of their own education during the pandemic and in the context of the companies they worked for during their studies. Valuable insights on the conceptual relevance and application logic were gathered based on the students' experience and feedback from practical testing of the tool.



During the tool development phase, the Competence Framework of Virtual Teamwork from IO2 was extended to modularly and systematically handle specific topics related to working in virtual multicultural teams. The main challenges working in virtual teams identified in IO2 were adapted into an operational framework to develop dedicated capacity-building and learning paths. Re-structured conceptual framework was created to allow more flexibility in developing the IO3 approach to educational curricula and support the direct transfer to IO4 and IO5 a business curriculum. IO2 were categorized under four categories to best serve the IO3 aim:

- Technology under organizational issues
- Leadership under management issues
- Teamwork under management issues
- Communications under team Issues
- Self-management under Individual issues

The revised version of the VIBES tool was then introduced to the VIBES partners in Croatia in October 2021. The partners were asked to complete the initial step of deciding which topics would be included in the curricula focusing on multicultural virtual teamworking capabilities. The company perspective proved to be a distraction as was the level of complexity of the sub-topics, so the tool was adjusted to reflect the educational context and reduce the number of sub-topics to be taken forward in the development process.

In a joint workshop with all VIBES partners in Croatia, the problem space mapping was finalized, and the topic description were agreed upon. After the workshop, the selected topics were run through the later steps of the VIBES tool to create curricula. This was done in smaller virtual teams working on collecting data that was combined to a one master file. After all data was collected, the file was distributed to the small

groups again to create action plans for the learning paths. The action plans would become the curricula for the virtual academic path.

The next series of steps of building the curricula occurred in virtual micro teams of the VIBES partners. They were in effect co-creating both conceptually and in practice virtual teamworking capabilities as they built the VIBES tool together. There can be several approaches as how to use the information in creating curricula.

The creation of the VIBES tool and its example curricula was completed in January 2022.

## Curricula creation through the VIBES model

### VIBES tool

To support IO3 a tool called VIBES tool was created. VIBES tool is a tool that helps with breaking complex problem spaces into concrete action plans. To bring a holistic view to the problem at hand, it is looked at from various perspectives, from a list of selected topics relevant to the context.

The VIBES tool is scalable, allowing to expand the view or narrow the focus by either number of selected perspectives, or with the number of topics and sub-topics. There are four steps that are designed to help with keeping the focus throughout the process. The steps guide through the problem space by allow deep focus on details while maintaining a comprehensive overview of the overall context. These steps are *Problem Space Mapping*, *Topic Descriptions*, *Activities Tables* and *Action Plans* (Figure 1.).

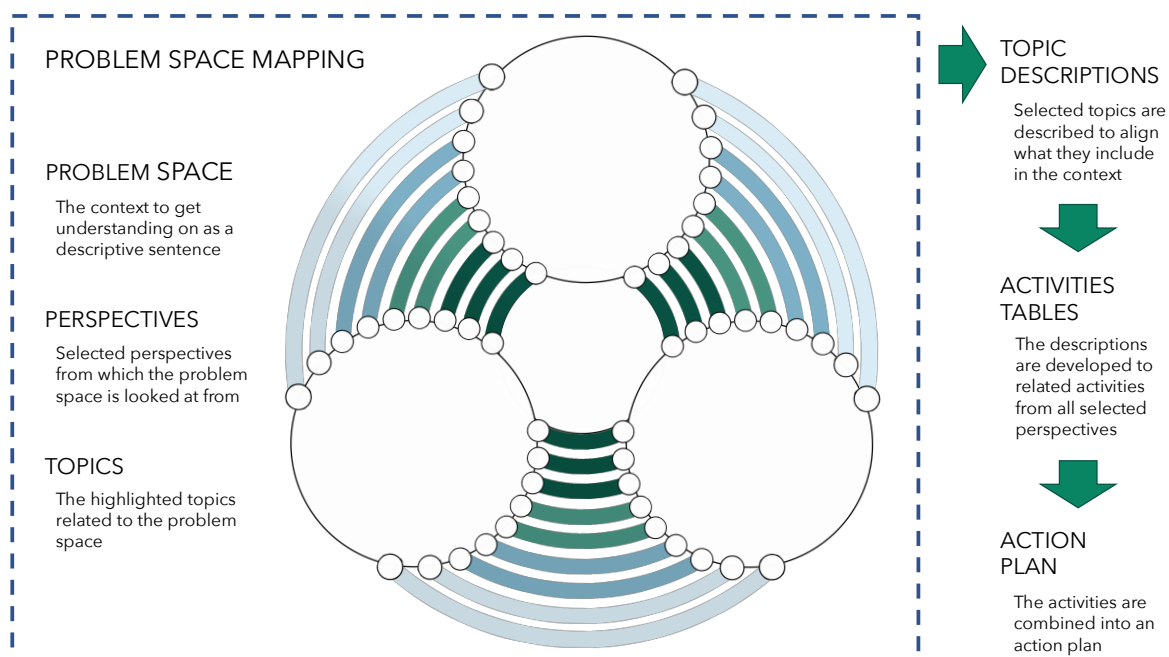


Figure 1. Structure of the Tool

The first step of the tool, problem space mapping, outlines the problem at hand. In the beginning of the problem space mapping, the problem space that is looked at needs to be defined. This is done in a descriptive sentence that is as simple and informative as possible to help in aligning the focus throughout the process.

Once the problem space is defined the perspectives are chosen. The perspectives are the viewpoints from which the problem space is looked at from. These should be selected so that they offer holistic look on the issue and that there is some friction between them. The perspectives do not need to be a person perspective, but they could be issue perspectives too.

The problem space is also sectioned into the most relevant topics and further to sub-topics. When the problem space is particularly complex or there are very many topics, it might also be helpful to use categories for the topics. Listing the topics and sub-topics helps in understanding the whole problem space and seeing what all the things affecting it are. By breaking it down to smaller pieces, it can be viewed on a detailed level without losing the big picture. The selected topics should be relevant to the problem and combined, include the most relevant pieces of the problem.

The second step of the tool is called topic descriptions. Each sub-topic is explained with few bullet points that describe what the selected sub-topic means in this context. It is important to be specific enough, so that throughout using the tool it is always clear what we mean by this sub-topic. But it is also important to keep the bullet points on a description level and that at this point one is not trying to fix the issue yet. Typically, around five bullet points per sub-topic is sufficient.

After all sub-topics are described, they are further developed into concrete activities. Activities tables look at the description from all the selected perspectives. The idea of the activities tables is to further explain the description and offer various perspectives, ideally, with each perspective bringing something new to the activities. Even though the step adds activities to the descriptions it should not offer the full solution at this point as that comes in the final step.

The final step of the tool defines concrete action plans. The action plan table includes all sub-topics categorized under higher level topics and further to categories. All perspectives are combined to actions that take the entirety into consideration. The table creates action plan by splitting information into *Goals, Gains, Actions, Data, tools, and resources, KPI's* and the final *Action Plan*. In the action plan table, the previously written out activities' statements are combined back to single statement that includes now all the information in them. These statements are filled in under topic *Gains* and summarized together to *Goals*. After that, the rest of the table is filled in based on the goals and gains.

### **Problem space mapping**

The problem space was mapped based on the aims of the VIBES project and the findings gathered in IO1 and IO2. The problem space was defined to be *Strengthening competences for working in multicultural virtual environments to support the evolving business world*, and the main perspectives were *company, Individual and multi-cultural teamworking*.

The previous findings in IO1 and IO2 were recategorized and few related topics were added to cover the whole wide problem space. As it was important to view the

entirety from the working life perspective, the findings were categorized under organizational issues, management issues, team issues and individual issues. The complete mapping can be found in the table below (Figure 2).

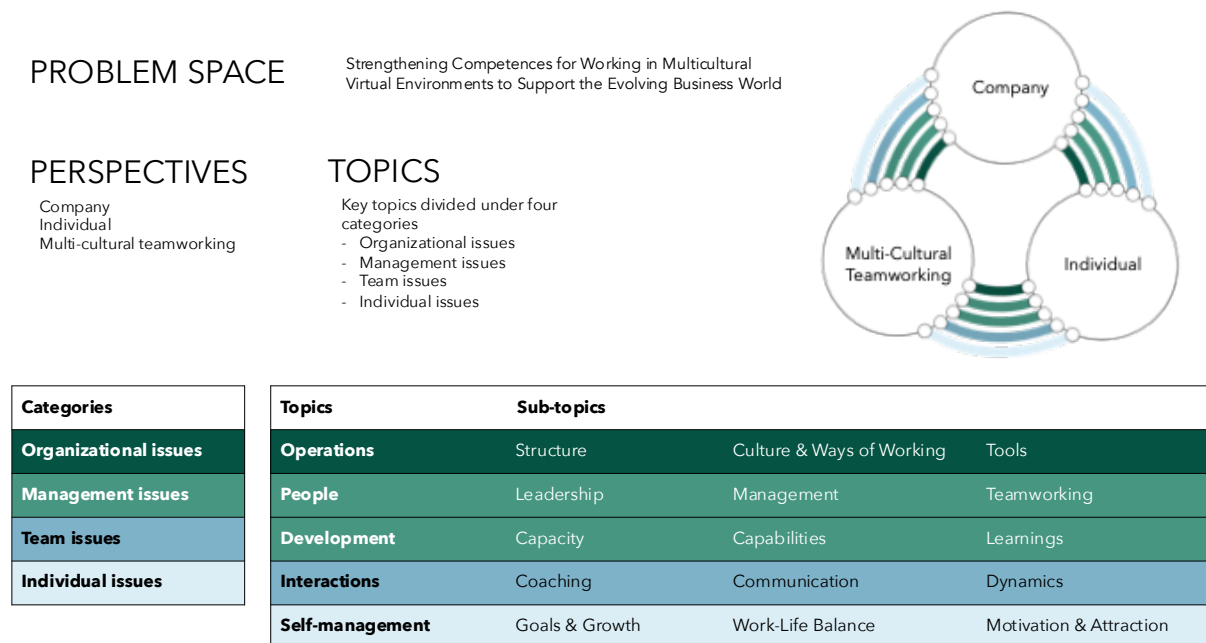


Figure 2. Problem space mapping for VIBES

## Topic descriptions

Each of the sub-topics were then described to align what is meant by each term in this context. The topic descriptions can be found below in the Figures 3-7. As the whole problem space is extremely broad, it was decided to concentrate on the most important subtopics out of which the example curricula would be created through the following steps of the tool.

These sub-topics were selected to be *culture and ways of working*, *management*, *communication*, *dynamics*, and *work-life balance*. For the other sub-topics, the topic descriptions were created that would then allow data to be used later taking them through the following steps of the tool. This allows for the findings to be used as a

pick-and-choose solution for educators that are teaching about working in multicultural virtual teams.

Operations		
Structure	Culture & Ways of Working	Tools
<ul style="list-style-type: none"> <li>- Flatter hierarchy in virtual organizations</li> <li>- Virtual enables globally dispersed team (time difference)</li> <li>- Clear roles and job descriptions support virtual engagement</li> <li>- Priorities need to be clearer as there isn't as good visibility to what employees are doing</li> <li>- More emphasis on having clear and trackable KPI's because more need for transparency</li> </ul>	<ul style="list-style-type: none"> <li>- Transparent discussions on norms, values and ethics</li> <li>- Net etiquette with guidelines and trainings</li> <li>- More multi-cultural and diverse working environments</li> <li>- Cross-functional and varied levels of experience collaborating</li> <li>- Respecting agreed commitments and schedules is more important in virtual because everything needs to be scheduled</li> <li>- Supporting spontaneous socializing in virtual environment</li> </ul>	<ul style="list-style-type: none"> <li>- Tech ecosystem</li> <li>- Guides on tools</li> <li>- Security (data protection, access rights)</li> <li>- Hardware (using tools and hardware, WIFI speed and availability)</li> <li>- Software (finding the right tool for the task, ICT literacy)</li> <li>- Different medias (email, teams, texts, calls..)</li> </ul>

Figure 3. Topic descriptions: Operations

People		
Leadership	Management	Teamworking
<ul style="list-style-type: none"> <li>- Reduced power dynamics and easier access to the leadership team</li> <li>- Harder to maintain strategic direction because of more siloed environment</li> <li>- Need to deal with a more complex combination of stakeholders</li> <li>- Requires more considered support and coaching for management</li> <li>- Maintaining employee motivation starting from the onboarding through the whole employee lifecycle</li> </ul>	<ul style="list-style-type: none"> <li>- More persuasion used at the cost of efficiency to reach the goal better, harder to coalesce in virtual</li> <li>- There can be a tendency to increase micro-managing in virtual environments so more emphasis on leadership rather than management</li> <li>- Supporting the team members both emotionally and with their role</li> <li>- Leading virtual meetings in a way that is engaging, and everyone is being heard</li> <li>- Onboarding needs to be more engaging and comprehensive (both planning and process) in a virtual space</li> </ul>	<ul style="list-style-type: none"> <li>- Open attitude supporting productive teamworking even more important in the virtual because of the rapid escalation based on mis-perception</li> <li>- Supporting and coaching peers in collaborative co-creation is more difficult in the virtual</li> <li>- Keeping everyone aligned toward common goal requires more discussion</li> <li>- More important to have overview of other people's workload to coordinate and build team cohesion</li> </ul>

Figure 4. Topic descriptions: People

Development		
Capacity	Capability	Learning
<ul style="list-style-type: none"> <li>- Exhibiting capacities is harder in the virtual, as well as with different cultures</li> <li>- It is more important to have personal adaptability</li> <li>- Virtual environment is usually more siloed and therefore it is harder to create perceptions</li> <li>- Organizational adaptability requires more work from all sides</li> <li>- Global teams offer a wider range of diverse capacities</li> </ul>	<ul style="list-style-type: none"> <li>- Need of different capabilities in the virtual compared to the face to face</li> <li>- It is harder to demonstrate skills in the virtual environment</li> <li>- The pool to find specific expertise is wider when working in global teams</li> <li>- In the global talent market, wider experience is valued and the ability to promote one's personal brand is essential</li> <li>- Virtual environment allows and requires out-of-the-box thinking and doing</li> </ul>	<ul style="list-style-type: none"> <li>- There is increased need for mentoring, and it is easier to work with several mentors and they can be spread around the globe</li> <li>- Spontaneous learning is harder in the virtual, and observing is harder</li> <li>- Formal and informal learning requires to invest more time in the virtual</li> <li>- Participating in trainings and education is easier in the virtual, but emphasis is with the individual driving it</li> <li>- There is a lot of information, both in in-depth and breadth, which is easier to access in the virtual</li> </ul>

Figure 5. Topic descriptions: Development

Interactions		
Coaching	Communication	Dynamics
<ul style="list-style-type: none"> <li>- Teaching and supporting requires more proactive awareness in the virtual</li> <li>- Giving and getting quick feedback helps focus and reduces friction in the team</li> <li>- By sparring and inspiring people, you get emotional buy-in and more clarity, but it requires more time, energy and planning in virtual</li> <li>- Spontaneous coaching requires more flexibility in the virtual</li> <li>- Reflection is more continuous in virtual as it happens in a discussion and between discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the situations and non-verbal messages is harder in virtual environment</li> <li>- The range of considerations in virtual teams requires a broader range of emotional intelligence</li> <li>- Being available and accessible is important to create low threshold to contact you in the virtual</li> <li>- You need to be more aware of your communication and interaction styles (vocabulary)</li> <li>- There is more written communication in virtual environment which is easier to mis-interpret</li> </ul>	<ul style="list-style-type: none"> <li>- Noticing the active and the passive participants, as well as the introverts and extroverts, so that everybody is engaged and included</li> <li>- It is easier to multitask and not concentrate fully in virtual environment</li> <li>- The tempo of the interactions is stiffer in the virtual environment and breaks are forgotten easily</li> <li>- It takes more time and effort to explain things in virtual environment</li> <li>- Information is scattered and there is potential information overload</li> </ul>

Figure 6. Topic descriptions: Interactions

Self-Management		
Goals & Growth	Work-Life Balance	Motivation & Attraction
<ul style="list-style-type: none"> <li>- There is a bigger need for coaching and mentoring in the virtual which requires to set clear targets to yourself and construct a long-term personal plan</li> <li>- You need to be more conscience about your role development and career path</li> <li>- You have to be managing up and be more self-confident in the virtual as it is harder to be recognized for personal contribution</li> <li>- Virtual environment requires better self-management in order to expand your skills and expertise</li> <li>- Importance of networks increases in the virtual (internal and external)</li> </ul>	<ul style="list-style-type: none"> <li>- Self management requires setting realistic targets and scheduling</li> <li>- Virtual environment allows more flexibility in working hours</li> <li>- Maintaining mental wellbeing is harder in virtual environment (isolation, depression, burnout)</li> <li>- It is easy to neglect physical health (too much screen time, sitting all day, staying idle)</li> <li>- You need to actively maintain motivation, discipline and focus</li> </ul>	<ul style="list-style-type: none"> <li>- There is more need for recognition in the virtual environment due to lack of transparency</li> <li>- You need to get meaningfulness from your work as the work community is not so strong in virtual environment</li> <li>- You need to put more emphasis on forming relationships with colleagues in the virtual</li> <li>- Personal brand is increasingly important as it is easier for employees to change jobs in the virtual</li> <li>- In virtual environment the personal values need to align with the company values</li> </ul>

Figure 7. Topic descriptions: Self-Management

## Activities tables

Once the topics have been described, the next step defines activities from each of the identified perspectives, in this case those of the company, individual, and multi-cultural teamworking. The activities are outlined in Figures 8-12 below.



Operations - Culture & Ways of Working			
Topic Descriptions	Company	Individual	Multi-Cultural Teamworking
<ul style="list-style-type: none"> <li>- Transparent discussions on norms, values and ethics</li> <li>- Net etiquette with guidelines and trainings</li> <li>- More multi-cultural and diverse working environments</li> <li>- Cross-functional and varied levels of experience collaborating</li> <li>- Respecting agreed commitments and schedules is more important in virtual because everything needs to be scheduled</li> <li>- Supporting spontaneous socializing in virtual environment</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Needs to facilitate</b> transparent discussions on norms, values and ethics <b>in everyday working life</b></li> <li>- <b>Needs to create clear</b> net etiquette with guidelines and trainings <b>to align behavior</b></li> <li>- <b>Should support and embrace</b> the multi-cultural and diverse working environments <b>that allow hiring globally</b></li> <li>- <b>Need to facilitate</b> cross-functional and varied levels of experience collaborating <b>with each other fluidly</b></li> <li>- <b>Needs to articulate that it is important</b> to respect agreed commitments and schedules as it is more important in virtual, <b>and to live by it</b></li> <li>- <b>Need to make conscious effort to support</b> spontaneous socializing in virtual environment <b>by creating flexible dynamic and reducing unnecessary scheduling</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Needs to familiarize</b> themselves in norms, values and ethics through code of conduct, policies, procedures etc.</li> <li>- <b>Needs to understand and follow the</b> net etiquette with guidelines and trainings</li> <li>- <b>Be open to working in</b> multi-cultural and diverse working environments <b>that exposes them to alternative ways of doing things</b></li> <li>- <b>Should be comfortable in interacting within team that are</b> cross-functional and include varied levels of experience <b>without deference</b></li> <li>- <b>Needs to respect</b> agreed commitments and schedules as it is more important in virtual <b>to reduce uncertainty and ensures workflow</b></li> <li>- Spontaneous socializing in virtual environment <b>requires flexible attitude and making oneself available</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Need to take into consideration</b> when creating the norms, values and ethics that they <b>reflect the multi-cultural team environment that has various ways of interactions</b></li> <li>- <b>Develop a</b> net etiquette with guidelines and trainings that is <b>a mix of different cultural behaviors rather than single dominant one</b></li> <li>- The multi-cultural and diverse working environments <b>should support the feeling of safety and allow to express differences</b></li> <li>- <b>It is expected to be egalitarian when interacting in teams that are</b> cross-functional and include varied levels of experience <b>even if it isn't that comfortable for people in some cultures</b></li> <li>- <b>Need to be very specific in communicating</b> commitments and schedules as it is more important in virtual <b>and different cultures have different perceptions of time</b></li> <li>- <b>Finding balance between scheduled meetings and</b> spontaneous socializing in virtual environment <b>to have flow of work</b></li> </ul>

Figure 8. Activities table: Operations - Culture & Ways of Working

People - Management			
Topic Descriptions	Company	Individual	Multi-Cultural Teamworking
<ul style="list-style-type: none"> <li>- More persuasion used at the cost of efficiency to better reach the goal, harder to coalesce in virtual</li> <li>- There can be a tendency to increase micro-managing in virtual environments so more emphasis on leadership rather than management</li> <li>- Supporting the team members both emotionally and with their role</li> <li>- Leading virtual meetings in a way that is engaging and everyone is being heard</li> <li>- Onboarding needs to be more engaging and comprehensive (both planning and process) in a virtual space</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Need to appreciate that it takes more time and effort to use</b> persuasion to coalesce in a virtual environment in order to better reach goals</li> <li>- <b>Need to be aware of</b> the heightened tendency to increase micro-managing in virtual environments <b>and increased emphasis on leadership rather than management</b></li> <li>- <b>Because of isolation there is heightened need for supporting</b> the team members both emotionally and with their role</li> <li>- <b>Need to encourage all team members to participate</b> in virtual meetings and facilitate their engagement in an environment where everyone is being heard</li> <li>- <b>Need to create systematic on-going</b> onboarding process that is engaging and comprehensive (both planning and process) in a virtual space</li> </ul>	<ul style="list-style-type: none"> <li>- Because it is harder to coalesce in a virtual environment, <b>one needs to be more receptive to listening to</b> persuasive dialog at the cost of efficiency to better reach the goal</li> <li>- <b>It requires more self-management to reduce the tendency to micro-manage</b> in a virtual environments so there is more of an emphasis on leadership</li> <li>- <b>Need of self-awareness to be able to call attention to a need for personal support</b>, both emotional and professional</li> <li>- <b>Need to actively engage themselves</b> in virtual meetings and make their <b>ideas and observations heard</b></li> <li>- <b>More need to accountability during</b> the onboarding process in a virtual space <b>as informal guidance is less available</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Different language capabilities directly affect</b> their persuasion capabilities and further increase the cost of efficiency to better reach the goal and consensus</li> <li>- <b>Team members supporting each other reduces the perception of the need to micro-manage</b> in virtual environments allowing the manager to focus on leadership rather than management</li> <li>- <b>Be empathetic to support</b> team members both emotionally and within their role <b>respecting cultural differences</b></li> <li>- <b>Reacting supportively to team members</b> in virtual meetings to create engaging environment where everyone is being heard</li> <li>- <b>The starting points in global hiring is more varied so</b> onboarding needs to be more comprehensive in a virtual space. It is also important to <b>build team cohesion</b></li> </ul>

Figure 9. Activities table: People - Management

Interactions - Communications			
Topic descriptions	Company	Individual	Multi-Cultural Teamworking
<ul style="list-style-type: none"> <li>- Reading the situations and non-verbal messages is harder in virtual environment</li> <li>- The range of considerations in virtual teams requires a broader range of emotional intelligence</li> <li>- Being available and accessible is important to create low threshold to contact others in the virtual</li> <li>- You need to be more aware of your communication and interaction styles (vocabulary)</li> <li>- There is more written communication in virtual environment which is easier to mis-interpret</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Need to set the norm to attempt to be more aware of non-verbal messages by keeping cameras on for example</b></li> <li>- <b>Acknowledge that</b> the range of considerations in virtual teams requires a broader range of emotional intelligence <b>and managers need to mediate more</b></li> <li>- <b>Need to create a culture of being accessible regardless of hierarchy</b> as being available and accessible is important to create low threshold to contact others in the virtual environment</li> <li>- <b>Management sets the tone and the norms of what kinds of communication and interaction styles (vocabulary) are appropriate</b></li> <li>- <b>The company should support having spoken communication whenever possible</b> as there is more written communication in virtual environment which is easier to mis-interpret, <b>however, to support clarity of shared understanding the written form might be more effective especially in the virtual</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Need to verbalize more than you would in face to face as it's harder</b> to read situations and non-verbal messages in virtual environment</li> <li>- <b>Need to give wider latitude in interpreting communications</b> as the virtual teams requires a broader range of emotional intelligence</li> <li>- <b>Need to be active and responsible to appropriately reach out and respond to others</b> when there is a low threshold to contact others in the virtual</li> <li>- <b>Need to understand that you are accountable for your communication and interaction styles (vocabulary) and it should reflect the company tone and style</b></li> <li>- There is more written communication in the virtual, <b>so you need to pay extra attention when communicating in writing</b> as it is easier to mis-interpret the written communication</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Active listening and responding helps others in</b> reading the situations and non-verbal messages, that harder in virtual environment, <b>so it is important, even if it's not the natural way in the individual's culture</b></li> <li>- <b>Cultural differences create more opportunities for potential conflicts</b>, so more consideration involving emotional intelligence is required in virtual teams <b>underlining the importance of avoiding stereotyping</b></li> <li>- <b>Need to develop a shared understanding of how to communicate with one another to support</b> being available and accessible, and create a low threshold to contact others</li> <li>- You need to be more aware of your communication and interaction styles (vocabulary) <b>especially when communicating with non-native speakers</b></li> <li>- There is more written communication in virtual environment which is easier to mis-interpret, <b>even more when there are non-native speakers so it should be easy to ask for clarification</b></li> </ul>

Figure 10. Activities table: Interactions – Communications

Interactions - Dynamics			
Topic descriptions	Company	Individual	Multi-Cultural Teamworking
<ul style="list-style-type: none"> <li>- There are active and the passive participants, as well as the introverts and extroverts, and it is important that everybody is engaged and included</li> <li>- It is easier to multitask and not concentrate fully in virtual environment</li> <li>- The tempo of the interactions is stiffer in the virtual environment and breaks are forgotten easily</li> <li>- It takes more time and effort to explain things in virtual environment</li> <li>- Information is scattered and there is potential information overload</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Need to pay attention to the active and the passive participants, as well as the introverts and extroverts, and facilitate dynamics</b> that everybody is engaged and included</li> <li>- <b>Work culture should promote concentrating fully in virtual environment and to limit multitasking as a mode of behavior</b></li> <li>- <b>Needs to be prescribe how breaks are scheduled in between meetings, and lengths of the meetings</b> as the tempo of the interactions is stiffer in the virtual environment and breaks are forgotten easily</li> <li>- It takes more time and effort to explain things in virtual environment, <b>so by preparing and distributing material in advanced the efficiency of the meeting is increased</b></li> <li>- <b>Need to create coherent approach to maintaining information and communicating it</b> as information is scattered and there is potential information overload</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Be active in participating and give room to others as well</b>, depending on passiveness/activeness or introversion/extroversion so that everybody is engaged and included</li> <li>- <b>You shouldn't multitask</b> to concentrate fully in virtual environment</li> <li>- <b>Need to be respectful of breaks and other people's schedules</b> as the tempo of the interactions is stiffer in the virtual environment and breaks are forgotten easily</li> <li>- It takes more time and effort to explain things in virtual environment, <b>it is important to be prepared when going to a meeting and it is important to appropriately utilize tools helping in explaining or visualizing things</b></li> <li>- <b>Need to be mindful what is shared and who needs the information</b> as there is a risk of potential information overload</li> </ul>	<ul style="list-style-type: none"> <li>- There are active and the passive participants, as well as the introverts and extroverts, <b>and cultures define the expected behavior and there is increased importance</b> for making sure everybody is engaged and included <b>in order to overcome prescribed patterns</b></li> <li>- <b>Team dynamics shouldn't accept multitask but should expect full concentration in virtual environment by not scheduling too long or too many meetings</b></li> <li>- <b>When facilitating meetings, the agenda and time needs to be managed</b> as the tempo of the interactions is stiffer in the virtual environment and breaks are forgotten easily</li> <li>- <b>Because of different cultural backgrounds it takes even more time and effort to explain things in virtual environment and it is even harder to keep track of sub-conversations, so perspectives should be aligned in advance</b></li> <li>- <b>Information needs to be well structured and centrally accessible for the team</b> as information is scattered and there is potential information overload</li> </ul>

Figure 11. Activities table : Interactions – Dynamics

Self-Management - Work-Life Balance			
Topic descriptions	Company	Individual	Multi-Cultural Teamworking
<ul style="list-style-type: none"> <li>- Self-management requires setting realistic targets and scheduling</li> <li>- Remote working allows more flexibility in working hours</li> <li>- Maintaining mental wellbeing is harder when working remotely (isolation, depression, burnout)</li> <li>- It is easy to neglect physical health (too much screen time, sitting all day, staying idle)</li> <li>- It can be hard to actively maintain motivation, discipline and focus</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Company should</b> set realistic targets, <b>and management should support self-management and listening to your employees when creating</b> schedules</li> <li>- Remote working allows more flexibility in working hours, <b>so company needs to allow flexibility in working hours and respect and trust employees to manage their work</b></li> <li>- <b>Needs to create safe environment and provide extra support to maintain mental wellbeing</b> as it is harder when working remotely (isolation, depression, burnout)</li> <li>- <b>Needs to support ergonomic environments and provide access to recreational activities and encourage employees to use them</b> as it is easy to neglect physical health (too much screen time, sitting all day, staying idle)</li> <li>- It can be hard to actively maintain motivation, discipline and focus, <b>so employers need to have good understanding of how to keep individuals motivated</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Employee needs to be able to reflect company targets and set their own realistic targets based on them, they also need to be able to reflect on the schedule and to be verbalize it</b></li> <li>- Remote working allows more flexibility in working hours, <b>individual needs to balance private and work life</b></li> <li>- <b>Be actively self-aware and take advantage of the help and guidance provided</b> as maintaining mental wellbeing is harder when working remotely (isolation, depression, burnout) <b>and openly communicate your workload and capacity</b></li> <li>- It is easy to neglect physical health (too much screen time, sitting all day, staying idle), <b>but remote work also allows flexibility in where you are working, and employee needs to take care of their physical health</b></li> <li>- It can be hard to actively maintain motivation, discipline and focus, <b>employee needs to be trustworthy and accountable, and be able to understand their working patterns and their work requirements</b></li> </ul>	<ul style="list-style-type: none"> <li>- Self-management requires setting realistic targets and scheduling, <b>when working in a team all team members need to discuss together their targets and schedules</b></li> <li>- <b>Different cultures have very different understanding of work-life balance, in the team it needs to be established what the guidelines are</b> for remote working, that allows more flexibility in working hours</li> <li>- Maintaining mental wellbeing is harder when working remotely (isolation, depression, burnout) <b>so the team should support the other members (interactions, workload, coaching), this is harder in certain cultures than others</b></li> <li>- It is easy to neglect physical health (too much screen time, sitting all day, staying idle), <b>but teams can do shared activities even remotely, for example in a meeting that doesn't require seeing the screen it can be a walking meeting</b></li> <li>- It can be hard to actively maintain motivation, discipline and focus, <b>teams should support its members by aligning expectations and providing help when needed</b></li> </ul>

Figure 12. Activities table: Self-Management - Work-Life Balance

## Action plans

The activity definitions provide a vast overview of actions and capacities needed from different perspectives. Based on these, the final step brought the different perspectives together in one coherent action plan. The action plan outlines the goals and gains for each of the identified dimensions and serves a basis of the curricula. Figures 13-17 summarize the main elements of the action plan.

The action plan blocks serve as set of learning objectives and outcomes that can be used to develop study modules or a full curriculum. The goals and gains define a uniform set of objectives, whilst allowing for flexibility in applying different teaching and learning methods and supportive tools and specific assessment criteria depending on the context and level. As an illustration of how the action plans can be applied in curriculum development, three concise course outcomes as examples

of the VIBES tool can be found in Appendix 1. The extended curriculum example examples can be found in Appendix 2.

Operations - Culture & Ways of Working	
Goals	Gains
<p>Student learns about cultures and ways of working in virtual multicultural organizations. Diverse working cultures impact net etiquette and company norms. It is harder to have a balance between scheduled meetings and spontaneous dynamics.</p>	<p>Student understands that companies need to facilitate transparent discussions on norms, values and ethics in everyday working life in a way that allows employees to be able to familiarize themselves with them and act accordingly. As virtual environments often have multicultural teams, it is important to remember there are many different ways of interactions.</p> <p>Student learns that when developing net etiquette company should construct it as a mix of different cultural behaviours, rather than single dominant one. The guidelines and training needs to be accessible and understandable by the employee.</p> <p>Student learns that there are more multicultural and diverse working environments in the virtual, as companies are able to hire globally. The working environment should support and embrace the diversity by allowing individuals to feel safe to express their differences and alternative ways of doing things.</p> <p>Student learns that in virtual teams there are often cross-functional teams with varied levels of experience amongst members. Members needs to be egalitarian when interacting with one another, but this is harder in some cultures because of the hierarchical differences.</p> <p>Student learns that there is a need to be very specific in communicating commitments and schedules as it is more important in virtual. Different cultures also have different perceptions of time. Teams need to respect agreed commitments and schedules in order to reduce uncertainty and ensure workflow.</p> <p>Student learns that conscious socializing is hard in the virtual environment and companies should put effort in supporting it by creating flexible dynamics where employees make themselves available for inpromptu interactions. There should be a balance between scheduled meetings and spontaneous socializing to create flow of work.</p>

Figure 13. Action plan goals and gains: Operations - Culture & Ways of Working

People - Management	
Goals	Gains
<p>Student learns about people management in virtual environment. In a virtual environment there is a risk for micro-managing, and emphasis should be on the leadership instead of management. Managing in virtual space often requires more time and support to employees, both emotionally and with their roles, to reach common targets. It is important to make sure all team members are engaged through a clear onboarding.</p>	<p>Student learns that language capabilities, listening and use of persuasive dialogue impacts teams' capability to reach set goals and consensus. To reach the agreement, it takes more time and effort in the virtual environment.</p> <p>Student learns that there is tendency for increased micro-management in virtual environment and emphasis should be in leadership instead of management. Self-management and peer support by the team members reduces tendency of micro-manage.</p> <p>Student learns the importance of self-awareness and calling attention for support when needed from manager or team member. It is important to be empathetic, to provide support to other team members, by respecting cultural differences. Because of isolation there is heightened need for supporting team members, both emotionally and with their role.</p> <p>Student learns that virtual meeting should be led in a way that is engaging and everyone is being heard. It is individual's responsibility to actively engage themselves in meetings. All team members should react supportively and create an engaging environment.</p> <p>Student learns the importance of creating a systematic continuous onboarding process that is engaging and comprehensive, as the starting point in global hiring is more varied in the virtual space. Building team cohesion is a key success factor to efficient team working. It requires more accountability from the individual as informal guidance is less available in the virtual onboarding process.</p>

Figure 14. Action plan goals and gains: People - Management

Interaction - Communications	
Goals	Gains
<p>Student learns about communication in virtual teams. In a virtual environment, limited non-verbal communication and heavy reliance on written communication can lead to misinterpretations. Virtual communication requires emotional intelligence and awareness of communication and interaction styles, as well as a low threshold to contact others.</p>	<p>Student understands the limitations of non-verbal messaging in a virtual environment and the need to verbalise more than in face-to-face communication. Non-verbal communication can be facilitated for instance by setting norms to keep cameras on. Team members can also ease communication through active listening or responding, even though it might not be a prevailing practice in individual cultures.</p> <p>Student understands the relevance of emotional intelligence in interpreting communications and learns how managers can mediate the range of considerations in virtual teams. Cultural differences can create stereotyping and conflicts in teams, so collaboration requires consideration, patience and emotional intelligence.</p> <p>Student learns to be active and take responsibility to reach out and respond to others to maintain contact in a virtual environment. Companies should foster a culture of availability and accessibility regardless of hierarchy and allow team members to develop understanding of how to communicate with each other.</p> <p>Student learns to be aware and assume accountability for own communication and interaction style. Employers set the tone and norms of appropriate communication and individuals and teams should reflect the defined style. Particular attention should be paid to communicating with non-native speakers.</p> <p>Student learns to pay attention to written communication in a virtual environment and understands the risks of misinterpretation, especially when interacting with non-native speakers. Team members should make it easy to ask for clarifications and companies should support spoken communication and clarity of shared understanding in writing whenever possible.</p>

Figure 15. Action plan goals and gains: Interactions – Communications

Interaction - Dynamics	
Goals	Gains
<p>Student learns about dynamics in companies. Facilitating group dynamics in a way that engages everyone and all members feel included is important. As information is scattered and it takes more time and effort to explain things, the tempo of the interactions can become stiffer and breaks can easily be forgotten, which can then lead to multitasking and individuals not concentrating fully.</p>	<p>The student learns when being active in participating meetings the individuals need to pay attention to and give room to others, the active and the passive participants, as well as the introverts and extroverts. Companies should facilitate dynamics that everyone is engaged and included. Because culture defines the expected behavior, there is increased need of inclusivity to overcome prescribed patterns.</p> <p>The student learns that virtual work culture should promote and expect the members to concentrate fully in virtual environment and limit multitasking. By making sure there are not too many and too long meetings it is easier to support focus.</p> <p>The student learns that the tempo is stiffer in the virtual environments. When facilitating meetings, the agenda and time needs to be managed and breaks should be scheduled in between meetings. The length of the meetings should not get unnecessarily long and other people's scheduled should be respected.</p> <p>The student learns that because of differences in cultural backgrounds it takes even more time and effort to explain things in the virtual environment and also to keep track of sub-conversations in harder. It is important to be prepared and distribute material beforehand when going to a meeting as it helps with aligning perspectives and increases efficiency. By appropriately utilizing tools it is easier to visualizing things.</p> <p>The student learns that as information is scattered and there is a potential information overload, there is a need to create coherent approach to maintaining information and communicating it. Information needs to be well structured and centrally accessible for the team and everyone needs to be mindful what is shared and who needs the information.</p>

Figure 16. Action plan goals and gains: Interactions – Dynamics

Self-Management - Work-Life Balance	
Goals	Gains
<p>Student learns about work-life balance and how to support it in a virtual environment. The importance of maintaining mental and physical wellbeing is highlighted in remote working and there is a big need for self-management in meeting targets and maintaining motivation.</p>	<p>Student learns that for employee to manage their work, it is important that there are clear and realistic targets, both at a company level as well as an individual level. Especially, when working in remote teams, it is important that aims and schedules are communicated clearly and openly through discussions.</p> <p>Student understands that virtual environments and global teams allow more flexibility in working hours. This requires more trust in employer-employee relationships and increases the employee's responsibility of balancing their private and professional lives. When teams are multi-cultural, the understanding of work-life balance varies, which requires teams to align their practices through guidelines.</p> <p>Student understands that remote working strains mental wellbeing, which can result in feelings of isolation and depression as well as increased risk of burn-out. Maintaining mental wellbeing requires employees to be actively self-aware and utilize support, help and guidance provided by the company and the team. It is also crucial that there is a safe environment that allows employees to openly communicate their workloads and capacity to their supervisors and within their teams. Varied cultural backgrounds can affect how difficult it is to have these discussions.</p> <p>Student understands how remote working can negatively affect physical health. There is not that much spontaneous movement during the day and the ergonomics might not be as well taken into consideration in home offices. Employers should support ergonomic working conditions and recreational activities, but ultimately it is the employees' responsibility to take care of their physical health. Teams can support adding movement to workdays by having remote walking meetings or other shared activities for example.</p> <p>Student learns that it is harder to actively maintain motivation, discipline and focus when working remotely, and that it requires more effort from both employer and employee. Employees will need to be trustworthy and accountable, and they need to have good understanding of their individual working patterns and work requirements. Team members can help each other by aligning expectations and providing help when needed, but it is also important for supervisors to understand each individuals' motivations.</p>

Figure 17. Action plan goals and gains: Self-Management – Work-Life Balance

## **Curricula**

Based on the VIBES framework, a set of curricula was developed, demonstrating how the framework can be applied to design courses or curricula for different contexts. These curricula, outlined in more detail in the appendix 1, illustrate how to design courses and learning paths focused on:

- a single sub-topic in (example: master's level course)
- combined sub-topics (example: master's level course)
- combined levels (example: combined high school, bachelor's, and master's level course)

Furthermore, an additional set of curricula was developed by the VIBES project partners. These are available in appendix 2. These curricula are developed to have the same learning path for the high school, undergraduate, and the master's level. They could even be applied for purposes of professional development trainings. The aim was to facilitate multi-level integration possibilities in the learner's experience and to facilitate developing distinct roles in the problem spaces.

## **Main takeaways**

There is not, and cannot be, a single curriculum that covers all the issues of multi-cultural teamworking comprehensively. Each learner will cover the materials and the issues as they proceed and learn to appreciate the complexity of working in virtual teams.

The VIBES tool provides an approach to focus and create the dialogue and moments of reflection in developing a learning journey towards enhanced virtual skills and competences. The path through the journey depends on the learner's starting points and objectives and can be tailored to diverse needs and contexts. The journey requires interactions and experiences, to appreciate what works and what does not work in the combination of people at that moment in time. The aim was to provide examples to speed up the process of being exposed to the issues and support the actual learning as life experience.

## **Moving to IO4 and IO5**

The curricula examples in IO3 emphasize and focus on the learning and education in an academic environment as the context. The educational content and curricula developed in IO3 will be made available through an IT platform developed in IO4. The IT platform will make the content easily accessible and enable it to be applied and leveraged in different learning contexts. As such, the work also feeds into the subsequent development of IO5.

The VIBES modular tool was designed to work in both the academic environment and in the business environment. In addition to educational context addressed in IO3, the VIBES tool will be adapted to the needs of the business leaders in IO5. The VIBES tool and the created problem space mapping and topic descriptions will be

adapted to be used in the business environment as a tool to develop customizable approaches to breaking down the focal area, and the specific perspectives which would need to be taken into consideration, both strategically and from an operational perspective. The ability to shift the perspectives supports the complexity of the dynamic business environment. The topics and the sub-topics can be adapted to the specific topic area a business leader wishes to develop.

### **Summary of the IO3**

In the VIBES IO3, problem space, perspectives, topics, and sub-topics were selected to support learning experiences at different academic levels. Building on the IO2 findings, these were connected to the different perspectives, topics, and sub-topics. The topic descriptions were used to define activities and develop action plans that serves as a basis of curriculum design.

The tool takes time to learn, and it takes time to run it through, but it provides at the end very comprehensive solution to create structured action plan at the end to the selected problem space. However, it would make sense to have the whole team participating from the recognising the problem space. Based on the learnings it is challenging to jump in halfway through the process and it creates turbulence in the process.

One learning from the project was to keep the team small (establish small taskforce) and divide the workload, and then collect the findings together and have collective agreement on the selection. It is also important to have real understanding on the problem space studied. When creating general curricula to virtual learning in different academic levels it was important to have representatives from the distinct



levels to make sure all requirements were covered. Collaboration and the roles, and the understanding of what is a deliverable, a schedule and work life balance were all part of the dynamics. Learning was happening when creating.

## **Conclusions**

In the VIBES IO3, the VIBES model was created in a small group to make generic tool to build curricula to different academic levels to prepare students to work in virtual and hybrid environment that is characterizes today's work life. The focus of the VIBES tool in IO3 was virtual courses designed and adapted to the different academic levels. Furthermore, the tool can be adapted even for a generic approach to create any curricula or learning path through a holistic and systematic approach that addresses a complex issue by breaking it down into smaller pieces and analyses the topics from different, complementary perspectives. However, the model can be used in different problem spaces, so it is not limited only to educational context. The tool can be used to address different business needs and skills development paths in organisations.

The VIBES tool has been tested by the VIBES project partners and it has proven to work in the different academic levels to create modular curricula. A key learning from developing the tool and curricula in IO3 is that the problem space mapping plays critical role in the process. Special attention should be paid to have a clear, understandable, and a focused problem space before proceeding to the next stages. Moreover, equally important is to select meaningful perspectives to provide different viewpoints to the topics and sub-topics. These initial choices lay the foundations for the next steps of the process and without a solid base, it can be challenging to advance through the steps and develop a coherent and consistent action plan.

We are confident that IO3 provides good launch for IO4 IT development and VIBES model can be utilized on IO5 business environment as one of the tools. It will be interesting to see how the business can adapt and utilise the learnings from IO3 and how it supports the onboarding new talents into real hybrid working model.

## **APPENDIX 1**

## Curriculum example of single sub-topic

<b>Course title</b>	Culture and Ways of Working in Virtual Organizations
<b>Educational level</b>	Master's Degree
<b>Credits</b>	5 ECT
<b>Schedule</b>	8-week course with 3 full day contact days
<b>Objective</b>	Student learns about cultures and ways of working in virtual multicultural organizations. Diverse working cultures impact net etiquette and company norms. It is harder to have a balance between scheduled meetings and spontaneous dynamics.
<b>Transferrable</b>	<p>Student understands that companies need to facilitate transparent discussions on norms, values, and ethics in everyday working life in a way that allows employees to be able to familiarize themselves with them and act accordingly. As virtual environments often have multicultural teams, it is important to remember there are many ways of interactions.</p> <p>Student learns that when developing net etiquette company should construct it as a mix of diverse cultural behaviours, rather than single dominant one. The guidelines and training need to be accessible and understandable by the employee.</p> <p>Student learns that there are more multicultural and diverse working environments in the virtual, as companies can hire globally. The working environment should support and embrace the diversity by allowing individuals to feel safe to express their differences and alternative ways of doing things.</p> <p>Student learns that in virtual teams there are often cross-functional teams with varied levels of experience amongst members. Members needs to be egalitarian when interacting with one another, but this is harder in some cultures because of the hierarchical differences.</p> <p>Student learns that there is a need to be extremely specific in communicating commitments and schedules as it is more important in virtual. Diverse cultures also have different perceptions of time. Teams need to respect agreed commitments and schedules to reduce uncertainty and ensure workflow.</p>

	<p>Student learns that conscious socializing is hard in the virtual environment and companies should put effort in supporting it by creating flexible dynamics where employees make themselves available for impromptu interactions. There should be a balance between scheduled meetings and spontaneous socializing to create flow of work.</p>
<b>Practice</b>	<p>Contact days include lectures and discussions on the topics of culture and ways of working.</p> <p>Students will create guidelines and ways of working to two imaginary companies merging which have quite different working cultures. As a result, groups present defined common middle ground to facilitate collective understanding of communications and operations. This is done as a launch event of the new company culture which is supported by visual presentation and short video. Group work also includes 10 page per person report. Students will apply relevant theory and utilize relevant tools when presenting their solutions.</p>
<b>Theory and tools</b>	<p>Academic and professional text related to mergers and acquisitions addressing operational challenges.</p>
<b>Assessment</b>	<p>Bloom's taxonomy is used as a base of assessment.</p> <p>Grading 1-5</p> <p>1-2: The student understands what culture and ways of working means in a company context.</p> <p>3-4: The student can understand the company culture and ways of working and can apply their learnings from various sources.</p> <p>5: The student understands company culture and ways of working. They can apply their learnings and create new innovative approaches.</p>

## Curriculum example of combined sub-topics

<b>Course title</b>	Supporting Employees' Work-Life Balance in Different Virtual Business Environments
<b>Educational level</b>	Master's Degree
<b>Credits</b>	5 ECT
<b>Schedule</b>	8-week course with 3 full day contact days
<b>Objective</b>	<p>Student learns about people management in virtual environment. In a virtual environment there is a risk for micro-managing, and emphasis should be on the leadership instead of management. Managing in virtual space often requires more time and support to employees, both emotionally and with their roles, to reach common targets.</p> <p>Student also learns about work-life balance and how to support it in a virtual environment. The importance of maintaining mental and physical wellbeing is highlighted in remote working and there is a big need for self-management in meeting targets and maintaining motivation.</p>
<b>Transferrable</b>	<p>Student learns that there is tendency for increased micro-management in virtual environment and emphasis should be in leadership instead of management. Self-management and peer support by the team members reduces tendency of micro-manage.</p> <p>Student learns the importance of self-awareness and calling attention for support when needed from manager or team member. It is important to be empathetic, to provide support to other team members, by respecting cultural differences. Because of isolation there is heightened need for supporting team members, both emotionally and with their role.</p> <p>Student understands the limitations of non-verbal messaging in a virtual environment and the need to verbalise more than in face-to-face communication. Non-verbal communication can be facilitated for instance by setting norms to keep cameras on. Team members can also ease communication through active listening or responding, even though it might not be a prevailing practice in individual cultures.</p>

	<p>Student learns that for employee to manage their work, it is important that there are clear and realistic targets, both at a company level as well as an individual level. Especially, when working in remote teams, it is important that aims and schedules are communicated clearly and openly through discussions.</p> <p>Student understands that virtual environments and global teams allow more flexibility in working hours. This requires more trust in employer-employee relationships and increases the employee's responsibility of balancing their private and professional lives. When teams are multi-cultural, the understanding of work-life balance varies, which requires teams to align their practices through guidelines.</p>
<b>Practice</b>	<p>Contact days include lectures and discussions on the topics of culture and ways of working.</p> <p>Students will create supervising guidelines to employee discussions, both on a team and individual level. As a result, groups present the plans. Each group has its own specific business environment (for example, financial, technology and social services). Presentations are done supported by visual presentation and short video. Group work also includes 10 page per person report. Students will apply relevant theory and utilize relevant tools when presenting their solutions.</p>
<b>Theory and tools</b>	<p>Academic and professional text related to operational management, human resources, and strategic leadership with respect to work-life balance.</p>
<b>Assessment</b>	<p>Bloom's taxonomy is used as a base of assessment.</p> <p>Grading 1-5  1-2: Understand  3-4: Apply  5: Create</p>

### Curriculum example of combined three levels

<b>Course title</b>	Death on the Web
<b>Educational level</b>	High School, Bachelor's Degree & Master's Degree
<b>Credits</b>	2 ECT
<b>Schedule</b>	Weekend workshop
<b>Objective</b>	<p>Student learns about cultures and ways of working in virtual multicultural organizations.</p> <p>Student learns about communication in virtual teams. In a virtual environment, limited non-verbal communication and heavy reliance on written communication can lead to misinterpretations. Virtual communication requires emotional intelligence and awareness of communication and interaction styles, as well as a low threshold to contact others.</p> <p>Student learns about dynamics in companies. Facilitating group dynamics in a way that engages everyone and all members feel included is important. As information is scattered and it takes more time and effort to explain things, the tempo of the interactions can become stiffer and breaks can easily be forgotten, which can then lead to multitasking and individuals not concentrating fully.</p>
<b>Transferrable</b>	<p>Student learns that virtual meeting should be led in a way that is engaging and everyone is being heard. It is individuals' responsibility to actively engage themselves in meetings. All team members should react supportively and create an engaging environment.</p> <p>Student learns that in virtual teams there are often cross-functional teams with varied levels of experience amongst members. Members needs to be egalitarian when interacting with one another, but this is harder in some cultures because of the hierarchical differences.</p> <p>The student learns that because of differences in cultural backgrounds it takes even more time and effort to explain things in the virtual environment and to keep track of sub-conversations in harder. It is important to be prepared and distribute material beforehand when going to a meeting as it helps with aligning perspectives and increases efficiency. By appropriately utilizing tools it is easier to visualizing things.</p>



	<p>The student learns that as information is scattered and there is a potential information overload, there is a need to create coherent approach to maintaining information and communicating it.</p> <p>Information needs to be well structured and centrally accessible for the team and everyone needs to be mindful what is shared and who needs the information.</p>
<b>Practice</b>	<p>Students from diverse backgrounds and educational levels collaborate in a murder mystery type of a role play where each member is given a character and pieces of information. Groups need to work together to solve a given problem based on the scattered knowledge.</p> <p>Workshop coaches team building and problem-solving skills in a playful setting. Participants need to use their assessment skills and interact with people from various backgrounds in a motivating manner.</p>
<b>Theory and tools</b>	<p>Role folders with character information, folders of clues and information.</p> <p>Virtual whiteboards, Zoom breakout rooms and other appropriate tools.</p>
<b>Assessment</b>	Fail/Pass

## **APPENDIX 2**

## Applied curriculum example I

These curricula are developed to have the same learning path for the Undergraduate/High School and the Masters/professional levels. The purpose was to facilitate multi-level integration possibilities in the learner's experience and to facilitate developing distinct roles in the problem spaces. The bolding in the text indicates the emphasis that the partners wished to focus on when completing the detailed example curricula in the separate document, but by shifting the focus of the specific issues the coach wanted to have the learners consider in their problem space they would simply reemphasize the alternative perspectives in the objectives or the transferable and adjust the deliverables or the processes. The overview is simply shortened to reflect the desired output of the learning experience.

<b>Course title</b>	Virtual Teamworking Master Class
<b>Educational level</b>	Second Year Undergraduate and High School Students, Masters/Professional (8 - 20 students)
<b>Credits</b>	3 -5 ECTS
<b>Schedule</b>	8-week course with 3 full day contact days. Depending on the Institutional requirements for the module.
<b>Objectives</b>	<p>Student learns about people management in virtual environment. In a virtual environment there is a risk for micro-managing, and emphasis should be on the leadership instead of management.</p> <p><b>Managing in virtual space often requires more time and support to employees, both emotionally and with their roles, to reach common targets. It is important to make sure all team members are engaged through a clear onboarding.</b></p> <p>Student learns about communication in virtual teams. In a virtual environment, limited non-verbal communication and heavy reliance on written communication can lead to misinterpretations. <b>Virtual communication requires emotional intelligence and awareness of communication and interaction styles, as well as a low threshold to contact others.</b></p>

	<p>Student learns about dynamics in companies. <b>Facilitating group dynamics in a way that engages everyone and all members feel included is important.</b> As information is scattered and it takes more time and effort to explain things, the tempo of the interactions can become stiffer and breaks can easily be forgotten, which can then lead to multitasking and individuals not concentrating fully.</p>
<b>Transferrable</b>	<p>Student learns that language capabilities, listening and use of persuasive dialogue impacts teams' capability to reach set goals and consensus. To reach the agreement, it takes more time and effort in the virtual environment.</p> <p>Student learns that there is tendency for increased micro-management in virtual environment and emphasis should be in leadership instead of management. Self-management and peer support by the team members reduces tendency of micro-manage.</p> <p><b>Student learns the importance of self-awareness and calling attention for support when needed from manager or team member. It is important to be empathetic, to provide support to other team members, by respecting cultural differences. Because of isolation there is heightened need for supporting team members, both emotionally and with their role.</b></p> <p><b>Student learns that virtual meeting should be led in a way that is engaging and everyone is being heard. It is individuals' responsibility to actively engage themselves in meetings. All team members should react supportively and create an engaging environment.</b></p> <p><b>Student learns the importance of creating a systematic continuous onboarding process that is engaging and comprehensive, as the starting point in global hiring is more varied in the virtual space. Building team cohesion is a key success factor to efficient team working. It requires more accountability from the individual as informal guidance is less available in the virtual environment.</b></p> <p>Student understands the limitations of non-verbal messaging in a virtual environment and the need to verbalize more than in face-to-</p>

face communication. **Non-verbal communication can be facilitated for instance by setting norms to keep cameras on. Team members can also ease communication through active listening or responding, even though it might not be a prevailing practice in individual cultures.**

Student understands the relevance of emotional intelligence in interpreting communications and learns how managers can mediate the range of considerations in virtual teams. **Cultural differences can create stereotyping and conflicts in teams, so collaboration requires consideration, patience, and emotional intelligence.**

**Student learns to be active and take responsibility to reach out and respond to others to maintain contact in a virtual environment.** Companies should foster a culture of availability and accessibility regardless of hierarchy and allow team members to develop understanding of how to communicate with each other.

**Student learns to be aware and assume accountability for own communication and interaction style.** Employers set the tone and norms of appropriate communication and individuals and teams should reflect the defined style. **Particular attention should be paid to communicating with non-native speakers.**

**Student learns to pay attention to written communication in a virtual environment and understands the risks of misinterpretation, especially when interacting with non-native speakers.** Team members should make it easy to ask for clarifications and companies should support spoken communication and clarity of shared understanding in writing whenever possible.

**The student learns when being active in participating meetings the individuals need to pay attention to and give room to others, the active and the passive participants, as well as the introverts and extroverts. Companies should facilitate dynamics that everyone is engaged and included. Because culture defines the expected behavior, there is increased need of inclusivity to overcome prescribed patterns.**

	<p><b>The student learns that virtual work culture should promote and expect the members to concentrate fully in virtual environment and limit multitasking. By making sure there are not too many and too long meetings it is easier to support focus.</b></p> <p>The student learns that the tempo is stiffer in the virtual environments. <b>When facilitating meetings, the agenda and time needs to be managed and breaks should be scheduled in between meetings. The length of the meetings should not get unnecessarily long and other people's scheduled should be respected.</b></p> <p>The student learns that because of differences in cultural backgrounds it takes even more time and effort to explain things in the virtual environment and to keep track of sub-conversations in harder. <b>It is important to be prepared and distribute material beforehand when going to a meeting as it helps with aligning perspectives and increases efficiency. By appropriately utilizing tools it is easier to visualizing things.</b></p> <p><b>The student learns that as information is scattered and there is a potential information overload, there is a need to create coherent approach to maintaining information and communicating it. Information needs to be well structured and centrally accessible for the team and everyone needs to be mindful what is shared and who needs the information.</b></p>
<b>Practice</b>	<p>Virtual/Contact days include lectures and discussions on the topics of culture and ways of working.</p> <p>They will need to make agreements about their own team dynamics, how and where they will communicate with each other, and then introduce their team to others.</p> <p>Students will create an onboarding process for a virtual team member and develop an awareness of the differences in groupwork or teamwork and how it affects communications in</p>

	<p>virtual multicultural teams which is supported by visual presentation and short video.</p> <p>Students will apply relevant theory and utilize relevant tools when presenting their solutions.</p>
<b>Theory and tools</b>	Academic and professional text related to teamwork
<b>Assessment</b>	<p>Bloom's taxonomy is used as a base of assessment.</p> <p>Grading 1-5</p> <p>1-2: The student understands what culture and ways of working means in a company context.</p> <p>3-4: The student can understand the company culture and ways of working and can apply their learnings from various sources.</p> <p>5: The student understands company culture and ways of working.</p> <p>They can apply their learnings and create new innovative approaches.</p>

## Applied curriculum example II

Like the previous example, these curricula are developed to have the same learning path for the Undergraduate/High School and the Masters/professional levels. The purpose was to facilitate multi-level integration possibilities in the learner's experience and to facilitate developing distinct roles in the problem spaces. The bolding in the text indicates the emphasis that the partners wished to focus on when completing the detailed example curricula in the separate document, but by shifting the focus of the specific issues the coach wanted to have the learners consider in their problem space they would simply reemphasize the alternative perspectives in the objectives or the transferable and adjust the deliverables or the processes. The overview is simply shortened to reflect the desired output of the learning experience.

<b>Course title</b>	Virtual Teamworking Master Class
<b>Educational level</b>	Second Year Undergraduate and High School Students, Masters/Professional (8 - 20 students)
<b>Credits</b>	3 -5 ECTS
<b>Schedule</b>	8-week course with 3 full day contact days. Depending on the Institutional requirements for the module.
<b>Objectives</b>	<p>Managing in virtual space often requires more time and support to employees, both emotionally and with their roles, to reach common targets. It is important to make sure all team members are engaged through a clear onboarding.</p> <p>Virtual communication requires emotional intelligence and awareness of communication and interaction styles, as well as a low threshold to contact others.</p> <p>Student learns about dynamics in companies. Facilitating group dynamics in a way that engages everyone and all members feel included is important.</p>
<b>Transferrable</b>	



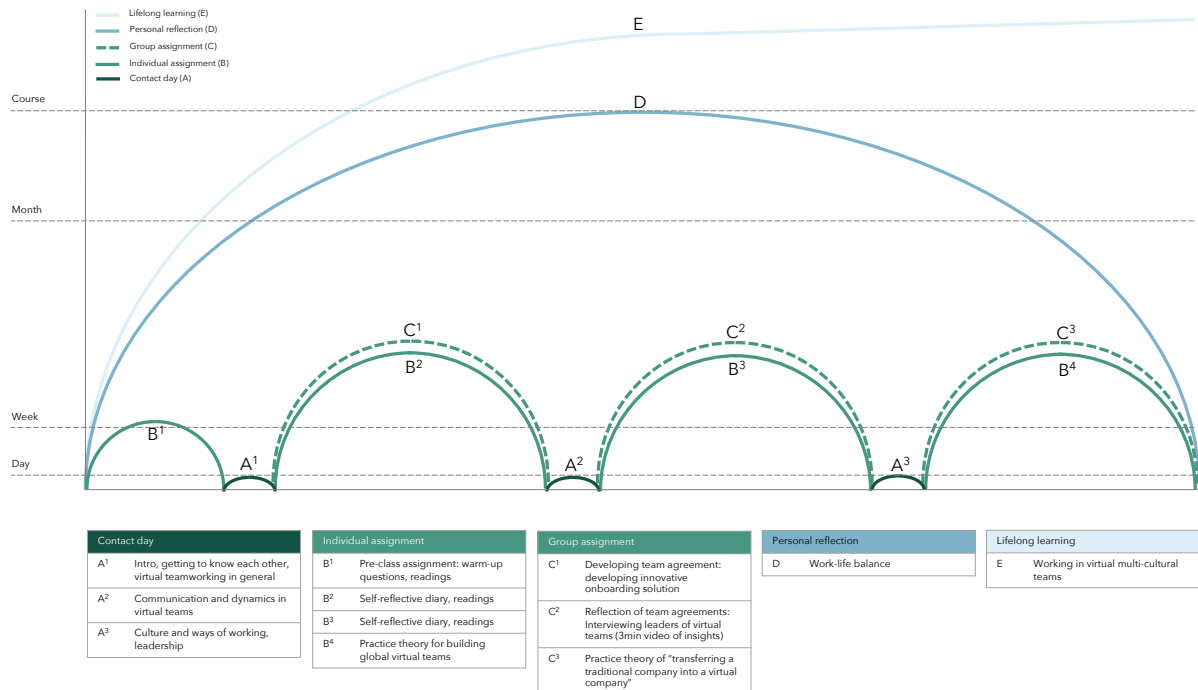
	<p>Student learns the importance of self-awareness and calling attention for support when needed from manager or team member. It is important to be empathetic, to provide support to other team members, by respecting cultural differences. Because of isolation there is heightened need for supporting team members, both emotionally and with their role.</p> <p>Student learns that virtual meeting should be led in a way that is engaging and everyone is being heard. It is individuals' responsibility to actively engage themselves in meetings. All team members should react supportively and create an engaging environment.</p> <p>Student learns the importance of creating a systematic continuous onboarding process that is engaging and comprehensive, as the starting point in global hiring is more varied in the virtual space. Building team cohesion is a key success factor to efficient team working. It requires more accountability from the individual as informal guidance is less available in the virtual environment.</p> <p>Non-verbal communication can be facilitated for instance by setting norms to keep cameras on. Team members can also ease communication through active listening or responding, even though it might not be a prevailing practice in individual cultures.</p> <p>Cultural differences can create stereotyping and conflicts in teams, so collaboration requires consideration, patience, and emotional intelligence.</p> <p>Student learns to be active and take responsibility to reach out and respond to others to maintain contact in a virtual environment.</p> <p>Student learns to be aware and assume accountability for own communication and interaction style. Particular attention should be paid to communicating with non-native speakers.</p> <p>Student learns to pay attention to written communication in a virtual environment and understands the risks of misinterpretation, especially when interacting with non-native speakers.</p>
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	<p>The student learns when being active in participating meetings the individuals need to pay attention to and give room to others, the active and the passive participants, as well as the introverts and extroverts. Companies should facilitate dynamics that everyone is engaged and included. Because culture defines the expected behavior, there is increased need of inclusivity to overcome prescribed patterns.</p> <p>The student learns that virtual work culture should promote and expect the members to concentrate fully in virtual environment and limit multitasking. By making sure there are not too many and too long meetings it is easier to support focus.</p> <p>When facilitating meetings, the agenda and time needs to be managed and breaks should be scheduled in between meetings. The length of the meetings should not get unnecessarily long and other people's scheduled should be respected.</p> <p>It is important to be prepared and distribute material beforehand when going to a meeting as it helps with aligning perspectives and increases efficiency. By appropriately utilizing tools it is easier to visualizing things.</p> <p>The student learns that as information is scattered and there is a potential information overload, there is a need to create coherent approach to maintaining information and communicating it. Information needs to be well structured and centrally accessible for the team and everyone needs to be mindful what is shared and who needs the information.</p>
<p><b>Practice</b></p>	<p>Virtual/Contact days include lectures and discussions on the topics of culture and ways of working.</p> <p>They will need to make agreements about their own team dynamics, how and where they will communicate with each other, and then introduce their team to others.</p> <p>Students will create an onboarding process for a virtual team member and develop an awareness of the differences in groupwork or teamwork and how it affects communications in</p>

	<p>virtual multicultural teams which is supported by visual presentation and short video.</p> <p>Students will apply relevant theory and utilize relevant tools when presenting their solutions.</p>
<b>Theory and tools</b>	Academic and professional text related to teamwork
<b>Assessment</b>	<p>Bloom's taxonomy is used as a base of assessment.</p> <p>Grading 1-5</p> <p>1-2: The student understands what culture and ways of working means in a company context.</p> <p>3-4: The student can understand the company culture and ways of working and can apply their learnings from various sources.</p> <p>5: The student understands company culture and ways of working.</p> <p>They can apply their learnings and create new innovative approaches.</p>

## **APPENDIX 3**

## Course I - Virtual Teamworking Master Class (undergrad and high school)



*This is an example course outline. It can be applied immediately. Also, lecturers can modify any part of the course they wish to make it better applicable in their institution, based on the learner's profile, etc.*

*The activities described below follow the learners journey attached to the outline.*

### Difference between university and high school teaching

The difference between university and high school is that you must be aware that students in high school are transforming into adults and have mixed interests (no specific subject interest). The focus is thus on general education.

- High school student must attend classes and they **need extra encouragement and motivation** (grades, skipping exams, travel)
- They must understand that the activity prepares them for university and labor market
- They need more help and incentives to participate
- They are heterogeneous groups, including also with students with special needs
- They would benefit from a token to show their success on social media (i.e., **recognized certificate**)
- The social background varies, and the school must sometimes loan equipment and tools for students for them to complete their studies (equipment, Office 365 package)

The assessment and grading criteria differ from that applied in universities. There are also differences in materials. These should be reflected in the course design (e.g., university: academic paper / high school: simple paper). The curriculum is different. Working with the same content as in the other levels is possible, but coaching must be more intense, supportive, and motivating. The main difference is thus not necessarily in content, but in methodology and material.

In high school it is important that **all the students are being heard and appreciated**. The goal of high school is personal development.

<b>Course title</b>	Virtual Teamworking Master Class
<b>Educational level</b>	Second Year Undergraduate and High School Students, (8 - 20 students)
<b>Credits</b>	3 -5 ECTS

<b>Schedule</b>	8-week course with 3 full day contact days, depending on the Institutional requirements for the module.
<b>Objectives</b>	<p>Student learns about people management in virtual environment. In a virtual environment there is a risk for micro-managing, and emphasis should be on the leadership instead of management. Managing in virtual space often requires more time and support to employees, both emotionally and with their roles, to reach common targets. <b>It is important to make sure all team members are engaged through a clear onboarding.</b></p> <p>Student learns about communication in virtual teams. In a virtual environment, limited non-verbal communication and heavy reliance on written communication can lead to misinterpretations. <b>Virtual communication requires emotional intelligence and awareness of communication and interaction styles, as well as a low threshold to contact others.</b></p> <p>Student learns about dynamics in companies. <b>Facilitating group dynamics in a way that engages everyone and all members feel included is important.</b> As information is scattered and it takes more time and effort to explain things, the tempo of the interactions can become stiffer and breaks can easily be forgotten, which can then lead to multitasking and individuals not concentrating fully.</p>
<b>Transferrable</b>	<p>Student learns that language capabilities, listening and use of persuasive dialogue impacts teams' capability to reach set goals and consensus. To reach the agreement, it takes more time and effort in the virtual environment.</p> <p>Student learns that there is tendency for increased micro-management in virtual environment and emphasis should be in leadership instead of management. Self-management and peer support by the team members reduces tendency of micro-manage.</p>

	<p>Student learns the importance of self-awareness and calling attention for support when needed from manager or team member. It is important to be empathetic, to provide support to other team members, by respecting cultural differences. Because of isolation there is heightened need for supporting team members, both emotionally and with their role.</p> <p>Student learns that virtual meeting should be led in a way that is engaging and everyone is being heard. It is individuals' responsibility to actively engage themselves in meetings. All team members should react supportively and create an engaging environment.</p> <p>Student learns the importance of creating a systematic continuous onboarding process that is engaging and comprehensive, as the starting point in global hiring is more varied in the virtual space. Building team cohesion is a key success factor to efficient team working. It requires more accountability from the individual as informal guidance is less available in the virtual environment.</p> <p>Student understands the limitations of non-verbal messaging in a virtual environment and the need to verbalize more than in face-to-face communication. Non-verbal communication can be facilitated for instance by setting norms to keep cameras on. Team members can also ease communication through active listening or responding, even though it might not be a prevailing practice in individual cultures.</p> <p>Student understands the relevance of emotional intelligence in interpreting communications and learns how managers can mediate the range of considerations in virtual teams. Cultural differences can create stereotyping and conflicts in</p>
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	<p>teams, so collaboration requires consideration, patience, and emotional intelligence.</p> <p>Student learns to be active and take responsibility to reach out and respond to others to maintain contact in a virtual environment. Companies should foster a culture of availability and accessibility regardless of hierarchy and allow team members to develop understanding of how to communicate with each other.</p> <p>Student learns to be aware and assume accountability for own communication and interaction style. Employers set the tone and norms of appropriate communication and individuals and teams should reflect the defined style. Particular attention should be paid to communicating with non-native speakers.</p> <p>Student learns to pay attention to written communication in a virtual environment and understands the risks of misinterpretation, especially when interacting with non-native speakers. Team members should make it easy to ask for clarifications and companies should support spoken communication and clarity of shared understanding in writing whenever possible.</p> <p>The student learns when being active in participating meetings the individuals need to pay attention to and give room to others, the active and the passive participants, as well as the introverts and extroverts. Companies should facilitate dynamics that everyone is engaged and included. Because culture defines the expected behavior, there is increased need of inclusivity to overcome prescribed patterns.</p> <p>The student learns that virtual work culture should promote and expect the members to concentrate fully in virtual</p>
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	<p>environment and limit multitasking. By making sure there are not too many and too long meetings it is easier to support focus.</p> <p>The student learns that the tempo is stiffer in the virtual environments. When facilitating meetings, the agenda and time needs to be managed and breaks should be scheduled in between meetings. The length of the meetings should not get unnecessarily long and other people's scheduled should be respected.</p> <p>The student learns that because of differences in cultural backgrounds it takes even more time and effort to explain things in the virtual environment and to keep track of sub-conversations in harder. It is important to be prepared and distribute material beforehand when going to a meeting as it helps with aligning perspectives and increases efficiency. By appropriately utilizing tools it is easier to visualizing things.</p> <p>The student learns that as information is scattered and there is a potential information overload, there is a need to create coherent approach to maintaining information and communicating it. Information needs to be well structured and centrally accessible for the team and everyone needs to be mindful what is shared and who needs the information.</p>
<p><b>Practice</b></p>	<p>Virtual/Contact days include lectures and discussions on the topics of culture and ways of working.</p> <p>They will need to make agreements about their own team dynamics, how and where they will communicate with each other, and then introduce their team to others.</p> <p>Students will create an onboarding process for a virtual team member and develop an awareness of the differences in groupwork or teamwork and how it affects communications</p>

	<p>in virtual multicultural teams which is supported by visual presentation and short video.</p> <p>Students will apply relevant theory and utilize relevant tools when presenting their solutions.</p>
<b>Theory and tools</b>	Academic and professional text related to teamwork
<b>Assessment</b>	<p>Bloom's taxonomy is used as a base of assessment.</p> <p>Grading 1-5</p> <p>1-2: The student understands what culture and ways of working means in a company context.</p> <p>3-4: The student can understand the company culture and ways of working and can apply their learnings from various sources.</p> <p>5: The student understands company culture and ways of working. They can apply their learnings and create new innovative approaches.</p>

### Pre-class assignment

<b>Expected outcome</b>	learners will get into the right mindset and are guided to make connections with their own real-life virtual teamworking experiences. They familiarize themselves with work-life balance and intercultural collaboration topics (or any other topics chosen by the lecturer).
<b>Warm-up questions</b>	Students are asked to answer to following questions and send the answers to the lecturer by using the platform/tool that is most convenient (learning management platform used in the institution, or by e-mail):

	<ol style="list-style-type: none"> <li>1) What is the difference between traditional and virtual teamwork?</li> <li>2) What is the role of virtual teamwork in your life?</li> <li>3) Think about tools that you have used to communicate virtually, list them, and describe their pros and cons?</li> <li>4) Bring examples of multicultural differences regarding communication that can affect virtual teamwork?</li> </ol>
<b>Reading task</b>	<p>Secondly, students are asked to familiarize themselves with the following material, one material from each topic (in this example virtual teamwork basics, work-life balance, and intercultural collaboration).</p> <p>Materials (articles, Ted Talks, podcasts) available <a href="#">here</a>.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>● Virtual teamwork basics: 2-3 materials</li> <li>● Work-life balance: 2-3 papers</li> <li>● Intercultural collaboration: 2-3</li> </ul> <p>(Master level articles here: <a href="#">here</a>)</p>

### Additional options

<b>Warm-up questions (Examples, advanced group)</b>	<ol style="list-style-type: none"> <li>1) How would you explain/describe VT to a stranger?</li> <li>2) Describe you VT experience</li> <li>3) Which challenges you have experienced</li> <li>4) What would you like to learn about VT-s</li> <li>5) Bring examples of multicultural differences that can affect virtual teamwork?</li> <li>6) Think about tools that you have used to communicate virtually, and describe their pros and cons?</li> </ol>
<b>Warm-up questions (Examples, beginners' group)</b>	<ol style="list-style-type: none"> <li>1) Have you ever experienced virtual teamwork?</li> <li>2) Having conversation over video, what have been the main challenges?</li> <li>3) What would you like to learn in the upcoming class?</li> <li>4) Bring examples of multicultural differences regarding communication that can affect virtual teamwork?</li> </ol>

	5) Think about tools that you have used to communicate virtually, and describe their pros and cons?
<b>Methods for gathering the answers from learners</b>	<p>Students can send the answers to the lecturers by using the following methods (examples):</p> <ul style="list-style-type: none"> <li>- Padlet / Mentimeter / Flinga</li> <li>- by doing a presentation "Pecha Kucha" and sending it to lecturer's e-mail or uploading to dedicated place</li> <li>- by sending the answers by e-mail/uploading to a dedicated place</li> <li>- in Moodle / in Canvas</li> <li>- or in any other preferred way</li> </ul>

### **Intro/ Onboarding/ Establishment of effective teamwork**

<b>Expected outcome of Day 1</b>	By the end of the first day, learners have had a chance to get to know each other, the ways of working in this class and what is expected from them. The class has established an open and trustworthy communication environment. Thus, the learners have experienced activities that support <i>establishing effective virtual teamwork</i> . Through homework assignments, learners will get to know the main challenges and best practices of <i>onboarding</i> in virtual teams.
<b>Meeting format</b>	if possible, then at least the first contact day should be held as a physical meeting. However, it is also possible to do all activities in the online meeting format.
<b>Meeting length</b>	4h and 15min, 6 a/h (together with breaks)

### **Agenda outline**

<b>INTRO (30 min)</b>	
<b>Introduction (15 min max)</b>	Lecturers will set the scene and explain students:

	<ul style="list-style-type: none"> <li>- Why are here (short intro, why is virtual teamwork important)?</li> <li>- What would be their learning journey like</li> <li>- The deliverable and course structure</li> <li>- The tools that would be used (Moodle)</li> </ul>
<b>Get to know each other (10 min)</b>	<p>Show your participants how to use the "Raise hand" function on a video-meeting platform. A moderator leads the audience in a game and announces the first statement. All that can relate, raise their virtual hands. Using the "Show all raised hands" function, the moderator chooses a random person and calls them out.</p> <p>The chosen person has to say something related to the original statement, e.g., "I like to binge-watch TV series. My favorite TV show is Friends." All who agree with the second statement raise their hands once again. This way, the audience plays until a final statement comes up, or the moderator can set a new statement to begin again.</p>
<b>Collaboration agreement (10 min)</b>	<p>With the lecturer as facilitator, the class will agree on the rules of how learners and lecturers collaborate (open to each other ideas, open to share ideas, being discreet about sharing other people's ideas outside the class). <i>This is a living example of making agreements in virtual teams and in the beginning of virtual team meetings.</i></p>
<b>GETTING TO KNOW EACH OTHER (40 min)</b>	
<b>Charades (30 min)</b>	<p>Introduction to each other IF the students do not know each other, or if there are new students in class: Explain your favorite hobby with your body movements only. Rest of the students try to guess the hobby.</p>
<b>BREAK (15 min)</b>	
<b>Short check-in exercise</b>	<p>Show on your fingers, how are you feeling (1-5)</p>
<b>MULTICULTURAL VIRTUAL TEAMS (2h)</b>	
<b>Short intro to teamwork (5 min)</b>	<p>The differences between teamwork and groupwork</p>

<p><b>Reflecting on the pre-class assignments (30 min)</b></p>	<p><b>Reflection of questions 1 &amp; 2 (differences between F2F and VT, and role of VT-s in students' lives):</b> Share students to groups (4 groups per class), ask them to discuss the following questions (30min):</p> <p>2 groups will discuss:</p> <ol style="list-style-type: none"> <li>1) What is the difference between traditional and virtual teamwork?</li> <li>2) What is the role of virtual teamwork in your life?</li> </ol> <p>Then ask each group to share their insights and have a discussion with all learners together.</p> <p>Lecturer can show couple of slides and tie with the discussion (or to wrap up the discussion)</p> <ul style="list-style-type: none"> <li>- Historical overview of virtual teamwork.</li> <li>- Discussion about virtual teamwork: why, what is the difference</li> </ul>
<p><b>Reflection on question 3 (tools): 30min</b></p>	<p>In a big a big group make a list of tools that students have used, and group them based on their functionality (communication, instant information sharing, non-instant information sharing, collaboration, scheduling, collaboration, project management, etc.)</p> <p>Ask students to think about the pros and cons of each category of tools. Together with students create a padlet by using the categories developed in class, and let students comment each category with pros and cons related to these tools.</p>
<p><b>BREAK (15 min)</b></p>	
<p><b>Energizer (15min)</b></p>	<p><a href="#">danish clapping game</a> / different game for virtual environment</p>
<p><b>Cultural differences (45min)</b></p>	<p>Share students to groups and ask them to make short infographics of multicultural differences, focus on 1-2 differences.</p> <ol style="list-style-type: none"> <li>3) Bring examples of multicultural differences regarding communication that can affect virtual teamwork?</li> </ol>

	Follow up with additional discussion on stereotypes.
<b>LANDING &amp; HOMEWORK (30min)</b>	
<b>Landing and follow-up (30 min)</b>	<p><b>Assigning learners to virtual teams:</b> Max five students per team. Learners will get to know each other outside the contact meeting.</p> <p><b>Assigning learners to virtual teams:</b> Max five students per team. Learners will get to know each other outside the contact meeting.</p> <p><b>Giving homework tasks</b></p> <p>At the end of the day, lecturers describe what assignments are expected from the students to be done before the next day.</p> <p><b>Landing exercise:</b></p> <p>Ask learners to write down 3-5 main takeaways from the first day and share the most important one with the rest of the learners. If the meeting is held physically, then it would be nice if learners can sit in a circle.</p>

### Group Assignment 1

<b>Team agreements</b>	<p>Learners are asked to get together with their teammates and get to know each other better. They are asked to choose a team name, agree on the team moto, team logo, and make team agreements: including:</p> <ul style="list-style-type: none"> <li>- How will the team collaborate with each other?</li> <li>- where &amp; when will the team share information (which channels are used for which information)?</li> <li>- What is the expected response time by teammates?</li> <li>- How will the team solve arising conflicts</li> </ul> <p>Students are asked to make the agreements as a living document in Google Drive and share the link with the lecturer.</p>
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	<p><i>Additional idea: teams can be introduced to Agile values, and they can be asked to agree on agile values within their teams.</i></p> <p><i>Example of Agile values: Interactions before processes and tools, deliverables are put before documentation, teamwork and communication before concepts and contract, react to changes before following a plan.</i></p> <p>Deliverable: Teams are asked to make a 5-minute video/ or a presentation introducing their team to other learners. The students will upload the videos in YouTube (they can be made private) and shared only with the lecturer and students in the current class. So that learners can get to know other teams.</p>
<p><b>Onboarding solution</b></p>	<p>Learners are asked to come up with an innovative solution for virtual onboarding that would make the onboarding experience smooth and inclusive for the new employee.</p> <p>Deliverable: learners are asked to make a 7-minute video introducing their solution and upload it to YouTube/Moodle, etc.</p>

### Individual assignment 1

<p><b>Reading</b></p>	<p>Learners are asked to familiarize themselves with the <a href="#">following materials</a> (articles/book chapters, videos etc.) regards (communication and dynamics in virtual teams). At least 1 material must be selected from each topic. The topics:</p> <ul style="list-style-type: none"> <li>● Communication: 2-3 materials</li> <li>● Dynamics: 2-3 materials</li> <li>● Feedback (short reading)</li> </ul> <p>MA level reading material available <a href="#">here</a></p>
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<b>Digital well-being</b>	Learners are asked to switch off completely from all media (phones, tablets, TV, etc.) for at least 2 hours each day.
<b>Learning diary</b>	<p>The purpose of this assignment is to reflect on your own work and the work of your global virtual team. Learners are asked to start a personal learning diary (which will be a living document). They are asked to start the diary by answer the following questions <u>after the first two group assignments are finished</u>:</p> <p><b>Question 1.</b> Describe how your team has been functioning so far. How did you develop a common solution as a team?</p> <p><b>Question 2.</b> Describe your experience of working together with people from different cultures (the differences, the challenges, the benefits)?</p> <p><b>Question 3.</b> What have you learned from the first two group assignments and class meeting in terms of:</p> <ol style="list-style-type: none"> <li>a. Developing team feeling?</li> <li>b. Developing a joint understanding about the task and your role in the team?</li> </ol> <p><b>Question 4:</b> Describe your experience of using different communication tools in your team (pros, cons, your preferences)?</p> <p><b>Question 5:</b> What have you experienced after switching off your digital tools at least 2hours per day?</p>

Note: Lecturer(s) are expected to give feedback after each reflection round to make sure that the learners are being deep and reflective in their diary. The diaries are private - only lecturers see them. The reflection from the lecturer can point out additional aspects to think about regarding their team working experience.

### Additional options

<b>Icebreaker/energy booster where people get to know each other</b>	<b>Tell a story:</b> Physical meeting/ Virtual meeting: choose a random object and tell a story to others why it is so important to you. Then ask two numbers below the total number of people in the team and ask one of the numbers
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	<p>to remind us of what was important about the object for the other number and move around the room. Important to listen not only to tell your own story and the bigger the lie in the story the more likely it is that others will remember it.</p> <p><b>Team Check-In:</b> Team Check-In enables all team members to start a new project day or a new work phase together. To begin all team members going clockwise, briefly describe their strengths and weaknesses (virtual stickers, or post-it), their current energy level, and their expectation to sync up. This strengthens the group feeling and builds empathy within the team. The agenda for the day is then discussed. Roles can be assigned, sub-goals defined, and open questions noted. Team check-in can be done at the beginning of each day.</p>
<b>Discuss answers of the pre-class assignment</b>	<p>Lecturer will facilitate a discussion of the results of the pre-class assignment (questions).</p> <p>This can be done, for example by:</p> <ul style="list-style-type: none"> <li>a) Collecting Pecha-Kuchas from learners and asking them to present their answers to others.</li> <li>b) Showing a word-cloud or wall with stickers/main results, after collecting learners' input through mentimeter/padlet or with any other similar tool.</li> </ul>
<b>Basics of teamwork (difference between teams and groups, etc.)</b>	<p>If there is more time, then students can be asked to form groups and discuss the differences between teams and groups, before the lecturer shows his/her slides.</p>

## Contact day 2 - Communication & dynamics

<b>Expected outcome</b>	<p>Student learns about <i>communication</i> in virtual teams. In a virtual environment, limited non-verbal communication and heavy reliance on written communication can lead to</p>
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	<p>misinterpretations. Virtual communication requires emotional intelligence and awareness of communication and interaction styles, as well as a low threshold to contact others.</p> <p>Students learn about <i>dynamics</i> in teams. Facilitating group dynamics in a way that engages everyone and all members feel included is important. As information is scattered and it takes more time and effort to explain things, the tempo of the interactions can become stiffer and breaks can easily be forgotten, which can then lead to multitasking and individuals not concentrating fully.</p> <ul style="list-style-type: none"> <li>• They explain important intercultural differences in communication</li> <li>• and teamwork plays a role.</li> <li>• In virtual team situations, you use discussion techniques appropriate to the addressee</li> <li>• You use conflict resolution strategies in a team.</li> </ul> <p>Basics:</p> <ul style="list-style-type: none"> <li>• Capture the main points of a conversation.</li> <li>• Summarize the content of simple texts in the foreign language again.</li> <li>• Use one in the foreign language for everyday situations and for vocabulary appropriate to the occupational field.</li> <li>• They differentiate between appropriate oral and written forms of communication.</li> <li>• <i>They explain the opportunities and risks for the appearance in analog and digital networks.</i></li> </ul>
<b>Meeting format</b>	Virtual if possible (virtual format enables to experience all the virtual communication related challenges)
<b>Meeting length</b>	2 times 2 hours meetings (in a virtual environment learners get exhausted more quickly).

## Example objectives

Lecturers can select objectives from the table below to be covered within the day.

Communication	Dynamics
<p>Students understand the limitations of non-verbal messaging in a virtual environment and the need to verbalize more than in face-to-face communication. Non-verbal communication can be facilitated for instance by setting norms to keep cameras on. Team members can also ease communication through active listening or responding, even though it might not be a prevailing practice in individual cultures.</p>	<p>The student learns when being active in participating meetings the individuals need to pay attention to and give room to others, the active and the passive participants, as well as the introverts and extroverts. Companies should facilitate dynamics that everyone is engaged and included. Because culture defines the expected behavior, there is an increased need for inclusivity to overcome prescribed patterns.</p>
<p>Students understand the relevance of emotional intelligence in interpreting communications and learn how managers can mediate the range of considerations in virtual teams. Cultural differences can create stereotyping and conflicts in teams, so collaboration requires consideration, patience, and emotional intelligence.</p>	<p>The student learns that virtual work culture should promote and expect the members to concentrate fully in the virtual environment and limit multitasking. By making sure there are not too many and too long meetings it is easier to support focus</p>
<p>Students learn to be active and take responsibility to reach out and respond to others to maintain contact in a virtual environment. Companies should foster a culture of availability and accessibility regardless of hierarchy and allow team members to develop understanding of how to communicate with each other.</p>	<p>The student learns that the tempo is stiffer in the virtual environments. When facilitating meetings, the agenda and time needs to be managed and breaks should be scheduled in between meetings. The length of the meetings should not get unnecessarily long, and other people's schedules should be respected.</p>
<p>Students learn to be aware and assume accountability for their own</p>	<p>The student learns that because of differences in cultural backgrounds it</p>

<p>communication and interaction style. Employers set the tone and norms of appropriate communication and individuals and teams should reflect the defined style. Particular attention should be paid to communicating with non-native speakers.</p>	<p>takes even more time and effort to explain things in the virtual environment and to keep track of sub-conversations is harder. It is important to be prepared and distribute material beforehand when going to a meeting as it helps with aligning perspectives and increases efficiency. By appropriately utilizing tools it is easier to visualize things.</p>
<p>Students learn to pay attention to written communication in a virtual environment and understand the risks of misinterpretation, especially when interacting with non-native speakers. Team members should make it easy to ask for clarifications and companies should support spoken communication and clarity of shared understanding in writing whenever possible.</p>	<p>The student learns that as information is scattered and there is a potential information overload, there is a need to create a coherent approach to maintaining information and communicating it. Information needs to be well structured and centrally accessible for the team and everyone needs to be mindful of what is shared and who needs the information.</p>

### Example activities for day 2

<b>Part 1 - 3h - Communication style, consistency, and quality</b>	
<b>Energizer/ icebreaker (5min)</b>	<p>Start by asking learners how they are feeling by using reactions (emojicons in zoom). This way the learners will learn the functionalities in zoom.</p>
<b>Meeting agreement (5min)</b>	<p>The lecturer proposes meeting agreement:</p> <ul style="list-style-type: none"> <li>- Microphones off when not speaking</li> <li>- Cameras on to allow the instructor to better understand how the learners are doing.</li> <li>- Preference for questions (in chat, with voice?).</li> </ul>

<p><b>Intro to communication topic (20min)</b></p>	<p>Ask students to highlight the positive impressions of the experiences in day 1 (related to any level of interaction/communication). At least 1 positive experience.</p> <p>It can be elaborated to discuss how important it is to share good things in a virtual environment, as it tends to not be discussed so often in virtual meetings. And making a transition between student experiences in day 1 and topics in day 2.</p>
<p><b>Theory (5min)</b></p>	<p>Present theory (couple of slides) about communication. Inspiration can be acquired from <a href="#">here</a></p>
<p><b>Making connection between day 1 and 2 (45 min)</b></p>	<p>a) <b>(30 min)</b> Show the individual reflection questions first (as a reminder) and then ask students in smaller groups (different groups than the virtual student teams) discuss the most important take-aways regarding virtual communication from answering individual reflection questions and while doing the onboarding solution in day 1. Boil the results down to 3-4 main findings. Ask students to go to PowerPoint/canvas and to choose an infographic (template) and make an infographic about the most important aspects /take-aways of communication in virtual teams. Make an infographic/poster/presentation, illustrating the main take-aways.</p> <p>b) <b>(15min)</b> Presentation and discussion.</p>
<p><b>Communication style (10min)</b></p>	<p>Example: give students an example: “a person who always has to be right, and you need to make an agreement with that person within 20minutes”, how would you approach it?</p> <p>Tie their responses to differences in communication style.</p>
<p><b>Communication style role-play (20min)</b></p>	<p><a href="#">The Bono - 6</a> thinking hats exercise, in a big group. Ask students to count numbers, dedicate each number thinking hats. Present students with a case and ask them to respond using their “hats”.</p>
<p><b>Communication quality and</b></p>	<p><b>Short theory (5min):</b> discuss the Key-Items of effective communication, for example:</p>

<p><b>consistency (20min)</b></p>	<ul style="list-style-type: none"> <li>- Being consistent (in words and in actions)</li> <li>- Being clear (in your intentions, wants, needs and wording)</li> <li>- Careful and active listening</li> <li>- Respecting others</li> </ul> <p><b>Consistency/ change (15min)</b></p> <p><b>Brief the participants.</b> Ask all participants to stand up. Tell them that you are going to give them instructions on which direction to look. They must turn their head (only their head, not the body) and look in the appropriate direction.</p> <p><b>Explain the details.</b> When you say, “Up”, the participants should tilt their head and look at the ceiling (or the sky). When you say, “Down”, the participants should lower their head and look at the floor (or their feet). When you say, “Left”, the participants should turn their head to their left. When you say, “Right”, the participants should turn their head to the right.</p> <p><b>Give directions.</b> Say the words up, down, left, and right in a random order and encourage the participants to follow your instructions. Keep giving directions at a rapid pace.</p> <p><b>Change the meaning of the words.</b> After about a minute, tell the participants that you are going to make a change. From now on, up will mean down and vice versa. So, when you say “Down”, the participants should look up at the ceiling. Similarly, when you say “Up”, the participants should look down at their feet. Explain that the meaning of the words left and right remain the same. Call out the four directions in a random order and ask the participants to follow instructions. Remind them, however, that they must remember the new meaning of the words up and down. You will see many “mistakes” and lots of embarrassed laughter.</p> <p><b>Conclude the session.</b> Announce the end of the activity after about another minute.</p>
<p><b>Debriefing (15 min)</b></p>	<p>Ask the participants how difficult it was to follow instructions when the meanings of words were changed. Ask them to discuss any similar experiences they might have had in their real life.</p> <p><b>Learning Points</b></p> <ul style="list-style-type: none"> <li>• It is important to be consistent (while using some communication tools, giving instructions, etc.).</li> <li>• It important to listen and pay attention to instructions/ what has been said.</li> </ul>



	<ul style="list-style-type: none"> <li>• It is hard to unlearn things that you are accustomed to (connects with cultural and any other experiences that underlie people's behaviors, understandings.</li> <li>• If there is a real need to change something, then consider that changes take time - and it's perfectly okay.</li> <li>• There is a need to make sure that everyone understood the changes and probably to repeat the message since people will not grasp things instantly.</li> </ul>
<b>Clarity, drawing game (10min)</b>	Learners will be organized into pairs (breakout rooms). Both will draw a picture consisting of three simple objects (triangle, square and ring). Both will have 2 minutes to explain their picture to the other (without showing it). The other party draws the picture based on the explanation. Then the same thing is repeated - the one who draws will explain, and vice versa. Then the learners compare the results and discuss what works and what does not work in virtual communication. Follow <b>the drawing game with a discussion of lessons learned regarding communication clarity &amp; consistency.</b>
<b>Landing exercise (5min):</b>	Now that learners have learned different aspects about communication in virtual teams, ask them to reflect and write down what will they change about their own communication in the virtual environment?
<b>Part 2: approximately 2h - inclusion, cohesion &amp; trust</b>	
<b>Icebreaker/check-in exercise (10min)</b>	Diversity bingo (explained <a href="#">here</a> )
<b>Inclusion, cohesion &amp; trust (45min)</b>	<p><b>Quick brainstorming (10min):</b> ask students to say what associates with the three terms. Ask 3-4 students to say what associates with inclusion, and then next 3-4 students about cohesion, etc.</p> <p><b>Theory (5min):</b> putting the terms into context of virtual teamwork.</p> <p><i>Inclusion</i> - nobody is forgotten, left out, everybody can speak out during meetings, and everyone is heard.</p>

	<p><i>Cohesion</i> - team feeling, 1 for all and all for 1. In theory it is easy to say that we are one team, but virtual team members tend to learn quickly that it is more efficient to work separately on different tasks. How to make sure that everybody knows who is doing what and how to have a common understanding of the whole task/project, etc.?</p> <p><i>Trust</i> - Studies show that people in virtual teams start to overemphasize their own effort and think that other people are working less - how to overcome this?</p> <p><i>Reliability</i> - how can you make sure that other people do what they said and show to other people that you are a person that can be trusted (being more open to share your progress to make the group aware about the small steps that you have been doing towards the end goal).</p> <p>Virtual meetings tend to be more task-oriented, and thus there is less time to get to know each other on a “human” level to build relationships.</p> <p><b>Exercise lessons learned (30min):</b> split students into three groups and assign them to discuss their own real life virtual student team experiences regarding the topics above (inclusion, cohesion, trust). Each group has one topic. After discussion, they choose one most interesting real-life example and present it to the rest of the class.</p>
<p><b>Feedback (35 min)</b></p>	<p><b>Theory (5min):</b> show a short <a href="#">video</a> about feedback</p> <p><b>Exercise (30min):</b> Start by analyzing with the learners what is the role of feedback in teams in general and why it is especially important in virtual teams (<a href="#">template available here</a>)</p> <p>Continue by identifying in a big group the characteristics of constructive and unconstructive feedback.</p> <p>Discuss within the bigger group how to receive feedback (when it resonates with the receiver, then it will be applied, if not, then it can be thrown in a trash bin).</p>

	<p>Then divide learners into pairs and give them a task to give positive and negative feedback to each other based on cases developed by the lecturer.</p> <p>Example case a) you noticed that your colleague is getting late every time for the meetings for the past month. For that reason, everyone else must wait for him/her and the good flow of teamwork is affected. How do you give feedback to your colleague?</p> <p>Notice - sometimes it is good to start by asking questions. For example, what is the reason for the colleague to be late? Maybe his or her child went to school, and it is in the other part of the city, thus it is impossible for him/her to attend the meeting on time. Thus maybe, the meeting should be rescheduled.</p> <p>Example case b) you noticed that your colleague is putting additional effort to the work that your team is doing. How do you give feedback, so that it is not just praising but also constructive?</p>
<p><b>Landing exercise to finish the day (15min)</b></p>	<p>Lecturers can ask learners to take 5 minutes to write down the main take-aways from the day and share one - for example the most important one - with others.</p>

## Homework / Group Assignment 2

<p><b>Team reflection</b></p>	<p>Together with your teammates, have a look together on the team agreements you made. Is there anything that needs to be changed/adjusted based on the experience of working together so far and based on what you have learned in day 2?</p>
<p><b>Interviews with team leaders</b></p>	<p>(Possibility to give some short guidelines for doing effective interviews, and some example questions to ask, depending on the level)</p>

	<p>Now that learners have learned effective communication aspects in teams, it is time to zoom out and look at the organizational level. Ask learners to interview team leaders of different virtual teams (from different organizations).</p> <p>If it is difficult for some reason to ask students to make interviews (either they haven't been prepared for making good interviews, or they do not have access to virtual team leaders, learners can be asked to:</p> <p>Familiarize themselves with organizations that operate 100 remotely, based on the following material, or by searching material on their own.</p> <ul style="list-style-type: none"> <li>• <a href="#">ten video</a> interviews with leaders from 100% remote organizations.</li> <li>• Top <a href="#">10 Virtual Companies</a> in 2020</li> <li>• <a href="#">15 Fully Remote Companies</a> That Thrive on 100% Virtual Work</li> </ul> <p>Based on either data, ask learners to come up with a list of best practices for building up effective communication and dynamics within organizations.</p> <p>Possible deliverables</p> <ul style="list-style-type: none"> <li>- Infographic (still, dynamic GIF)/ poster</li> <li>- Podcast/screencast</li> <li>- Interview (portrait, live action film)</li> <li>- Tutorial</li> <li>- Video</li> <li>- Presentation</li> </ul>
<b>Feedback to other groups</b>	Learners are asked to analyze deliverables of 2 other groups and provide feedback on their work

## Homework / Individual Assignment 2

<p><b>Reading</b></p>	<p>Learners are asked to familiarize themselves with materials regarding:</p> <ul style="list-style-type: none"> <li>- <i>culture and ways of working</i></li> <li>- <i>management</i> in virtual teams</li> <li>- <i>net etiquette</i></li> </ul> <p>Reading material available <a href="#">here</a></p>
<p><b>Learning diary</b></p>	<ul style="list-style-type: none"> <li>• <b>Question 1.</b> Describe how your team currently works in terms of different roles and different responsibilities? Regarding what you learned about communication in a virtual team, think about your team and evaluate your communication?</li> <li>• <b>Question 2.</b> What kind of challenges and benefits have you experienced while working in a multinational and multicultural virtual team?</li> <li>• <b>Question 3.</b> Did you experience misunderstandings, conflicts and crises while working in a virtual team? Can you describe them and identify their origins? Which ones do you consider to be outside of your control and which ones could be tackled? If you have solved them, how?</li> <li>• <b>Question 4.</b> Up to this point, what would you say are the factors that matter most in attaining effective virtual teams? What could YOU change to increase YOUR team's effectiveness?</li> <li>• <b>Question 5.</b> What have you experienced regarding <i>communication</i> after switching off your digital tools at least 2h per day? If you had the choice, when would you like to communicate virtually and when would you like to communicate physically?</li> </ul>

### Day: 3 - Cultures and Ways of Working

<b>Expected outcome</b>	<p>Student learns about <b>cultures and ways of working</b> in virtual multicultural organizations. Diverse working cultures impact net etiquette and company norms. It is harder to have a balance between scheduled meetings and spontaneous dynamics.</p> <p>Students learn about <b>people management</b> in a virtual environment. In a virtual environment there is a risk for micro-managing, and emphasis should be on leadership instead of management. Managing in virtual space often requires more time and support to employees, both emotionally and with their roles, to reach common targets. It is important to make sure all team members are engaged through clear onboarding.</p>
<b>Meeting format</b>	Physical meeting preferred
<b>Meeting length</b>	4h and 15min together with a break

### Example objectives

Lecturers can select objectives from the table below to be covered within the day.

<b>Cultures and ways of working</b>	<b>People management</b>
Students understand that companies need to facilitate transparent discussions on norms, values, and ethics in everyday working life in a way that allows employees to be able to familiarize themselves with them and act accordingly. As virtual environments often have multicultural teams, it is important to remember there are many ways of interactions.	Students learn that language capabilities, listening and use of persuasive dialogue impacts teams' capability to reach set goals and consensus. To reach the agreement, it takes more time and effort in the virtual environment.
Students learn that when developing a net etiquette company should construct it as a mix of different cultural	Students learn that there is tendency for increased micro-management in a virtual environment and emphasis

<p>behaviors, rather than a single dominant one. The guidelines and training need to be accessible and understandable by the employee</p>	<p>should be in leadership instead of management. Self-management and peer support by the team members reduces the tendency of micro-manage.</p>
<p>Students learn that there are more multicultural and diverse working environments in the virtual, as companies can hire globally. The working environment should support and embrace diversity by allowing individuals to feel safe to express their differences and alternative ways of doing things.</p>	<p>Students learn the importance of self-awareness and calling attention for support when needed from a manager or team member. It is important to be empathetic, to provide support to other team members, by respecting cultural differences. Because of isolation there is a heightened need for supporting team members, both emotionally and with their role.</p>
<p>Students learn that in virtual teams there are often cross-functional teams with varied levels of experience amongst members. Members need to be egalitarian when interacting with one another, but this is harder in some cultures because of the hierarchical differences.</p>	<p>Students learn that virtual meetings should be led in a way that is engaging and everyone is being heard. It is an individual's responsibility to actively engage themselves in meetings. All team members should react supportively and create an engaging environment.</p>
<p>Students learn that there is a need to be very specific in communicating commitments and schedules as it is more important in virtual. Different cultures also have different perceptions of time. Teams need to respect agreed commitments and schedules to reduce uncertainty and ensure workflow.</p>	<p>Students learn the importance of creating a systematic continuous onboarding process that is engaging and comprehensive, as the starting point in global hiring is more varied in the virtual space. Building team cohesion is a key success factor to efficient team working. It requires more accountability from the individual as informal guidance is less available in the virtual onboarding process.</p>
<p>Students learn that conscious socializing is hard in the virtual</p>	

<p>environment and companies should put effort in supporting it by creating flexible dynamics where employees make themselves available for impromptu interactions. There should be a balance between scheduled meetings and spontaneous socializing to create flow of work.</p>	
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**Example activities for day 3**

<p><b>Energizer/Check-in (10min)</b></p>	<p>Physical trivia          During the energizer, the lecturer will ask simple questions such as "Do you have a dog?" or "Does your name start with the letter A?".          Instead of answering in words, learners must make physical movements. A jump can stand for a yes, and a clap with your hands can be a no.          Physical trivia is an easy energizer which will only take a few minutes but will certainly help your participants feel concentrated again.</p>
<p><b>Leadership (1h 20min)</b></p>	<p><b>Invite a real (preferably top-level leader) to the course as a guest.</b>  <b>Main take-aways from homework (20min):</b> Analyze in a bigger group the main take-aways from both individual and group level homework. Map with learners the main challenges of virtual organizations.          Ask the leader to do a short presentation about their organization (15min). And then ask him/her to reflect on the challenges mapped with the learners before. Ask the leader to reflect how have they tackled the challenges.          Topics to cover: organizational culture (how flexible are we, can we work from anywhere and anytime, how we report about our schedule, activities, problems, etc.), how to we schedule meetings, how available are leaders for</p>



	<p>problems/questions, how to different teams &amp; units communicate with each other, what are the challenges there and how to solve them, how to build net-etiquette, etc.</p> <p><i>If it is not possible to invite those leaders, the lecture can cover these topics as a discussion with the learners. Discussing each challenge and analyzing together, how those could be avoided.</i></p>
<b>Break (15min)</b>	
<b>Short theory (5min)</b>	What is net-etiquette and digital wellbeing, why it is important?
<b>Net-etiquette (10 minutes)</b>	Pre-reading assigned before class. Discuss important elements of netiquette. How to create flexible collaboration and communication culture within the company by ensuring employee digital wellbeing at the same time (referring to the right to disconnect)? How you as a team member can ensure the digital wellbeing of others?
<b>Experience sharing on virtual teamworking experience (1h 30 min)</b>	
<b>Sharing experiences (10-15 min)</b>	Read what have you been writing in your personal diary and your take-aways after each day
<b>Experience sharing (45 min)</b>	<p>Use the same formula of “energizer” as in the transition from day 1 to day 2: involve the students and ask to share 1 negative, 2 positive aspects for virtual teamwork.</p> <p>The instructor will moderate the discussion, either digging deeper after each response, or after everyone has finished sharing their ideas. Lecturer may want to ask what the role of technology / virtual setting was / cultural differences / leadership, etc. in mediating this experience. The idea is to push students to question how technology and virtual settings can alter experiences, interactions, acquisition of competences.</p>

<b>Landing exercise to finish the day (15min)</b>	Lecturers can ask learners to take 5 minutes to write down the main take-aways from the day and share 1-2 that are most important to them with the rest of the learners.
<b>Homework instructions (15min)</b>	Instructions for final assignments

### Final individual assignment

<b>Learning diary</b>	<ul style="list-style-type: none"> <li>- <b>Question 1.</b> Evaluate on a scale from 1 (poor) to 5 (excellent) how your team can be classified in terms of 'becoming an effective multinational virtual team'. What, in your opinion, are the most decisive factors determining your evaluation of your team?</li> <li>- <b>Question 2.</b> Identify key takeaways from the whole course and determine which ones are valuable and why, and which ones you would like to explore further/ put in practice in the future?</li> <li>- <b>Question 3.</b> Create a list of concrete activities/actions for yourself to deepen and apply the knowledge gained.</li> <li>- <b>Question 4.</b> What, in your opinion, is the role of digital wellbeing within organizations? Is it the responsibility of managers or individuals (or both) to foster higher digital wellbeing, and why do you think that?</li> <li>- <b>Question 5.</b> Describe how you as a virtual team members will act in the future, when working in VT-s. What will be the most important things that you can do to enhance the productivity and teamworking experience for everyone?</li> <li>- <b>Question 6. Reflection about the course 1)</b> What did you like the most about the course? <b>2)</b> What would you like to change about the course?</li> </ul>
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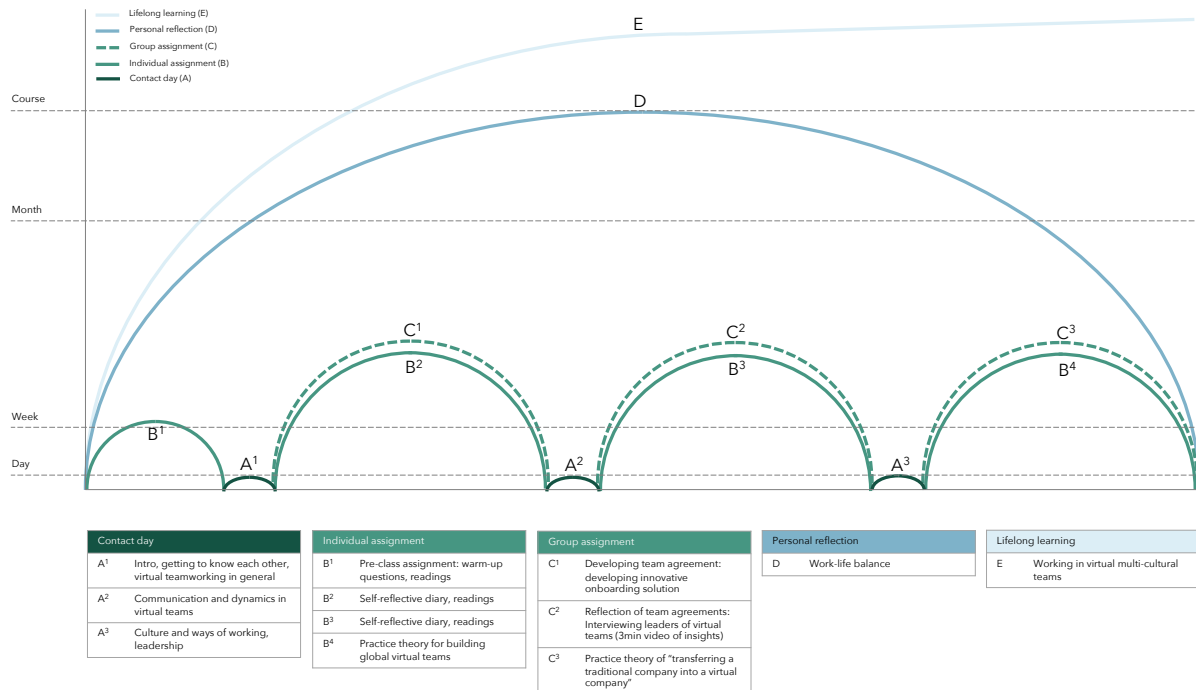
<p><b>Practice theory for building global virtual teams</b></p>	<ul style="list-style-type: none"> <li>- <b>Write your own practice theory on “Organizing, managing, and leading geographically disbursed teams, with multinational team members who work mostly in a virtual context when solving consulting cases (GVT).”</b> Write your practice theory as if you were to write a manual. Consider what are the most important factors and processes you must establish to develop an effective team. Consider the following: <ul style="list-style-type: none"> <li>- First, make a list of factors and processes that you believe have the greatest influence when establishing and developing an effective GVT.</li> <li>- Consider how a team might be able to build a capacity to solve diverse problems (tasks).</li> <li>- Ponder what the role of relationships, leadership, cultural differences, etc. in GVTs is.</li> <li>- Think about the role of establishing processes, routines, and about setting different roles for members.</li> <li>- Think about how to avoid and manage conflicts in virtual teams.</li> <li>- Then, read/review your own reflections documented in this paper related to the three cases. Start with the reflections for case 1.</li> </ul> </li> </ul>
<p>Deliverable</p>	<p>Write a concise practice theory (or manual for people who will work in a similar setting) on how to establish, manage &amp; lead effective GVT</p>

**Final assignment in groups**

<p><b>Group assignment</b></p>	<ul style="list-style-type: none"> <li>a) In a group, write a <b>practice theory of</b> “Transferring a traditional company to a virtual company”. Together, make a concise practice theory (a manual) for people who oversee leading this transfer.</li> <li>b) First, make a list of factors/constraints and processes that you believe have the greatest influence regards this process.</li> </ul>
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	<p>c) Consider how organization can tackle these factors/issues/processes.</p> <p>d) Ponder what the role of relationships, leadership, cultural differences, etc. in the process.</p> <p>e) Think about the role of changing existing processes, routines, etc.</p> <p>f) Think about your own experience as working as a virtual team in this course</p>
<b>Deliverable</b>	<b>Write a concise practice theory (or manual) for people who will be transferring a traditional organization to a virtual organization considering everything learned in this course and what you have learned beyond the course boundaries.</b>

## Course II - Virtual Teamworking Master Class (Master's level)



*This is an example course outline. It can be applied immediately. Also, lecturers can modify any part of the course they wish to make it better applicable in their institution, based on the learner's profile, etc.*

*The activities described below follow the learners journey attached to the outline.*

<b>Course title</b>	Virtual Teamworking Master Class
<b>Educational level</b>	Masters Class, (8 - 20 students)
<b>Credits</b>	3 -5 ECTS
<b>Schedule</b>	8-week course with 3 full day contact days; Depending on the Institutional requirements for the module.
<b>Objectives</b>	Student learns about people management in virtual environment. In a virtual environment there is a risk for micro-managing, and emphasis should be on the leadership

	<p>instead of management. Managing in virtual space often requires more time and support to employees, both emotionally and with their roles, to reach common targets. <b>It is important to make sure all team members are engaged through a clear onboarding.</b></p> <p>Student learns about communication in virtual teams. In a virtual environment, limited non-verbal communication and heavy reliance on written communication can lead to misinterpretations. <b>Virtual communication requires emotional intelligence and awareness of communication and interaction styles, as well as a low threshold to contact others.</b></p> <p>Student learns about dynamics in companies. <b>Facilitating group dynamics in a way that engages everyone and all members feel included is important.</b> As information is scattered and it takes more time and effort to explain things, the tempo of the interactions can become stiffer and breaks can easily be forgotten, which can then lead to multitasking and individuals not concentrating fully.</p>
<b>Transferrable</b>	<p>Student learns that language capabilities, listening and use of persuasive dialogue impacts teams' capability to reach set goals and consensus. To reach the agreement, it takes more time and effort in the virtual environment.</p> <p>Student learns that there is tendency for increased micro-management in virtual environment and emphasis should be in leadership instead of management. Self-management and peer support by the team members reduces tendency of micro-manage.</p> <p>Student learns the importance of self-awareness and calling attention for support when needed from manager or team member. It is important to be empathetic, to provide support to other team members, by respecting cultural</p>

	<p>differences. Because of isolation there is heightened need for supporting team members, both emotionally and with their role.</p> <p>Student learns that virtual meeting should be led in a way that is engaging and everyone is being heard. It is individuals' responsibility to actively engage themselves in meetings. All team members should react supportively and create an engaging environment.</p> <p>Student learns the importance of creating a systematic continuous onboarding process that is engaging and comprehensive, as the starting point in global hiring is more varied in the virtual space. Building team cohesion is a key success factor to efficient team working. It requires more accountability from the individual as informal guidance is less available in the virtual environment.</p> <p>Student understands the limitations of non-verbal messaging in a virtual environment and the need to verbalize more than in face-to-face communication. Non-verbal communication can be facilitated for instance by setting norms to keep cameras on. Team members can also ease communication through active listening or responding, even though it might not be a prevailing practice in individual cultures.</p> <p>Student understands the relevance of emotional intelligence in interpreting communications and learns how managers can mediate the range of considerations in virtual teams. Cultural differences can create stereotyping and conflicts in teams, so collaboration requires consideration, patience, and emotional intelligence.</p> <p>Student learns to be active and take responsibility to reach out and respond to others to maintain contact in a virtual</p>
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	<p>environment. Companies should foster a culture of availability and accessibility regardless of hierarchy and allow team members to develop understanding of how to communicate with each other.</p> <p>Student learns to be aware and assume accountability for own communication and interaction style. Employers set the tone and norms of appropriate communication and individuals and teams should reflect the defined style. Particular attention should be paid to communicating with non-native speakers.</p> <p>Student learns to pay attention to written communication in a virtual environment and understands the risks of misinterpretation, especially when interacting with non-native speakers. Team members should make it easy to ask for clarifications and companies should support spoken communication and clarity of shared understanding in writing whenever possible.</p> <p>The student learns when being active in participating meetings the individuals need to pay attention to and give room to others, the active and the passive participants, as well as the introverts and extroverts. Companies should facilitate dynamics that everyone is engaged and included. Because culture defines the expected behavior, there is increased need of inclusivity to overcome prescribed patterns.</p> <p>The student learns that virtual work culture should promote and expect the members to concentrate fully in virtual environment and limit multitasking. By making sure there are not too many and too long meetings it is easier to support focus.</p>
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	<p>The student learns that the tempo is stiffer in the virtual environments. When facilitating meetings, the agenda and time needs to be managed and breaks should be scheduled in between meetings. The length of the meetings should not get unnecessarily long and other people's scheduled should be respected.</p> <p>The student learns that because of differences in cultural backgrounds it takes even more time and effort to explain things in the virtual environment and to keep track of sub-conversations in harder. It is important to be prepared and distribute material beforehand when going to a meeting as it helps with aligning perspectives and increases efficiency. By appropriately utilizing tools it is easier to visualizing things.</p> <p>The student learns that as information is scattered and there is a potential information overload, there is a need to create coherent approach to maintaining information and communicating it. Information needs to be well structured and centrally accessible for the team and everyone needs to be mindful what is shared and who needs the information.</p>
<p><b>Practice</b></p>	<p>Virtual/Contact days include lectures and discussions on the topics of culture and ways of working.</p> <p>They will need to make agreements about their own team dynamics, how and where they will communicate with each other, and then introduce their team to others.</p> <p>Students will create an onboarding process for a virtual team member and develop an awareness of the differences in groupwork or teamwork and how it affects communications in virtual multicultural teams which is supported by visual presentation and short video.</p>

	Students will apply relevant theory and utilize relevant tools when presenting their solutions.
<b>Theory and tools</b>	Academic and professional text related to teamwork
<b>Assessment</b>	<p>Bloom's taxonomy is used as a base of assessment.</p> <p>Grading 1-5</p> <p>1-2: The student understands what culture and ways of working means in a company context.</p> <p>3-4: The student can understand the company culture and ways of working and can apply their learnings from various sources.</p> <p>5: The student understands company culture and ways of working. They can apply their learnings and create new innovative approaches.</p>

### Pre-class assignment

<b>Expected outcome</b>	learners will get into the right mindset and are guided to make connections with their own real-life virtual teamworking experiences. They familiarize themselves with work-life balance and intercultural collaboration topics (or any other topics chosen by the lecturer).
<b>Warm-up questions</b>	<p>Students are asked to answer to following questions and send the answers to the lecturer by using the platform/tool that is most convenient (learning management platform used in the institution, or by e-mail):</p> <ol style="list-style-type: none"> <li>1) What is the difference between traditional and virtual teamwork?</li> <li>2) What is the role of virtual teamwork in your life?</li> </ol>

	<p>3) Think about tools that you have used to communicate virtually, list them, and describe their pros and cons?</p> <p>4) Bring examples of multicultural differences regarding communication that can affect virtual teamwork?</p> <p>NB! For executives we suggest using more advanced questions, they can be found below)</p>
<b>Reading task</b>	<p>Secondly, students are asked to familiarize themselves with the following material. The lecturer will assign materials to students, so that everything will be covered. Students will be asked to make notes and bring their notes to the class for discussion. The topics:</p> <ul style="list-style-type: none"> <li>● Virtual teamwork basics: 5-7 materials</li> <li>● Work-life balance: 5-7 papers</li> <li>● Intercultural collaboration: 5-7</li> </ul> <p>Reading material available <a href="#">here</a>.</p>

### Additional options

<b>Example questions (advanced group, for executives)</b>	<p>1) Describe you VT experience.</p> <p>2) Which challenges you have experienced.</p> <p>3) What would you like to learn about VT-s?</p> <p>4) Bring examples of multicultural differences that can affect virtual teamwork?</p> <p>5) Think about tools that you have used to communicate virtually, and describe their pros and cons?</p>
<b>Example questions (beginners, learners who have less experience with virtual teamwork)</b>	<p>1) Have you ever experienced virtual teamwork?</p> <p>2) Having conversation over video, what have been the main challenges?</p> <p>3) What would you like to learn in the upcoming class?</p> <p>4) Bring examples of multicultural differences regarding communication that can affect virtual teamwork?</p> <p>5) Think about tools that you have used to communicate virtually, and describe their pros and cons?</p>

<b>Tools / methods</b>	<p>Students can send the answers to the lecturers by using the following methods (examples):</p> <ul style="list-style-type: none"> <li>- Padlet / Mentimeter / Flinga</li> <li>- by doing a presentation “Pecha Kucha” and sending it to lecturer’s e-mail or uploading to dedicated place</li> <li>- by sending the answers to lecturer’s e-mail, uploading to a dedicated place</li> <li>- in Moodle / in Canvas</li> <li>- or in any other preferred way</li> </ul>
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### **Day 1 - Intro/ Onboarding/ Establishment of effective teamwork**

<b>Expected outcome of day 1</b>	By the end of the first day, learners have had a chance to get to know each other, the ways of working in this class and what is expected from them. The class has established an open and trustworthy communication environment. Thus, the learners have experienced activities that support <i>establishing effective virtual teamwork</i> . Through homework assignments, learners will get to know the main challenges and best practices of <i>onboarding</i> in virtual teams.
<b>Meeting format</b>	If possible, at least the first contact day should be held as a physical meeting. However, it is also possible to do all activities in the online meeting format
<b>Meeting length</b>	4h and 15min (with break)

### **Example activities**

<b>INTRO to course and getting to know each other a bit (55 min)</b>	
<b>Setting the scene (15 min)</b>	<ul style="list-style-type: none"> <li>- why are here (short intro, why is virtual teamwork important)?</li> <li>- what would be their learning journey like</li> <li>- the deliverable and course structure</li> <li>- the tools that would be used (Moodle)</li> </ul>

<b>Charades (30min)</b>	Introduction to each other IF the students do not know each other, or if there are new students in class: Explain your favorite hobby with your body movements only. Rest of the students try to guess the hobby.
<b>Collaboration agreement (10min)</b>	With the lecturer as facilitator, the class will agree on the rules of how learners and lecturers collaborate (open to each other ideas, open to share ideas, being discreet about sharing other people's ideas outside the class). <i>This is a living example of making agreements in virtual teams and in the beginning of virtual team meetings.</i>
<b>MULTICULTURAL VIRTUAL TEAMWORK (1h and 20min)</b>	
<b>Quick check in (10min)</b>	"How do you feel about virtual teamwork?" Choose a picture and show on fingers (everybody at the same time), which one they chose. And the lecturer can ask some students to comment their selection.
<b>Connection to pre-class assignment (40min)</b>	<p><a href="#">Using the method of placement map</a>, split students in smaller groups (split them so, that they can be in the same groups like in the next assignment).</p> <p>Ask students to write their input either directly on the placement map, or with post-its, and then ask learners do discuss what are their experiences, where do they have commonalities, and where differences, and why? Derive to some 2-3 key-findings to the middle-box.</p> <ol style="list-style-type: none"> <li>1) Which challenges you have experienced</li> <li>2) What would you like to learn about VT-s</li> <li>3) Bring examples of multicultural differences that can affect virtual teamwork?</li> <li>4) Think about tools that you have used to communicate virtually, and describe their pros and cons?</li> </ol> <p>After learners have had time to discuss among them, ask them to come to the bigger group and share their insight (the middle box of placement map).</p> <p>Systemic questioning: lecturer can further challenge learners with <i>the wonder questions</i>: "what can be done, so that the situation would get 10 times better or ten times worse".</p>

<b>Quick theory (10min)</b>	differences and similarities between teams' groups, historical development of VT-s
<b>Split students into five groups (Jigsaw group puzzle) (20min)</b>	Split students into smaller groups, so that each group has 1 student from each reading material category. Every expert must explain others what how or she was reading. <a href="https://www.jigsaw.org/">https://www.jigsaw.org/</a>
<b>BREAK (15min)</b>	
<b>DIVERSITY IN VIRTUAL TEAMS (1h 15min)</b>	
<b>Energizer (15min)</b>	<p><b>Physical Trivia</b></p> <p>During the energizer, the lecturer will ask simple questions such as "Do you have a dog?" or "Does your name start with the letter A?".</p> <p>Instead of answering in words, learners must make physical movements. A jump can stand for a yes, and a clap with your hands can be a no.</p> <p>Physical trivia is an easy energizer which will only take a few minutes but will certainly help your participants feel concentrated again.</p> <p><a href="#">Never have I ever game</a> or <a href="#">virtual mindfulness</a> (or any other that feels appropriate)</p>
<b>Quick round: what did you learn before break: (10min)</b>	Every person says one thing, that he or she is taking from the first part of day 1 (popcorn method).
<b>Cultural differences (60min)</b>	<p>Share students to groups and ask them to make short infographics of multicultural differences, focus on 1-2 differences.</p> <ul style="list-style-type: none"> <li>- Bring examples of multicultural differences regarding communication that can affect virtual teamwork?</li> <li>- Additional discussion on stereotypes.</li> </ul>
<b>LANDING &amp; HOMEWORK (30min)</b>	
<b>Assigning learners to virtual teams</b>	Max five students per team. Learners will get to know each other outside the contact meeting.

<b>Giving homework tasks</b>	At the end of the day, lecturers describe what assignments are expected from the students to be done before the next day.
<b>Landing exercise</b>	Ask learners to write down 3-5 main takeaways from the first day and share the most important one with the rest of the learners. If the meeting is held physically, then it would be nice if learners can sit in a circle.

## Group Assignment

<b>Team agreements</b>	<p>Learners are asked to get together with their teammates and get to know each other better. They are asked to choose a team name, agree on the team moto, and make team agreements: including:</p> <ul style="list-style-type: none"> <li>- How will the team collaborate with each other?</li> <li>- where &amp; when will the team share information (which channels are used for which information)?</li> <li>- What is the expected response time by teammates?</li> <li>- How will the team solve arising conflicts?</li> </ul> <p>Additional idea: teams can be introduced to Agile values, and they can be asked to agree on agile values within their teams.</p> <p>Example of Agile values: Interactions before processes and tools, deliverables are put before documentation, Teamwork and communication before concepts and contract, react to changes before following a plan.</p> <p><b>Deliverable:</b> Teams are asked to make a 5min video/ or a presentation introducing their team to other learners.</p>
<b>Onboarding solution (optional)</b>	<p>Learners are asked to come up with an innovative solution for virtual onboarding that would make the onboarding experience smooth and inclusive for a new employee.</p> <p>Deliverable: learners are asked to make a 7 min video introducing their solution and upload it to YouTube/Moodle, etc.</p>

	<p><b>Team Check-In:</b> Team Check-In enables all team members to start a new project day or a new work phase together. To begin all team members going clockwise, briefly describe their strengths and weaknesses (virtual stickers, or post-it), their current energy level, and their expectation to sync up. This strengthens the group feeling and builds empathy within the team. The agenda for the day is then discussed. Roles can be assigned, sub-goals defined, and open questions noted. Team check-in can be done at the beginning of each day.</p>
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### Individual assignment

<b>Preparation for class</b>	Ask learners to familiarize themselves with the white-board program (for example Miro), that will be used in class.
<b>Reading</b>	Familiarize yourself with the following material (articles/book chapters, etc.) regards (communication and dynamics in virtual teams Reading material available <a href="#">here</a> .
<b>Digital well-being</b>	Learners are asked to switch off completely from all media (phones, tablets, TV, etc.) for at least 2 hours each day.
<b>Learning diary</b>	<p>The purpose of this assignment is to reflect on your own work and the work of your global virtual team. Learners are asked to start a personal learning diary (which will be a living document). They are asked to start the diary by answer the following questions after the first two group assignments are finished:</p> <ul style="list-style-type: none"> <li>- <b>Question 1.</b> Describe and evaluate how your team has been functioning so far. How did you develop a common solution as a team?</li> <li>- <b>Question 2.</b> What kind of challenge do you expect working in a multinational and multicultural virtual team?</li> <li>- <b>Question 3.</b> What have you learned from the first two group assignments in terms of: <ul style="list-style-type: none"> <li>o Developing common framework for the team.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>o Developing a joint understanding of the problem/task at hand.</li> <li>o Establishing a common way for tackling task and team related issues (communication, collaboration, team dynamics)?</li> </ul> <p>- <b>Question 4.</b> What have you experienced after switching off your digital tools at least 2h per day?</p>
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*Note: Lecturer(s) are expected to give feedback after each reflection round to make sure that the learners are being deep and reflective in their diary. The diaries are private - only lecturers see them. The reflection from the lecturer can point out additional aspects to think about regarding their team working experience.*

### **Additional options**

<b>Icebreaker/energy booster</b>	<p>Helping people get to know each other: Examples below. Lecturer can also choose among their own favorite ones:</p> <p><b>Get to know each other:</b> Show your participants how to use the "Raise hand" function on a video-meeting platform. A moderator leads the audience in a game and announces the first statement. All that can relate, raise their virtual hands. Using the "Show all raised hands" function, the moderator chooses a random person and calls them out. The chosen person has to say something related to the original statement, e.g., "I like to binge-watch TV series. My favorite TV show is Friends." All who agree with the second statement raise their hands once again. This way, the audience plays until a final statement comes up, or the moderator can set a new statement to begin again.</p>
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### **Day: 2 - Communication**

<b>Expected outcome</b>	Student learns about <i>communication</i> in virtual teams. In a virtual environment, limited non-verbal communication and
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	<p>heavy reliance on written communication can lead to misinterpretations. Virtual communication requires emotional intelligence and awareness of communication and interaction styles, as well as a low threshold to contact others.</p> <p>Students learn about <i>dynamics</i> in companies. Facilitating group dynamics in a way that engages everyone and all members feel included is important. As information is scattered and it takes more time and effort to explain things, the tempo of the interactions can become stiffer and breaks can easily be forgotten, which can then lead to multitasking and individuals not concentrating fully.</p> <ul style="list-style-type: none"> <li>- They explain important intercultural differences in communication</li> <li>- and teamwork plays a role.</li> <li>- In virtual team situations, you use discussion techniques appropriate to the addressee</li> <li>- You use conflict resolution strategies in a team.</li> </ul> <p>Basics:</p> <ul style="list-style-type: none"> <li>- Capture the main points of a conversation.</li> <li>- Summarize the content of simple texts in the foreign language again.</li> <li>- Use one in the foreign language for everyday situations and for vocabulary appropriate to the occupational field.</li> <li>- They differentiate between appropriate oral and written forms of communication.</li> <li>- They explain the opportunities and risks for the appearance in analog and digital networks.</li> </ul>
<b>Meeting format</b>	Virtual if possible (virtual format enables to experience all the virtual communication related challenges)
<b>Meeting length</b>	2 times 2h meetings (in a virtual environment learners get exhausted more quickly)

## Example objectives

Lecturers can select objectives from the table below to be covered within the day.

communication	dynamics
<p>Students understand the limitations of non-verbal messaging in a virtual environment and the need to verbalize more than in face-to-face communication. Non-verbal communication can be facilitated for instance by setting norms to keep cameras on. Team members can also ease communication through active listening or responding, even though it might not be a prevailing practice in individual cultures.</p>	<p>The student learns when being active in participating meetings the individuals need to pay attention to and give room to others, the active and the passive participants, as well as the introverts and extroverts. Companies should facilitate dynamics that everyone is engaged and included. Because culture defines the expected behavior, there is an increased need for inclusivity to overcome prescribed patterns.</p>
<p>Students understand the relevance of emotional intelligence in interpreting communications and learn how managers can mediate the range of considerations in virtual teams. Cultural differences can create stereotyping and conflicts in teams, so collaboration requires consideration, patience, and emotional intelligence.</p>	<p>The student learns that virtual work culture should promote and expect the members to concentrate fully in the virtual environment and limit multitasking. By making sure there are not too many and too long meetings it is easier to support focus</p>
<p>Students learn to be active and take responsibility to reach out and respond to others to maintain contact in a virtual environment. Companies should foster a culture of availability and accessibility regardless of hierarchy and allow team members to develop understanding of how to communicate with each other.</p>	<p>The student learns that the tempo is stiffer in the virtual environments. When facilitating meetings, the agenda and time needs to be managed and breaks should be scheduled in between meetings. The length of the meetings should not get unnecessarily long, and other people's schedules should be respected.</p>
<p>Students learn to be aware and assume accountability for their own</p>	<p>The student learns that because of differences in cultural backgrounds it</p>

<p>communication and interaction style. Employers set the tone and norms of appropriate communication and individuals and teams should reflect the defined style. Particular attention should be paid to communicating with non-native speakers.</p>	<p>takes even more time and effort to explain things in the virtual environment and to keep track of sub-conversations is harder. It is important to be prepared and distribute material beforehand when going to a meeting as it helps with aligning perspectives and increases efficiency. By appropriately utilizing tools it is easier to visualize things.</p>
<p>Students learn to pay attention to written communication in a virtual environment and understand the risks of misinterpretation, especially when interacting with non-native speakers. Team members should make it easy to ask for clarifications and companies should support spoken communication and clarity of shared understanding in writing whenever possible.</p>	<p>The student learns that as information is scattered and there is a potential information overload, there is a need to create a coherent approach to maintaining information and communicating it. Information needs to be well structured and centrally accessible for the team and everyone needs to be mindful of what is shared and who needs the information.</p>

### Example activities for day 2

<p><b>Part 1: approximately 2,5h</b></p>	
<p><b>Energizer/ icebreaker</b></p>	<p>Start by asking learners to show with their fingers, how are they doing (scale 1-5). This way the learners will have to turn on their videos.</p>
<p><b>Meeting agreement (5min)</b></p>	<p>As a lecturer proposes meeting agreement:</p> <ul style="list-style-type: none"> <li>- Microphones off when not speaking</li> <li>- Cameras on to allow the instructor to better understand how the learners are doing.</li> <li>- Preference for questions (in chat, with voice?).</li> </ul>
<p><b>Warm-up (5min)</b></p>	<p>Share your superpower regards communication (use padlet, mentimeter, flinga or any other software)</p>

<b>Theory (5min)</b>	Present theory (couple of slides) about communication. Inspiration can be acquired from <a href="#">here</a>
<b>Practical assignment regards communication (20min)</b>	Split people into pairs, ask them to discuss their communication experiences in their while communicating virtually Ask them to prepare short examples (play) (30sec each) of a) a negative communication example; b) a good example. Give students short time for preparation (approx. 5min).
<b>Making connection between day 1 and 2 (40-50 min)</b>	<p>a) (20-25min) In smaller groups discuss your most important take-aways from answering individual reflection quotations in day 1. Boil the results down to 3-4 main findings which are important to pay attention in virtual team (or in your team) and present it to the others.</p> <p>Lecturer can open Google Drive folder and make a list of the findings that students are sharing and then make share the list with other.</p> <p>b) (20-25min) In smaller groups discuss what you learned about onboarding during the first group exercise and individual reading. Ask learners to draw a picture illustrating the main take-aways. Organize a poster-session/trade-fare (using a white-board, for example Miro, Teams, etc.)</p>
<b>Communication style (45min)</b>	<p>Divide learners into four groups and ask each group to familiarize themselves with one of the following theories/frameworks:</p> <ol style="list-style-type: none"> <li>1) The Belbin (<a href="http://www.belbin.com">www.belbin.com</a>)</li> <li>2) The Bono (<a href="http://www.debonogroup.com/six_thinking_hats.php">http://www.debonogroup.com/six_thinking_hats.php</a>)</li> <li>3) Deloitte Business Chemistry (<a href="https://hbr.org/2017/03/the-new-science-of-team-chemistry">https://hbr.org/2017/03/the-new-science-of-team-chemistry</a>)</li> <li>4) Disk (<a href="https://www.discprofile.com/what-is-disc">https://www.discprofile.com/what-is-disc</a>)</li> </ol> <p>Ask them to make a 3min presentation, where they explain others, what this method is about.</p>

	After each team has presented, discuss how this roles/types can impact communication in virtual teams.
<b>Communication quality and consistency (20min)</b>	<p><b>Short theory (5min):</b> <a href="#">Three C-s of communication</a>: clear, concise, and consistent.</p> <p><b>Drawing game (15min):</b> (Virtual): Learners will be organized into pairs (breakout rooms). Both will draw a picture consisting of three simple objects (triangle, square and ring). Both will have 2 minutes to explain their picture to the other (without showing it). The other party draws the picture based on the explanation. Then the same thing is repeated - the one who draws will explain, and vice versa. Then the learners compare the results and discuss what works and what does not work in virtual communication.</p> <p><b>Follow the drawing game with a discussion of lessons learned regarding communication clarity &amp; consistency.</b></p>
<b>Landing exercise (5min)</b>	Now that learners have learned different aspects about communication in virtual teams, ask them to reflect and write down what will they change about their own communication in the virtual environment?
<b>Part 2: approximately 2h (inclusion, cohesion &amp; trust)</b>	
<b>Quick energizer</b>	<a href="#">mindfulness</a> works well with both physical and virtual meetings.
<b>Quick brainstorming (10min)</b>	Ask students to say what associates with the three terms. Ask 3-4 students to say what associates with inclusion, and then next 3-4 students about cohesion, etc.
<b>Theory (5min)</b>	Putting the terms into context of virtual teamwork. <i>Inclusion</i> - nobody is forgotten, left out, everybody can speak out during meetings, and everyone is heard. <i>Cohesion</i> - team feeling, 1 for all and all for 1. In theory it is easy to say that we are one team, but virtual team members tend to learn quickly that it is more efficient to work separately on different tasks. How to make sure that everybody knows who is doing what and how to have a common understanding of the whole task/project, etc.?

	<p><i>Trust</i> - Studies show that people in virtual teams start to overemphasize their own effort and think that other people are working less - how to overcome this?</p> <p><i>Reliability</i> - how can you make sure that other people do what they said and show to other people that you are a person that can be trusted (being more open to share your progress to make the group aware about the small steps that you have been doing towards the end goal).</p> <p>Virtual meetings tend to be more task-oriented, and thus there is less time to get to know each other on a “human” level to build relationships.</p>
<p><b>Exercise lessons learned (45min)</b></p>	<p>Start with discussion what are the benefits and challenges of working in team and working solo.</p> <p>Move the discussion towards the topics of trust/inclusion and cohesion. Discuss in a bigger group: open a discussion/comparison about team trust &amp; transparency related topics/issues in the work environment and between school environments? Discuss the differences, similarities, challenges, and best practices to overcome the issues (inclusion, cohesion, trust).</p>
<p><b>Feedback</b></p>	<p>Example: Start by analyzing with the learners what is the role of feedback in teams in general and why it is especially important in virtual teams.</p> <p>Continue by identifying in a big group identify the characteristics of constructive and unconstructive feedback.</p> <p>Discuss within the bigger group how to receive feedback (when it resonates with the receiver, then it will be applied, if not, then it can be thrown in a trash bin).</p> <p>Then divide learners into pairs and give them a task to give positive and negative feedback to each other based on a case developed by the lecturer.</p> <p>Example case a) you noticed that your colleague is getting late every time for the meetings for the past month. For that reason, everyone else must wait for him/her and the good flow of teamwork is affected. How do you give feedback to your colleague?</p>

	<p>Notice - sometimes it is good to start by asking questions. For example, what is the reason for the colleague to be late? Maybe his or her child went to school, and it located in the other part of the city, thus it is impossible for him/her to attend the meeting on time. Thus maybe, the meeting should be rescheduled.</p> <p>Example case b) you noticed that your colleague is putting additional effort to the work that your team is doing. How do you give feedback, so that it is not just praising but also constructive?</p> <p>Share a short <a href="#">video</a> about feedback (for later watching)</p>
<b>Landing exercise to finish the day</b>	Lecturers can ask learners to take 5 minutes to write down the main take-aways from the day and share one - for example the most important one - with others.
<b>Assignment instructions</b>	Instructions for the assignments

## Group Assignment

<b>Team reflection</b>	Together with your teammates, have a look together on the team agreements you made. Is there anything that needs to be changed/adjusted based on the experience of working together so far and based on what have you learned in day 2?
<b>Interviews with team leaders</b>	<p>Interview team leaders of different virtual teams (from different organizations), come up with a list of best practices for building up effective communication and dynamics within teams.</p> <p>Possible deliverables:</p> <ul style="list-style-type: none"> <li>- Infographic (still, dynamic GIF)/ poster</li> <li>- Podcast/screencast</li> <li>- Interview (portrait, live action film)</li> <li>- Tutorial</li> <li>- Video</li> <li>- Presentation</li> </ul>



<b>Feedback to other groups</b>	Learners are asked to analyze deliverables of 2 other groups and provide feedback on their work.
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## Individual Assignment

<b>Reading</b>	Learners are asked to familiarize themselves with materials regarding <i>culture and ways of working</i> and <i>management</i> in virtual teams. Reading material available <a href="#">here</a> .
<b>Learning diary</b>	<ul style="list-style-type: none"> <li>- <b>Question 1.</b> Describe and evaluate how your team currently works in terms of different roles and different responsibilities?</li> <li>- <b>Question 2.</b> What kind of challenges and benefits have you experienced while working in multinational and multicultural virtual team?</li> <li>- <b>Question 3.</b> Did you, in your opinion and from your own perspective, experience misunderstandings, conflicts and crises situations? Can you describe them and analyze what the origins of the challenges were? Of those, which ones do you consider are outside of your control and which ones could be tackled and how in the next assignment? If you have solved them, how?</li> <li>- <b>Question 4.</b> Up to this point, what would you say are the factors that matter most in attaining effective virtual teams? What could YOU change to increase YOUR team's effectiveness?</li> <li>- <b>Question 5.</b> What have you experienced regards <i>communication</i> after switching off your digital tools at least 2h per day? When would you like communicate virtually and when would you like to communicate physically in the future (when you have the choice)?</li> </ul>

## Additional Options

<p><b>Tell a story exercise</b></p>	<p>Physical meeting/ Virtual meeting: choose a random object and tell a story to others why it is so important to you. Then ask two numbers below the total number of people in the team and ask one of the numbers to remind us of what was important about the object for the other number and move around the room. Important to listen not only to tell your own story and the bigger the lie in the story the more likely it is that others will remember it. The students are not told in advance which number they need to pay attention to when they retell the story. The point is they are surprised by this additional step for something they would not really be paying attention to since they are mostly concerned about their own story.</p>
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## Day: 3 - Cultures and Ways of Working

<p><b>Expected outcome</b></p>	<p>Student learns about <b>cultures and ways of working</b> in virtual multicultural organizations. Diverse working cultures impact net etiquette and company norms. It is harder to have a balance between scheduled meetings and spontaneous dynamics.</p> <p>Students learn about <b>people management</b> in a virtual environment. In a virtual environment there is a risk for micro-managing, and emphasis should be on leadership instead of management. Managing in virtual space often requires more time and support to employees, both emotionally and with their roles, to reach common targets. It is important to make sure all team members are engaged through clear onboarding.</p>
<p><b>Meeting format</b></p>	<p>The first preference would be to have a physical meeting; however, virtual meeting is also good</p>
<p><b>Meeting length</b></p>	<p>3h and 15min</p>

## Example objectives

Lecturers can select objectives from the table below to be covered within the day.

<b>Cultures and ways of working</b>	<b>People management</b>
<p>Students understand that companies need to facilitate transparent discussions on norms, values, and ethics in everyday working life in a way that allows employees to be able to familiarize themselves with them and act accordingly. As virtual environments often have multicultural teams, it is important to remember there are many ways of interactions.</p>	<p>Students learn that language capabilities, listening and use of persuasive dialogue impacts teams' capability to reach set goals and consensus. To reach the agreement, it takes more time and effort in the virtual environment.</p>
<p>Students learn that when developing a net etiquette company should construct it as a mix of different cultural behaviors, rather than a single dominant one. The guidelines and training need to be accessible and understandable by the employee</p>	<p>Students learn that there is tendency for increased micro-management in a virtual environment and emphasis should be in leadership instead of management. Self-management and peer support by the team members reduces the tendency of micro-manage.</p>
<p>Students learn that there are more multicultural and diverse working environments in the virtual, as companies can hire globally. The working environment should support and embrace diversity by allowing individuals to feel safe to express their differences and alternative ways of doing things.</p>	<p>Students learn the importance of self-awareness and calling attention for support when needed from a manager or team member. It is important to be empathetic, to provide support to other team members, by respecting cultural differences. Because of isolation there is a heightened need for supporting team members, both emotionally and with their role.</p>
<p>Students learn that in virtual teams there are often cross-functional teams with varied levels of experience amongst members. Members need to</p>	<p>Students learn that virtual meetings should be led in a way that is engaging and everyone is being heard. It is an individual's responsibility to actively</p>

be egalitarian when interacting with one another, but this is harder in some cultures because of the hierarchical differences.	engage themselves in meetings. All team members should react supportively and create an engaging environment.
Students learn that there is a need to be very specific in communicating commitments and schedules as it is more important in virtual. Different cultures also have different perceptions of time. Teams need to respect agreed commitments and schedules to reduce uncertainty and ensure workflow.	Students learn the importance of creating a systematic continuous onboarding process that is engaging and comprehensive, as the starting point in global hiring is more varied in the virtual space. Building team cohesion is a key success factor to efficient team working. It requires more accountability from the individual as informal guidance is less available in the virtual onboarding process.
Students learn that conscious socializing is hard in the virtual environment and companies should put effort in supporting it by creating flexible dynamics where employees make themselves available for impromptu interactions. There should be a balance between scheduled meetings and spontaneous socializing to create flow of work.	

### Example agenda

<b>Energizer/Check in (15min)</b>	Physical meeting: <a href="#">danish clapping game</a> for physical meetings <a href="#">Never have I Ever</a> or any other appropriate method for virtual meeting.
<b>Making connection</b>	a) Short summary/report about what participants learned from interviewing the people in group assignment 2, sharing insights to the rest of the class.

<p><b>between day 2 and 3 (30min)</b></p>	<p>b) Discussion in a bigger group about the similarities and differences when establishing communication &amp; collaboration on team level versus on larger organizational level?</p> <p>c) A poster session to connect learners most important take-aways from answering individual reflection quotations in day 2. Lecturer prepares 4-5 posters (either based on groups or topics), puts each poster a name, and asks learners to write their insights to the posters (can be done in padlet as well as with physical posters)</p>
<p><b>Stakeholder mapping (30min)</b></p>	<p>Think about the larger context (organization), and together with the learners:</p> <ol style="list-style-type: none"> <li>1. map the stakeholders</li> <li>2. Discuss about the concerns of the various stakeholder groups in a communication and collaboration process</li> <li>3. analyze the stakeholders social, cultural, and generational values that affect their actions.</li> </ol> <p>discuss what are the aspects to take into consideration when developing the strategy for communication &amp; collaboration culture, net etiquette, etc.</p>
<p><b>Break (15min)</b></p>	
<p><b>Organizational culture &amp; leadership (60min)</b></p>	<p>Example: The first preference is that the lecture invites 1-3 leaders to contact meetings (either together) or as different sessions, and there will be an interactive discussion with the practitioners about the challenges and best practices of leading virtually. It would be great if those leaders come from different organizations (traditional and hierarchical ones to leaderless organizations).</p> <p><u>Topics that could be discussed with the leader:</u></p> <ul style="list-style-type: none"> <li>● <b>Innovation topic:</b> there is a general understanding that it is harder to innovate virtually? Is that really the case? Can it be vice-a-versa? Can virtual teamwork (for example the ability to hire abroad) boost innovativeness? Are there any difficulties in virtual environment regards innovation and how can these be overcome?</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Future skills: small discussion on that:</b> What are the future skills needed by leaders and employees? How to make sure that your employees and leaders have the right competencies?</li> <li>● <b>Net-etiquette/digital wellbeing:</b> Discuss how you can create flexible collaboration and communication culture within the company by ensuring employee digital wellbeing at the same time (referring to the right to disconnect)?</li> </ul> <p><i>If it is not possible to invite guest speakers, alternatively the lecturer can:</i></p> <ul style="list-style-type: none"> <li>- <i>Make interviews (podcasts) with the leaders by her/himself</i></li> <li>- <i>Divide students into 4-5 groups and then ask the groups to make interviews with leaders and make podcasts that last about 2-3 minutes and cover the main issues (to be listened by the rest of the groups).</i></li> <li>- <i>Ask students to familiarize themselves with the following material and build a discussion based on that</i></li> <li>- <b><i>Ten videos of 100% remote organizations.</i></b></li> <li>- <i>Top <a href="#">10 Virtual Companies</a> in 2020</i></li> <li>- <i><a href="#">15 Fully Remote Companies</a> That Thrive on 100% Virtual Work</i></li> </ul>
<p><b>Landing exercise to finish the day (30min)</b></p>	<p>Fishbowl methods (if meeting is held physically), if virtually - then just a discussion facilitated by the lecturer. For example, making a word-cloud of the take-aways from the course. Fishbowl is a strategy for organizing group discussions. Students are separated into an inner and outer circle. In the inner circle or fishbowl, students have a discussion; students in the outer circle listen to the discussion and take notes. This engaging and student-centered strategy builds comprehension of complex texts/ideas while developing group discussion skills. In the "fishbowl," students practice responding to multiple</p>

	<p>viewpoints. Observations from students in the outer circle provide insight into what makes for effective small-group discussions. Research supports the use of fishbowls as an effective way to engage students with a range of abilities and in multiple settings. Fishbowl would be use here to discuss the main takeaways from the course:</p> <ul style="list-style-type: none"> <li>- what did the learners experience? What were the negative aspects/challenges - and what where the positive aspects? What to take from that experience to real life? Although the exercise is used for reflecting the course - the exercise itself can be reflected on as well. For example:</li> <li>- Can we draw parallels with inclusivity topic in virtual teams - what happens with students/team members, who do not wish to be in spotlight? How do they feel? How to engage them? Is it up to the facilitator to make sure they are engaged, or should every team member (including the shy ones make sure) that everyone - including themselves - are heard? How can we make sure that people are heard if they are very introvert (are there any good methods for that9? Also, what happens, if you are quiet in virtual teams - what are the risks (people forgetting you, not relying on you anymore, etc.).</li> </ul>
<p><b>Homework instructions (15min)</b></p>	<p>Instructions for final assignments</p>

### Final individual assignments

<p><b>Learning diary</b></p>	<ul style="list-style-type: none"> <li>• <b>Question 1.</b> Evaluate on a scale from 1 (poor) to 5 (excellent) how your team can be classified in terms of 'becoming an effective multinational virtual team'. What, in your opinion, are the most decisive factors determining your evaluation of your team?</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Question 2.</b> Identify key takeaways from whole course and determine which ones are valuable and why, and which ones you would like to explore further/ put in practice in the future?</li> <li>• <b>Question 3.</b> Create a list of concrete lists of activities7actions for yourself to deepen and apply the knowledge gained.</li> <li>• <b>Question 4.</b> What, in your opinion, is the role of digital wellbeing within organizations? Is it the responsibility of managers or individuals (or both) to foster higher digital wellbeing, and why do you think that?</li> <li>• <b>Question 5.</b> Creates a picture of how your organization will (can) look in the future regard's virtual teamwork.</li> </ul>
<p><b>Practice theory for building global virtual teams</b></p>	<p>Write your own practice theory on "Organizing, managing, and leading geographically disbursed teams, with multinational team members who work mostly in a virtual context when solving consulting cases (GVT). Write your practice theory as if you were to write a manual. Consider what are the most important factors and processes you must establish to develop an effective team. Consider the following:</p> <ol style="list-style-type: none"> <li>a. First, make a list of factors and processes that you believe have the greatest influence when establishing and developing an effective GVT.</li> <li>b. Consider how a team might be able to build a capacity to solve diverse problems (tasks).</li> <li>c. Ponder what the role of relationships, leadership, cultural differences, etc. in GVTs is.</li> <li>d. Think about the role of establishing processes, routines, and about setting different roles for members.</li> <li>e. Then, read/review your own reflections documented in this paper related to the three cases. Start with the reflections for case 1.</li> </ol>



<b>c) Reflection about the course</b>	<p>1) What did you like the most about the course?</p> <p>2) What would you like to change about the course?</p>
<b>Deliverable</b>	Write a concise practice theory (or manual for people who will work in a similar setting) on how to establish, manage & lead effective GVT.

### Final assignment in groups

<b>Assignment</b>	<p>a) In a group, write a <b>practice theory of</b> "Transferring a traditional company to a virtual company". Together, make a concise practice theory (a manual) for people who oversee leading this transfer.</p> <p>b) First, make a list of factors/constraints and processes that you believe have the greatest influence regards this process.</p> <p>c) Consider how organization can tackle these factors/issues/processes.</p> <p>d) Ponder what the role of relationships, leadership, cultural differences, etc. in the process.</p> <p>e) Think about the role of changing existing processes, routines, etc.</p> <p>f) Think about your own experience as working as a virtual team in this course</p>
<b>Deliverable</b>	Write a concise practice theory (or manual) for people who will be transferring a traditional organization to a virtual organization considering everything learned in this course and what you have learned beyond the course boundaries.

# V/BES

## Virtual Business Skills Empowerment

Strengthening Competences for Working in  
Multicultural Virtual Environments  
to Support the Evolving Business World



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