

Curricula

SME'S





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Communication Skills

Subjects to be treated

Topics that shall be considered in order to fulfil the goal:

Ability to share clearly and effectively thoughts with others, including discussions/arguments

- 1.Communication models
- 2.Verbal versus nonverbal communication
- 3.Synchronous versus asynchronous communication
- 4.Response in asynchronous communication
- 5.Feedback
- 6.Confidential communication
- 7.Connection to conflict management

Methodologies

From a common ground that students understand the theoretic terms in communication this module proceeds to more and more complicated online-exercises.

1.Self-preparation: Students read the provided material about communication models and prepare a sample communication (written).

2.Experiment with the different

forms of communication models with the marked positions on the “communication star tool” like described below.

3.Explain the “feedback-sandwich” and let the participants give feedback to each other.

4.Let the students arrange something (e.g. the next meeting) just be emails. (asynchronous, maybe helpful to give them a tool like Doodle, see in “resources” below)

5.Discuss a proper communication process for replies to asynchronous communication.

6.Discuss filters, place the “filtered-text-forward-object” on the 14 m marks while the participants stand on the 21 m mark.

7.Discuss confidentiality and let them experiment in pairs on the “communication star tool” 21 m marks.

8.Understanding the flow of information and its consequences for group cohesion.

Resources

Online resources

Communication Models:
<http://community.livejournal.com/jou55online/1206.html>

Meeting time tool: www.doodle.com

Feedback sandwich: <http://www.wikihow.com/Give-a-Feedback-Sandwich>

The free translator object could help in language barriers. (uses Google translate)

Time

4 for second Life activities.
3 for autonomous work
1 for tutorship

Actions in Second Life

Activities involving collaboration between the participants.
Experimentation of knowledge in examples.

Objects and Tools needed in Second Life

1.A communication model (star) for putting on an empty space (e.g. the water) which has marked positions (7, 14, 21 m) on each of the “branches”. This will serve as simulation for star- and circle communications.

As long as the distance is small enough (7 meters mark) all can hear the local chat of each other. As the people go to the next mark (e.g. at 14 meters) they will no longer hear the colleagues at the other end. As soon as they are out of the 20m range from the centre (the trainer), they will have a “circle” communication. The trainer can announce more instructions by shouting.

2.A recorder and forwarder object: for showing confidentiality threats: the 21 mark should forward all conversation to a single protocol. Being “visibly” alone is not necessarily being alone.

3.A “filtered-text-forward-object” which just forwards parts of words (letter skipping) or every second or

random words which are “heard” on local chat. Doubling of letters or other “distortions” could be an option. (Llikke tthhiss ttexxtt wwwherre evverryy nnonn-vvocall iss ddoubbledd.) It should be placed on the 14 m mark while the candidates stand on the 21 m mark being an electronic communication filter or noise object.

Appendix: more exercises derived from <http://www.globalfn.org/resources/download.asp?fvid=210>



Communication Training Exercise (nonverbal communication)

- Blindfold them; put them in a space where they can't bump into anything dangerous.(yeah, we have SL)
- Tell them to line up in order of their mother's birth dates SILENTLY. (they will have to find some nonverbal means of expression, the trainer should give them some ideas, gestures might be allowed)
- Sometimes the biggest hurdle to learning for highly educated, very accomplished professionals is admitting they NEED to learn something.
- This is a great and safe, way for them to experience “hindered communication”; similar to what might happen with people whose first language is not English or people new to their workgroup or people outside of their professional field. It can launch some good discussions of communication paradigms, barriers to good communication, etc.

One-way vs. two-way communication exercises (information filter, just with Audio-equipment)

- Have an ambiguous photo or picture on a SL-object.
- Take a volunteer aside to show the picture. The group doesn't get to see it. The volunteer notes (he/she can write it down) 10 things (or more if time permits) about the picture.
- When the volunteer rejoins the group, tell the group and volunteer that the volunteer is going to whisper information about the picture to the person on their right. (communication-star 21m mark or private message)
- The person listening can only take in the information without questions and without writing.
- The information is repeated in this way until all people have heard. The last person receiving the information tells the group what they heard.

- Then the facilitator can read the initial 10 things the volunteer wrote and show the picture.

- Laugh --- and discuss from here!

One-way vs. two-way communication exercises

- Give each member of the group an A4 piece of paper, the facilitator needs one too.
- Have them close their eyes (yeah, they should fold the paper in front of their computer. The facilitator issues the instructions and follows them as well. No questions are allowed.

Instructions:

Fold the paper in half
Rip off a corner
Fold the paper in half
Rip off a corner
Fold the paper in half
Rip off a corner

- The group can now open their eyes and find that there are many different shapes of paper. (the paper

should be scanned or recorded by webcam and communicated to the others)

- The debrief covers the need for two way communication and that the different perceptions of the people caused the many different designs.
- If time permits the group can be put in pairs. Let them give more precise instructions to gain the same shape.
- The exercise using two way communications and find that the patterns come out closer.

Project Management Ability

COMPETENCE A: Project Management Ability

COMPETENCE B: Time Management

TARGET GROUP: Who needs knowledge about how to manage a project

MAIN GOAL: To train basics of Project Management (PM)

DESCRIPTION: Since project management is a large area of knowledge, it was decided to focus the activities in the main aspects of PM:

A 1 * defining scope, goals and objectives of the project

A 2 * identify and define the critical aspects of the project

A 7 * identify and define main activities of the project

A 3 * defining and allocating resources (non-human)

A 4 * defining human resources

and assigning responsibilities

A 5 * communication with the customer

B 6 * time management (v.g. creating a Gantt chart)

Some important aspects, like cost management, are not considered because there other competences that will manage it.

The trainers, organized in group of 4 or 5 elements, will be invited to define the several aspects of a project (scope, goals, etc.) and them allocate the available resources of the project. There will be limited project resources to share between the participant groups. For example, “robots” representing human resources (with competences, time constraint, personal characteristics (v.g. “works well, but alone”), productivity, etc.) and non-human resources, like equipment (v.g. machines with functionalities, productivity, etc.)

SETUP:

Tools (simple version): objects (pre-defined) representing human resources and non-human resources, with attributes like competences, availability, productivity.

Tools (advanced version - later): System for the trainer to define resources available for the projects (number of resource objects), number of groups, project subjects, type of resource objects, characteristics.

FIRST TASK:

GOALS: 1* 2* 5* 7*

RESULT: A poster stating the project scope, goals, objectives and activities

DESCRIPTION: The activity starts with the trainer presenting the project subject (context), defining groups and the project area (where each group will work), and them assigning it to each working group. Each area will have a “sheet” for the elements (avatars) of the group to write in. One of the avatars could take the role of

project leader and assign a “sheet” space (v.g. a square) of the poster to each one team element. Then, each avatar become responsible to work in the poster and should complete her/his part (a sheet), within a limited time (talking each other). One part should address the project scope, other the goals and objectives (separating them), other critical aspects, and the other activities to be developed. Finishing the time available, every group should go to the same place and put their poster in a wall. Then, each group will present and discuss their own poster to the other groups. At the end, every group should decide the best poster presented and vote, stating why they pick up it (after all giving their vote). The groups could not select themselves. The winning group will earn the right to use more 10% (for instance) of resources than the other groups. This activities end with the trainer assigning resources to groups.

TOOLS (simple version): space in second life to 4 or 5 groups work separately. A “sheet” stand for each group element work in his part. A “poster” stand to get the 4 sheets together. A wall to present the

posters. The trainer will distribute “manually” the resources for each group.

TOOLS (more advanced version): a tool for the trainer that enables to automate this process: create a working space for each group (with 4 sheets and showing them together in a poster); define and control the time available for the task of the defining the poster; at the end, put automatically the posters in the wall; system to collect the votes of each group. The resources will be automatically distributed between the groups (the winner get 10% more than the others).

SECOND TASK:

GOALS: 1* 2* 7*

RESULTS: Poster updated

DESCRIPTION: The trainer presents a structured project (new project described in a poster) to the group and the group will need to improve the first poster with the input from the other groups and with the new constraints imposed by the second project (proposed by the trainer) and the limited available

resources, within a limited time.

TOOLS (simple version): The first version of the poster is saved. The trainer gives a new pre-defined “poster”. The groups will edit their initial poster.

TOOLS (advanced version): later

THIRD TASK:

GOALS: 3* 4* 6* 7*

RESULTS: timesheet / allocation of resources

DESCRIPTION: Using the given/ allocated resources to the project, the group will have to choose the “right” resources from all available and to create a “small” timesheet (eg. Gantt chart) considering the defined activities.

TOOLS (simple version): a simple gantt chart tool will be needed (see example figure). Each group will get the resources available for them (robots and objects representing human and non-human resources) from a “shelf”/”closet” of resources. Each robot representing human resources will have the following at-

tributes: name, set of competences (description, v.g. “knows how to plan a project”), availability (v.g. “one day a week”, “only fridays”, “all the time”, etc.), productivity (v.g. “produces 8 products by hour”). Each object representing non-human resources will have the following attributes: name, characteristics (v.g. “machine that produces product X”), productivity (v.g. “machine produces 20 products by hour”), availability (v.g. “available only in the second month of the project”). Each group will have shelves (for instance), each one representing one week. Each group will need to put the shelves (lines) in the “chart editor” and to put in them the available resources (robots and objects), according with competences, productivity and time constraints (availability).

FORTH TASK:

GOALS: 5*

DESCRIPTION: The timesheets/ allocations will be exchanged between group. Each group will now have the responsibility to identify problems in the project that analyses. In the final, each group should present and discuss the project and the recommended changes.

TOOLS (simple version): Save a version of the first version of te timesheets to be possible to to compare them.

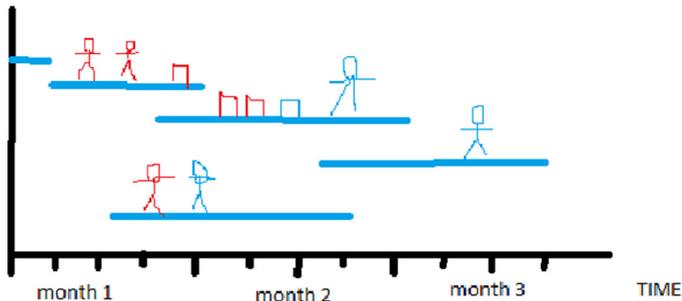
ACTIVITIES

PROJECT 1:

- activity 1
- activity 2
- activity n

PROJECT 2:

- activity 1
- activity 2



Ability to build and lead a team (leadership spirit)

Subjects to be treated

Topics that shall be considered in order to fulfill the competence

1. Definition of leader
2. Types of leadership
3. Assertive communication
4. Cycle of life of “enterprise groups”
5. Applying leadership in enterprise – managing a group.

Methodologies

Specially consider that learning using Virtual platforms require to involve the participants in activities and exercises of learning and less exhibition.

1. Brainstorming on the characteristics of a leader - the trainer shall create boards for each competence arising for the discussion. After the presentation of all boards achieved by the group, those shall be analyzed in order to find the most relevant 10. Boards considered not relevant are deleted and relevant boards are disposed in the walls of

the room.

2. The trainer presents videos where the different types of leadership are noticed. After viewing, the trainer leads the group to find differences between the behaviors of the leaders. He shows diagrams where types of leadership are described.

3. The class must interact with different kinds of communication (verbal and non verbal).

4. Understanding the flow of information and its consequences for group cohesion.

Resources

Online resources.

<http://www.ccl.org/leadership/pdf/research/LeadershipStrategy.pdf>

<http://www.theleadershiphub.com/videos/what-birds-can-teach-us-about-new-leadership>

http://www.youth-partnership.coe.int/youth-partnership/documents/Publications/T-_kits/1/tkit1.pdf

Built objects for learning activities:
3D models for Communication networks (circle, star, chain, wheel) and Leadership Patterns

Time

4 for second Life activities.

3 for autonomous work

1 for tutorship

Actions in Second Life

Activities involving collaboration between the participants.

Experimentation of knowledge in examples.

General idea: 5 groups, one is defined as team leader, this one gets the tasks and the others have to follow.

Exercises:

1. Follow in moving. Leader goes to the area with the 5 piles and stays with the group at one of the piles (20 m local chat should just contain one group)
2. (next person is leader): has to do

body movements with gestures, the others have to repeat them, (speaking is forbidden – “sometimes it’s hard to follow a leader as you don’t know what he/she wants”, the leader has to adjust speed and difficulty according to the possibilities of the team members)

3. Team building action: several (e.g. 7) persons have to “activate” one object in a short time span (e.g. within 1 second). The task for the actual team leader is to synchronize the team members to do. (see tool description) OR groups of 6-8 people, (makes 2 or 3 groups for this exercise). The Trainer gives the task just to the leader, as is: building a cube, uploading a picture, putting the cubes into a pile. (see Module 0 from Leonel). Finally agree on a flag and put this flag on top of your pile (perhaps we need an animated flag)

4. Team building: each of the team members gets one part of a poem (or a song text). The member is just allowed to say this part, nothing else. The team members have to form a queue so that the poem is assembled correctly, if everybody says his/her part according to their

position in the queue. A stopwatch could serve as motivator for speeding up. Gestures might be allowed. The leader visits the people, finds out the more experienced and the ones who need longer. Then the leader splits the group into two smaller groups, giving experienced people to both subgroups. Now each subgroup has to take their cubes, agree on an order and build a pyramid with their cubes. (skill resizing of objects and aligning of objects needed).



5. Brainstorming on the characteristics of a leader on the “brainstorming board”
6. Give a video / financial story of the business environment of our “study company” to the leader, ask him/her to present a summary of some facts to the team: For showing the general idea the leader has to present a 3d-model.

7. The leader has to present more details (e.g. (e.g. market distribution, company divisions, turnover and profit history, he just gets numbers.) to the team, but he/she should use the team members to prepare the 3D-objects for visualization.

8. Evaluation / discussion: what could have made better / faster / more convenient (communication skills are necessary for this task, see “Feedback Sandwich” in Module “Communication”).

All the activities must bear in mind the opportunity to all trainees to be team leaders. This can be done by changing the leader in the groups from activity to activity.

In the end of the module, all trainees must report their learning (synthesis of leaders’ profile and methods of successful leadership in SMEs), as off-line work and present it for discussion of all by e-mail /forum.

Tools in Second Life

Tools:

- Multiple actors needed: an object

should have an activation option (button, menu item) and it should count the number of avatars which are activating the object within a certain time span (e.g. 1 second). The object should be used for “synchronizing” team members. When activated by several avatars (e.g. 7) the object should change appearance (e.g. show a different pattern). After 1 minute it should return to the initial state and reset the counters.

- A stopwatch for comparing the results of different teams could be of use. Optionally configurable as countdown-display with some visual and auditory alarm when the time is over.

Perhaps like this: <https://xstreetsl.com/modules.php?name=Marketplace&file=item&ItemID=459812>

- Animated flag: the object should be editable by the new owner so that a new picture can be applied. Perhaps such a flag is available somewhere for free.

- Brainstorming board: this tool already got discussed somewhere else (but I don't know how clearly it was defined there)

Ability to create strategic, tactic, operational plans

Subjects to be treated

Topics that shall be considered in order to fulfill the competence

1. Definition of business plan.
2. Why it is needed for a company.
3. What are the problems if not having one
4. How to develop it
5. Examples

Methodology

Specially consider that learning using Virtual platforms require to involve the participants in activities and exercises of learning and less exhibition. Nevertheless in this module it is needed some theoretical training that can be taught by fully using the multimedia environment in SL (mostly videos, web resources and “live” presentations).

At first there is a need for two pre-requirements:

1. The trainee should have familiarized himself with basic, managerial and financial issues. That is the

reason for this module to be the last to be taught.

2. The trainee should somehow “work” in a specific business environment. That means to have the same virtual business for all the modules and for all participants in order for each trainee to check the evolution of his work. This is also helpful for this module where the trainee should make use of all the training he took in the other modules. The class must interact with different kinds of communication (verbal and non verbal).

The general topic is the Strategic / Tactic / Operational plans. To clarify them:

-Each trainee should settle his general target. What do we want to do in the market? This is the strategic plan.

-Each trainee should specific objectives that have to be realistic and measurable. This is the tactic plan.

-Each trainee should develop a procedure in order to fulfill his goals

and targets. This is the operational plan

Resources

To be developed (mostly online resources, lessons and training)

Time

To be clarified in the future taking into consideration the overall length of the training.

Actions in Second Life

Activities involving mostly collaboration between the participants, but some individual work as well. Experimentation of knowledge in examples.

General idea: each participant should settle his general business plan (strategic / tactic / operational plans) and make the appropriate corrections to it according to the business environment.

The trainers at first provide some theoretical training on what is a business plan and what are main advantages.

Then they ask of all the participants to create one for their company (the same company for all).

Then they create different situations for all the participants that represent actual changes in the market.

They ask from the participants to take specific decisions according to the situations they have to deal with (i.e. great increase in the oil price that affects the company's operational costs. How do you react?). Each trainee should make clear that every time he takes a decision, he also has to change his plan accordingly.

Finally all the participants check the development of all the plans, the trainers provide changes, corrections and there is a discussion.

Tools in Second Life

Tools:

The main tool is a board on a rail. Its use is simple. Since the whole module is based on different situations and phases, this board somehow depicts the different situations and phases for each trainee. The

board will make several stops on the rail. Each stop is the situation will have to take a decision and at the same time make the needed changes to his original strategic (business) plan. The board before and after this stop will depict the business plan of the trainee before and after his decision. This will be repeated several times in order to cover as many as possible different situations (changes in the competitive financial environment, new taxes, increase in some costs etc.). The trainer will have the opportunity to every time go back and forward to check his trainee's changes in the business plan in order to provide him the needed advises, corrections and changes.

Ability to discover new opportunities

Subjects to be treated

Topics that shall be considered in order to fulfill the competence

1. Definition of an entrepreneur and entrepreneur's profile
2. Business Idea and Business Opportunity definition
3. Where to find information about business opportunities
4. Developing new ideas of business – creativity and innovation
5. Selection of the best business idea
6. SWOT analysis – analysis of best business idea

Expected outcomes

At the end of the course the students:

- Will understand what is really an entrepreneur and what are his necessary abilities in order to start a business
- Will understand what are opportunities in business
- Will know what kind of business

information are necessary for an entrepreneur to identify opportunities and where to find them

- Will be able to understand why to be creative in order to find and develop a successful business
- Will be able to choose and select the best business idea
- Will be able to make a SWOT analysis of his business idea

Methodologies

Taking into account that the students/trainees will use combined methods of learning: virtual world, self-learning work and tutorship activity, the participants will be involved in several activities in order to create interest for the topics of the course and to obtain maximum result in learning.

There will be used different training methods, which will focus on using action-oriented approach and experiential learning methods to develop and enhance the entre-

preneurs' abilities for discovering new business opportunities and to understand and use tools for selecting and analyzing the business opportunities.

1. Brainstorming on definition and necessary skills of an entrepreneur: the participants will be familiarized with the rules of brainstorming; participants will give definitions of an entrepreneur and will identify his necessary skills

After a group discussion about what an entrepreneur is and what is his profile, the e-trainer will display (a board as an image, with pre-written rules of a brainstorming session) the rules of a brainstorming session and will announce the topic of the brainstorming session that will follow – “Entrepreneur’s profile”.

During the session of 10 minutes (this is the usual time in real space; if acting in virtual world takes more time for the trainees to write their ideas and put them on the board, then please advise for the proper time) all the trainees will have to write on the Brainstorming board characteristics/features of an entre-

preneur. At the end of the session, the e-trainer will process the results with the trainees, commenting on which are redundant features so that to delete them and the final board will be transformed into an image that will stay in the class room until the end of the course, when the trainees will be asked to revise the entrepreneur’s profile – to add eventually some more features after acquiring more knowledge and experience during the course.

As an individual exercise, the e-trainer will ask the trainees to take the the self-assessment questionnaire at http://www.bdc.ca/en/business_tools/entrepreneurial_self-Assessment/Entrepreneurial_self-assessment.htm?cookie%5Ftest=1 and then share with each other their results (this will help them when making the SWOT analysis of the chosen business)

2. Business Idea and Business Opportunity – trainer’s presentation of a pdf and open discussion about what is a business idea and a business opportunity.

At the end, the e-trainer will give to all participants as home work

to read from the references <http://www.articlesbase.com/business-ideas-articles/> and <http://www.articlesbase.com/business-opportunities-articles/>, to think of a business idea and then to go on SL and take interviews to different people to get their opinion about their business idea. Based on this “market research” (which will help them also improve their communication skills on SL), to bring to the next class room session an object built by them to illustrate mostly expressive their chosen business idea (which make them improve their skill to build in SL and experiment creativity and innovation).

3.Exercise for the selection of the best business idea

In the class room, each trainee will present his/her business idea. The trainer will lead a discussion which will lead to an initial selection of only three – four of the business ideas presented. Then the trainer will give a pdf presentation of the method of selecting the best business idea from the three or four already selected previously.

The trainees will have as homework

to make the selection of the best business idea based on the presented method (this will be done by dividing the trainees into 2 groups that will work on chat) and to place their tables with results in the class room.

4.Game exercise: the participants will be divided into two groups which will make a SWOT analysis on a business idea which is chosen by participants or by virtual tutor; there will be identified the Strengths, Weaknesses, Opportunities, and Threats

Each of the two groups will work the SWOT analysis on the best business idea resulted from their selection table. So, we need two boards which are first divided only in two sections: + and – (the e-trainer will explain them that they have to think and put on the board elements/motives/features/factors/things that would help them to have a successful business (placed on the board under +) and elements/motives/features/factors/things that will impede, reduce the chances, be an obstacle for the success of their business (placed on the board under -).

When both groups finish to write on the two boards, the e-trainer will moderate a discussion about what they wrote (again deleting the redundant elements) and will make the trainees realize that all those + and – elements can be divided also into things that depend on them/ are inside of the business (displayed then on the boards as ME/INTERNAL) and others that depend of others/the external environment (displayed then on the boards as OTHERS/EXTERNAL). So, the two boards are now divided into 4 quadrans:

+

-

ME/INTERNAL	ME/INTERNAL
OTHERS/EXTERNAL	OTHERS/EXTERNAL

The trainees are asked to replace what they wrote in accordance with the new four quadrans. At the end, the trainer is making the trainees get to the conclusion that positive ME/INTERNAL means Strengths, negative ME/INTERNAL means Weaknesses, positive OTHERS/

EXTERNAL means Opportunities and negative OTHERS/EXTERNAL means Threats and that in fact they did a SWOT analysis of the selected best business idea of each of the 2 groups. Finally, making a comparative analysis of the two SWOTs, the business idea which has more strengths and opportunities will be chosen to be the BUSINESS/company that will be used in all the other games/exercises/simulations from the next modules.

Resources

Online resources:

<http://www.businessstown.com/entrepreneur/article1.asp>

<http://www.smithfam.com/news/ma9.html>

<http://www.entrepreneur.com/startingabusiness/startupbasics/article84134.html>

<http://www.docstoc.com/search/Entrepreneur-Questionnaire/>

http://www.toolkit.com/small_business_guide/sbg

aspx?nid=P01_0000

<http://www.businessstown.com/businessopps/newbiz.asp>

<http://www.mindtools.com/index.html>

<http://www.humanext.com/index.html>

<http://www.leadership-international.org>

[http://mbatoolbox.org/stories/storyReader\\$26](http://mbatoolbox.org/stories/storyReader$26)

<http://www.articlesbase.com/business-opportunities-articles/>

<http://www.articlesbase.com/business-ideas-articles/>

Presentation (ppt or pdf->SL):
Theory and examples on Abilities
to discover new opportunities

Time

6 hours for Second Life activities
(including 3,5 hours in the class-
room with the e-trainer)

2 hours for home work

1 hour for tutorship (meaning by
this the e-trainer on-line commu-
nication with the groups or indi-
vidual trainees)

Actions in Second Life

Activities involving collaboration
between the trainees.

Group dynamics: Movement, com-
munication, building objects

Discussion and presentations

Video presentations

Exercises

Experimentation

Activity

You upload some slides of the castle and present them on boards so that all slides are visible at the same time and the participants can “go through” the presentation. Texts (max. half a screen page) could be provided as note cards which are offered by clicking the board.

The participants work in teams of 3-4 persons

Task text:

“You work as team of consultants and the regional development office asks you to promote this old castle. Think about creative solutions which fit to the history of the building (and the region). Regional development funds are available. Please prepare a short presentation of 2-3 minutes.

Optional: Some funding programs are just eligible if international consortiums apply. Perhaps you can find a concept for addressing these funds.”

Time Management - Ability to manage own time and the time of their teams

Subjects to be treated

Topics that shall be considered in order to fulfill the competence

- 1.Understand the personal relation with the “time”.
- 2.Learn how to create prioritized to-do list.
- 3.Fix goals, allocate tasks and monitor how the team uses time.

Metodologies

Specially consider that learning using Virtual platforms require to involve the participants in activities and exercises:

1.eTrainer will deliver the check-list for self-evaluation “How good is your time-management”?

http://www.mindtools.com/pages/article/newHTE_88.htm.

According to the results of the each trainee, a shared reflection must focus the following obstacles for the successful time-management: interruptions, procrastination; and the supportive strategies: scheduling, goal setting, prioritization,...

2.The eTrainees must write TO DO Lists, respecting criteria for the prioritization of actions. After a given list of actions (at least 8) and a given GOAL, each trainee will work individually to organize them in order of priority, using a limited time (8 minutes). The eTrainer will support this activity delivering information about Strategies of Prioritization such as:

- Simple Prioritization
- Paired Comparison Analysis
- The urgent /important matrix

The eTrainer will also make the participants of the time remaining for the task.

3.Nominal Group Technique:

Nominal Group Technique is a useful technique for prioritizing issues and projects within a group, giving everyone fair input into the prioritization process. This is particularly useful where consensus is important, and where a robust group decision needs to be made.

Using this tool, each group participant “nominates” his or her prior-

ity issues, and then ranks them on a scale, of say 1 to 10. The score for each issue is then added up, with issues then prioritized based on scores. The obvious fairness of this approach makes it particularly useful where prioritization is based on subjective criteria, and where people's "buy in" to the prioritization decision is needed.

Resources

Online resources.

<http://www.mindtools.com/index.html>

Time

2 hours for Second Life activities.

1 hours for autonomous work

Tools in Second Life

TO-DO List Building: For method 2. The list of actions can be given in a shape of blocks that will be aligned by order or set up as pyramid towards the goal. The shape of the structure can vary according to the prioritization strategy used by

the participant. A programmable alarm -clock must be visible to all participants and it will ring when the time is out.

NOMINAL Groups: a score board, where points can be summed and inserted by the participants, according to the choices done.

ⁱ The allocated time shall be obviously short to the size of the task. This situation will require that eTrainees set up a time management plan before start ordering the actions.

Ability to control and manage costs

Competence:

Ability to plan and control: direct costs, overhead costs, cost prices, gross and net profit

Target group:

people with good business ideas but no experience in cost calculation

Subject:

cost calculation as toolbox

Expected Outcomes:

Student is able to perform cost calculations

Student knows to derive an operational cost plan and to calculate product prices

Basic Accounting Skills (?is it international valid?)

Calculating the company profit (and estimating the taxes: national topic)

Methodology (hours)

Method mix beginning with classroom training, including interac-

tive e-learning material and static pdfs as preparation, continuing with exercises and negotiations in Second Life.

Activities/Tasks (what is virtual learning, what is elearning)

Subject: Brief introduction of subject and the use of the e-learning module in classroom training and reference material for the calculation of a company profit. (pdf)

Channel: second life classroom

Duration (minutes): 20

Subject: e-learning module out of ESC (Entrepreneur's Skills Certificate);

Modul A, chapter 5 "Market Management" (30 minutes);

Modul A, training center 5 (first self-assessment test) (15 minutes);

Channel: e-learning /homework

Duration (minutes): 45

Subject: students read the profit calculation reference material (pdf);

Channel: homework

Duration (minutes): 60

Subject: share example pdf: several cost factors (one of the raw material without fixed costs, just “do some internet recherche” for finding this price , students have to calculate and prepare a product price, the example should have some vague information for giving space for discussions later;

Channel: homework

Duration (minutes): 15

Subject: second life session, price comparison – the cheapest one wins? – argumentation “best price” instead of “cheapest price”, market-where? competitors? discussion in free space;

Channel: second life session, open space

Duration (minutes): 60

Subject: Simulation of a “non-perfect market” with the same product (raw material) with different prices in different locations. (Austria, Greece, Italy, ...) -> Navigating to the different locations, checking the price, coming together and discussing;

Channel: second life, objects created and placed on trainer request

Duration (minutes): 45

Material

pdf: basics of profit calculation

e-learning (already available):
http://vita.bitmedia.cc/lms2/content_area.php?root_lo_id=2&lo_id=2&mode=description&sr_parent_ids=1

Chapter

A-5

Market-oriented economic management

Subject area

This subject area deals with sales in the different markets. Why en-

terprises orient themselves to the market (demand) and what a target group is. Introduction to marketing and pricing.

Objectives

The students must understand what marketing entails. Studying the concepts of market research; target groups; product, price, sales, and communications policies; customer relations management; and marketing mix.

Understanding the different factors that influence prices. This includes costs (supply), the competition situation and the market forms derived from it, needs (demand), and preferences. The following market forms must be understood: monopoly, oligopoly, and polypoly.

The students should be able to determine the pricing of a product using a simple costing procedure (competition-oriented pricing, demand-oriented pricing, cost-oriented pricing) and should understand the following concepts: direct costs, overhead costs, cost prices, gross and net sales price, and earnings/profit.

Competence Ability to control and manage costs.

For this competence, the group decided that a good solution would be to create a tool that works in SL as a game about managing costs.

Objective of game:

Allow the players (trainees) are able to learn to manage costs, leading the company to profit.

Game description:

In this small game, the trainee has the possibility of starting a business. This business is created when the trainee clicks on an object inside Second Life.

After the creation of the company, the trainee has the opportunity to choose a certain line of business for your company. As an example, telecommunications, textiles, etc. For each of these branches, there is a situation of marked states, based on current situations marked.

The game progress will be over a year, and at the end of each month, the trainee is given the current situation of the company.

To fight the various market situations, the trainee can manage your business, increasing or decreasing manpower, purchasing resources such as machines, raw materials etc.

Sales Planning

Subjects to be treated

Sales planning involves predicting demand for the product and demand on the sales assets (machines, people, or a combination of both). Failure to plan always means lost sales. Planning insures that when a consumer wishes to purchase the product, the product is available, but it also means opportunities for additional sales are presented and the sales assets are available to exploit these opportunities.

Planning should allow for meeting increasing customer demand for more products, services and/or customization as the business is growing, but also react quickly when demand decreases.

Sales planning improves efficiency and decreases unfocused and uncoordinated activity within the sales process.

Topics that shall be considered in order to fulfil the goal of what a sales plan entails

1. Market Analysis (competitors, prices, products, legislation)
2. Market survey
3. Market Segmentation and positioning
4. Marketing mix : Product, Pricing, Distribution, Promotion
5. Creating a sales annual (plan) chart
6. Techniques of follow up with prospects and customers in order to increase sales
7. Sales reporting - includes the key performance indicators of the sales force (ex financial indicators; quantitative indicators)

Methodologies

Students will use didactical material provided by the trainers and will be asked to perform some tasks in SL using the “SL market”

1. Self-preparation: Students read the provided material (pdf / and / or Power Point) which outlines the essential of each topic
2. For students who do not manage a company yet, choose the same

product (for example clothes) or service which is available in SL, and experiment to elaborate a sales plan by groups, as if they were starting a company (go through all the 7 stages of subjects to be treated (by group of 2 or 3)

3. For the students who already have a company, use their past sales plan to elaborate the following one, putting more attention on the techniques of follow-up with prospects and customers.

4. Each group presents the results to one another and discuss

5.3 of the most important results are :

a) A predicted sales (plan) chart for next year containing product, segments of clients, volume of sales and value expected.

b) A format of a data base of prospects and clients with all the data that would be important in order to be able to increase sales

c) A list of actions or things that

groups will do to enable sales to increase (follow up actions)

Resources

Online resources :

<http://www.microsoft.com/SMALLBUSINESS/startup-toolkit/startup-sales-plan.aspx>

<http://office.microsoft.com/en-us/templates/TC011428491033.aspx>

http://work911.com/planningmaster/Marketing_and_Sales_Planning/

<http://www.infusionsoft.com/edge/?ls=hoovers-26Jan10>

http://en.wikipedia.org/wiki/Sales_management#Sales_Planning

<http://www.businesslink.gov.uk/bdotg/action/detail?r.l1=1073861169&r.l3=1073901350&r>

Time

2 hours for studying didactical material and investigating online resources

3 times 2 hours in SL

Actions in Second Life

Activities involving collaboration between the participants : showing results of their work, in ppt or in board

Trainees “navigating” in SL market, getting information from market and doing a survey with possible clients

Objects and Tools needed in Second Life

1. By groups of 2 or 3 : The conclusions are stated in the Brain Board by main subjects treated
2. Plan (Chart) of sales (by product, last years sales and predicted sales for the next year) : may be in cubes, or ??? I do not have a specific idea

3. Regarding the list of actions to increase sales, a create a funnel (at each time that an action is listed to increase sales, the funnel makes clients enter (figure clients with puppets for example) and it gets bigger, or in the contrary it gets thinner if the group thinks it won't work to attract more customers (or instead of a funnel with clients (puppets), it can be coins)

4. A database of prospects and clients characteristics

Negotiation and decision-making abilities

Subjects to be treated

Goal-oriented and systematic ability to make common resolutions and conclude negotiations and effective persuasion of others
Topics that shall be considered in order to fulfil the competence

1. Knowing negotiation situations
2. Preparation of negotiations
3. Negotiation principles
4. Negotiation techniques
5. Decision making as individual
6. Decision making in teams

Methodologies

This structure consists of self-preparation and quite time-consuming SL-activities.

1. Prepare the topics via online-resources
2. The trainer forms teams of 2 and gives negotiation topics for preparation (one topic per team, e.g. building of roads, buying raw material, negotiating with public bodies about opening a new shop

location, environmental issues, etc.)
The two members should represent the two negotiation parties.

3. The negotiation happens in SL, having the rest of the group as visitors. After each of 3 negotiation stages the visitors can place 3 balls for the negotiating peers. (3-0, 2-1, 1-2, 0-3 or they may even save some balls in the first two rounds and e.g. just give 1-1). Those balls show the performance of negotiators.

The negotiation stages are:

- a. Negotiation introduction (preparing the stage, knowing each other, small talk)
 - b. Putting the arguments and getting a picture
 - c. Finishing the negotiation and getting a solution
4. Additionally to the countable result the peers should give a verbal feedback to both negotiators. (see Feedback sandwich in module

“Communication”)

5. For individual decision making the balanced score card method is to be prepared by the participants.

6. Optional: A balanced score card exercise as group homework by simply adding the scores of the individuals for each choice.

7. Group decision making happens in SL: the options are presented on “display boards”. Each member gets a bag with 9 balls and may put those balls according to the preferences to the according display board. (e.g. 9-0-0, 5-4-0, 3-3-3, etc.)

Resources

Online resources

Negotiation skills:

<http://www.teialehrbuch.de/Kostenlose-Kurse/Basiswissen-fuer-Selbststaendige/17749-Grundsae-tze-der-Verhandlungsfuehrung.html> (in German)

<http://www.mindtools.com/CommSkill/NegotiationSkills.htm> (in English)

<http://www.bizhelp24.com/you-and-work/negotiation-skills.html> (in English)

Balance Score Card:

http://www.valuebasedmanagement.net/methods_balancedscorecard.html

http://managementhelp.org/org_perf/bal_card.htm

Time

4 for second Life activities.

3 for autonomous work

1 for tutorship

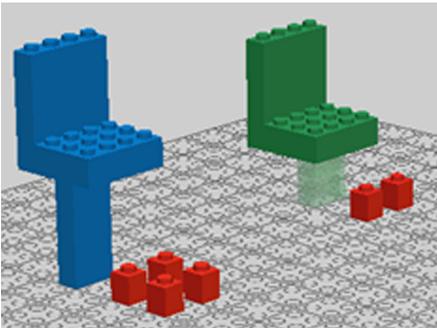
Actions in Second Life

Activities involving collaboration between the participants.

Experimentation of knowledge in examples.

Objects and Tools needed in Second Life

1. A bag of 9 balls which can not be copied by the new owner.
2. A negotiation place with two seats and bags for the peer's balls. The more balls in the bag the higher the corresponding seat gets. (the peer's balls elevate the chairs of the negotiators)



3. Boards with written information for the different choices in decision making. (Boards which can receive and display text messages. 32 characters, either with control device or by tagged chat message e.g. “/99 Holiday in Egypt”)

