



University of Sarajevo
Mechanical Engineering Faculty
Department for Industrial Engineering and Management

Trainings – workshops
for academic staff and students





1 Overview

Two courses where we were applying eVIVA were:

1. Operative Analysis
Instructor: prof. dr. Branko Vučijak
2. Management
Instructor prof. dr. Mugdim Pašić

Target group: Students mainly, but not limitedly, from the Industrial Engineering and Management Department of the Mechanical Engineering Faculty of the University of Sarajevo. Students of the third year of bachelor study

List of students enrolled at „Operational Analysis“ course

1. Alihodžić Anela
2. Avdagić Almedina
3. Bašić Benjamin
4. Bašić Merima
5. Bibić Amina
6. Brkan Luka
7. Čiva Amina
8. Čorović Helena
9. Ćutuk Amina
10. Džakmić Džanin
11. Forto Nejra
12. Gadžo Nejra
13. Hajdarević Harun
14. Idrizi Ahmed
15. Kanlić Amila
16. Karačić Elma
17. Kesten Sukejna
18. Kovačević Aldin
19. Kovač Mirana
20. Mehić Alija
21. Muminović Aida
22. Pašić Adna
23. Pljakić Amil
24. Quraishi Sara
25. Salihi Vildan
26. Selimović Ilda
27. Smailbegović Una
28. Šabanović Benjamin
29. Šaljić Amar
30. Šehić Nejra
31. Šimić Viktor
32. Turudić Amina
33. Viteškić Amer
34. Vražalica Amir
35. Zukanović Medin
36. Zukić Amina



37. Crnovršanin Arijana (kolizija)
38. Dragičević Sanjin (kolizija)
39. Jesús Cabrera Espinosa

List of students enrolled at „Management“ Course:

1. Ajanović Lejla
2. Alihodžić Anela
3. Avdagić Almedina
4. Bašić Benjamin
5. Bašić Merima
6. Bibić Amina
7. Brkan Luka
8. Čengiće Ajdin
9. Čiva Amina
10. Čorović Helena
11. Ćutuk Amina
12. Dozić Benjamin
13. Džakmić Džanin
14. Forto Nejra
15. Hajdarević Harun
16. Ibrišević Aldin
17. Idrizi Ahmed
18. Kalem Amir
19. Kamenjaš Ilma
20. Kanlić Amila
21. Karačić Elma
22. Kesten Sukejna
23. Kovač Mirana
24. Kućanović Zejd
25. Kumalić Adnan
26. Mehić Alija
27. Muminović Aida
28. Omerbegović Haris
29. Omerbegović Ševket
30. Pašić Adna
31. Pljakić Amil
32. Quraishi Sara
33. Rakman Safet
34. Ramljak Amina
35. Salihi Vildan
36. Selimović Ilda
37. Smailbegović Una
38. Šabanović Benjamin
39. Šabeta Faruk
40. Šaljić Amar
41. Šehić Nejra
42. Šimić Viktor
43. Turudić Amina
44. Velispahić Almir



45. Viteškić Amer
46. Vražalica Amir
47. Vuković Armin
48. Zerdo Tarik
49. Zukanović Medin
50. Zukić Amina

After the training in Essen from 02 March 2020 to 04 March 2020, as planned, 30 students were selected and registered at the eVIVA Mahara and eVIVA Moodle platform. Out of the total number of registered 30 students, 15 students attended training sessions – workshops regarding Communication (including Intercultural Communication) Competence and prof. dr. Branko Vučijak was in charge of these training sessions – workshops. Communication (including intercultural communication) Competence has been validated for these students as the final phase of these workshops before end of June 2020. The remaining 15 students attended training sessions – workshops regarding Teamwork Competence and prof. dr. Mugdim Pašić was in charge of these training sessions – workshops. Teamwork Competence has been validated for these students as the final phase of these workshops before end of June 2020.

The list of 30 selected students registered at the eVIVA Mahara and eVIVA Moodle platforms is given below:

1. Amer Viteškić
2. Alija Mehić
3. Almedina Avdagić
4. Amil Pljakić
5. Amina Čutuk
6. Amina Turudić
7. Amina Zukić
8. Amir Vražalica
9. Benjamin Bašić
10. Benjamin Šabanović
11. Džanin Džakmić
12. Ilda Selimović
13. Nejra Šehić
14. Una Smailbegović
15. Vildan Salihi
16. Adna Pašić
17. Ahmed Idrizi
18. Amar Šaljić
19. Amina Bibić
20. Amina Čiva
21. Anela Alihodžić
22. Elma Karačić
23. Harun Hajdarević
24. Luka Brkan
25. Medin Zukanović
26. Merima Bašić
27. Mirana Kovač



28. Nejra Forto
29. Sara Quraishi
30. Sukejna Kesten

Instructors let students to choose Teamwork or Communication (including intercultural communication) options for additional training sessions – workshops according to their preferences. The first fifteen students from the list participated in „Teamwork“ group for trainings and the second fifteen students participated in Communication (including intercultural communication) group for trainings.

Total number of training sessions - workshops was 17. Out of this number 3 training sessions – workshops were organized for academic staff, 12 training sessions – workshops were organized for students, while 2 training sessions – workshop were organized jointly for both academic staff and students. Academic staff of these training sessions were all employees at the Industrial Engineering and Management Department at the Mechanical Engineering Faculty, University of Sarajevo. 30 registered students were students of final year of bachelor study programme in Industrial Engineering and Management at the Mechanical Engineering Faculty, University of Sarajevo.

Besides two professors, prof. dr. Branko Vučijak and prof. dr. Mugdim Pašić, two guests were invited for the training sessions – workshops: Ms. Ilijana Vavan and Ms. Mersiha Halimanović.



Ms. Ilijana Vavan is former director of Kaspersky Lab for Europe, and now is part of the team German VMRay. European portal Channel Partner Insight included Ms. Ilijana Vavan in the list of 30 most influential women in technological industry. She has 25 years of international experience working on managerial positions for the world software giant including Oracle, Microsoft, Kontron, Saba

Software, Juniper Networks as well. She was born and educated in Sarajevo, while from 1992 she has been living abroad and now she lives in Munich, Germany. This was rare opportunity to have such a successful woman to talk about secrets and specifics on her road to get on at the top influential women in technological industry. She was asked to talk to students about Communication, Intercultural Communication, Teamwork and Communication in Team as Factors for Success.



Ms. Mersiha Halimanović is final year master study programme in Industrial Engineering and Management at the Mechanical Engineering Faculty, University of Sarajevo. She completed her master thesis and all required courses. After finishing her bachelor study programme Ms. Halimanović got experience in Level 5 Competencies Validation since was selected to be a member of the team of 15 students from the University of Sarajevo who spent 15 days in Palermo, Italy in September

2019 and had the training in entrepreneurship competencies as part of implementation of ERASMUS+ REBUS (REady for BUSiness) project (<https://www.unsa.ba/index.php/novosti/studenti-masinskog-fakulteta-u-palermu-na-obuci-za-bolji-put-bih-ka-eu>) She was asked to talk to students about Pitch analysis and Level 5 Validation Template for Teamwork as well as her experience as being member of the team of students from the University of Sarajevo while implementing another ERASMUS+ project – REBUS (REady for BUSiness).



2 List of Training Sessions – Workshops

1. Training session - workshop

- a. Date: 09.10.2020.
- b. Topics of the Training:
 - Introduction to eVIVA and service oriented competencies
 - Introduction to Level 5 Competencies
- c. Instructor: prof. dr. Branko Vučijak, prof. dr. Mugdim Pašić
- d. Target group: Academic staff
- e. Venue of the event: Classroom 403 of the Mechanical Engineering Faculty of University of Sarajevo, Vilsonovo šetalište 9, Sarajevo

Participants: prof. dr. Mugdim Pašić, prof. dr. Izet Bijelonja, prof. dr. Fikret Veljović, prof. dr. Edin Kadrić, prof. dr. Hadis Bajrić, assistant professor dr. Zedina Lavić, senior teaching assistant Mirza Pašić, M.Sc., senior teaching assistant Ajdin Vatreš, M.Sc.

Short Description of the Topic 1:

Prof. Mugdim Pašić provided information about concept of the project - Enhancing and Validating service related competences in Versatile learning environments in Western Balkan Universities – eVIVA. e-VIVA is an Erasmus+ Capacity Building in Higher Education project. Project coordinator is European University of Tirana, Albania. There are 16 partners from all 9 countries (Germany, Austria, Portugal, Albania, Bosnia i Hercegovina, Montenegro, Serbia, Kosovo and North Macedonia). It is planned to last for 3 years, with a total budget of 993.581 euros.

The e-VIVA project aims at developing service oriented competences based on the entrepreneurship competences framework (EntreComp) parallel to the main studies of students. e-VIVA training is based on three conceptual frameworks

- Design Thinking
 - o defining the problem, researching, forming ideas, prototyping and testing.
- EntreComp - The Entrepreneurship Competence Framework
- LEVEL5 - System for Competence Oriented Learning and Validation

Service related competencies were grouped in five categories:

- Field Competence
- Entrepreneurial Competencies
- Organizational Competencies
- Social Competencies
- Personal Competences

Each category was explained.

Promotion material used: PowerPoint presentation; e-Viva project website (<https://evivaproject.eu/>)

Short Description of the Topic 2:

prof. dr. Branko Vučijak presented Level 5 concept for validation of competencies, underlining entrepreneurial competencies. Presentation introduced the tripod definition of any competence (knowledge + skills + attitude), and offered examples of reference systems for specific competencies. Event was concluded with discussion of the participants and acceptance of conclusion remarks regarding the next steps of the e-Viva project.



Promotion material used: PowerPoint presentation; e-Viva project website (<https://evivaproject.eu/>)

2. Training session - workshop

- a. Date: 13.10.2020.
- b. Topic of the Training:
 - Introduction to eVIVA and service oriented competencies
 - Design Thinking
- c. Instructor: prof. dr. Mugdim Pašić
- d. Target group: Students
- e. Venue of the event: Classroom 403 of the Mechanical Engineering Faculty of University of Sarajevo, Vilsonovo šetalište 9, Sarajevo

Participants: Ajanović Lejla, Alihodžić Anela, Avdagić Almedina, Bašić Benjamin, Bašić Merima, Bibić Amina, Brkan Luka, Čengić Ajdin, Čiva Amina, Čorović Helena, Čutuk Amina, Dozić Benjamin, Džakmić Džanin, Forto Nejra, Hajdarević Harun, Ibrišević Aldin, Idrizi Ahmed, Kalem Amir, Kamenjaš Ilma, Kanlić Amila, Karačić Elma, Kesten Sukejna, Kovač Mirana, Kučanović Zejd, Kumalić Adnan, Mehić Alija, Muminović Aida, Omerbegović Haris, Omerbegović Ševket, Pašić Adna, Pljakić Amil, Quraishi Sara, Rakman Safet, Ramljak Amina, Salihi Vildan, Selimović Ilda, Smailbegović Una, Šabanović Benjamin, Šabeta Faruk, Šaljić Amar, Šehić Nejra, Šimić Viktor, Turudić Amina, Velispahić Almir, Viteškić Amer, Vražalica Amir, Vuković Armin, Zerdo Tarik, Zukanović Medin, Zukić Amina

Short Description of the Topic 1:

Within the course Management Instructor provided information about concept of the project - Enhancing and Validating service related competences in Versatile learning environments in Western Balkan Universities – eVIVA. e-VIVA is an Erasmus+ Capacity Building in Higher Education project. Project coordinator is European University of Tirana, Albania. There are 16 partners from all 9 countries (Germany, Austria, Portugal, Albania, Bosnia i Herzegovina, Montenegro, Serbia, Kosovo and North Macedonia). It is planned to last for 3 years, with a total budget of 993.581 euros. Beside the project coordinator, partners in the project are: Blended Learning Institutions Cooperative (DE), Die Berater Unternehmensberatungs Gesellschaft Mbh (AT), Universitaet Duisburg-Essen (DE), Univerzitet u Sarajevu-UNSA (BA), Universidade Nova De Lisboa (PT), Javna Ustanova Univerzitet Crne Gore Podgorica (ME), Jonika Majka Teresa Skopje (MK), N.Sh. Kolegji Aga Xhite (XK), Ss. Cyril And Methodius University in Skopje (MK), Universitet Aleksander Xhuvani Elbasan-UEAXK (AL), Universiteti Publik Kadri Zeka (XK), Univerzitet Donja Gorica Podgorica (ME), Sarajevo School of Science and Technology-SSST (BA), Univerzitet u Nišu (RS) and Univerzitet u Novom Sadu (RS).

The e-VIVA project aims at developing service oriented competences based on the entrepreneurship competences framework (EntreComp) parallel to the main studies of students. e-VIVA training is based on three conceptual frameworks

- Design Thinking
 - o defining the problem, researching, forming ideas, prototyping and testing.
- EntreComp - The Entrepreneurship Competence Framework
- LEVEL5 - System for Competence Oriented Learning and Validation



Service related competencies were grouped in five categories:

- Field Competence
- Entrepreneurial Competencies
- Organizational Competencies
- Social Competencies
- Personal Competences

Each category was explained.

Also, the role of the students in the implementation of the e-VIVA project was explained. Also students were informed that 10 selected students would go to University of Duisburg - Essen to attend training and validation in selected service oriented competencies. This was motivational session as well.

Promotion material used: PowerPoint presentation; e-Viva project website (<https://evivaproject.eu/>)

Short Description of the Topic 2:

Theoretical concept of Design thinking (DT) was explained, examples and some statistical indicators about the success of the implementation of solutions that are obtained by applying DT.

Five phases of DT were explained:

Stage 1: Empathize—Research Your Users' Needs

Stage 2: Define—State Your Users' Needs and Problems

Stage 3: Ideate—Challenge Assumptions and Create Ideas

Stage 4: Prototype—Start to Create Solutions

Stage 5: Test—Try Your Solutions Out

As a practical part of the work on the topic of Design Thinking, students were divided into groups and each group had the task to design and innovate a product or service using the DT approach.

Design Thinking concept was introduced to students within course Management and was part of their projects. Students held their group presentations of their project at the end of semester.

Promotion material used: PowerPoint presentation; e-Viva project website (<https://evivaproject.eu/>)

3. Training session - workshop

- a. Date: 22.10.2019.
- b. Topic of the Training: Pitch Analysis
- c. Instructor: prof. dr. Edin Kadrić
- d. Target group: Academic staff
- e. Venue of the event: Classroom 403 of the Mechanical Engineering Faculty of University of Sarajevo, Vilsonovo šetalište 9, Sarajevo

Participants: prof. dr. Mugdim Pašić, prof. dr. Branko Vučijak, prof. dr. Izet Bijelonja, prof. dr. Fikret Veljović, prof. dr. Hadis Bajrić, assistant professor dr. Zedina Lavić, senior teaching assistant Mirza Pašić, M.Sc., senior teaching assistant Ajdin Vatreš, M.Sc.



Short description of the Topic:

Pitch Analysis presentation was done for members of the Department of Industrial Engineering and Management. The lecture was attended by all members of the department and all project team members. Prof. Kadrić presented theoretical concept of Pitch Analysis, its use and main elements, example and tips for making good Pitch Elevator, and links to external additional Pitch advices and examples. During and after presentation members of the Department exchanged their opinions and experiences regarding Pitch Analysis.

Promotion material used: PowerPoint presentation; e-Viva project website (<https://evivaproject.eu/>)

4. Training session - workshop

- a. Date: 23.10.2020.
- b. Topic of the Training: Pitch Analysis
- c. Instructor: Mersiha Halimanović
- d. Target group: Students
- e. Venue of the event: Classroom 403 of the Mechanical Engineering Faculty of University of Sarajevo, Vilsonovo šetalište 9, Sarajevo

Participants: Ajanović Lejla, Alihodžić Anela, Avdagić Almedina, Bašić Benjamin, Bašić Merima, Bibić Amina, Brkan Luka, Čengić Ajdin, Čiva Amina, Čorović Helena, Čutuk Amina, Đozić Benjamin, Džakmić Džanin, Forto Nejra, Hajdarević Harun, Ibrišević Aldin, Idrizi Ahmed, Kalem Amir, Kamenjaš Ilma, Kanlić Amila, Karačić Elma, Kesten Sukejna, Kovač Mirana, Kućanović Zejd, Kumalić Adnan, Mehić Alija, Muminović Aida, Omerbegović Haris, Omerbegović Ševket, Pašić Adna, Pljakić Amil, Quraishi Sara, Rakman Safet, Ramljak Amina, Salihi Vildan, Selimović Ilda, Smailbegović Una, Šabanović Benjamin, Šabeta Faruk, Šaljić Amar, Šehić Nejra, Šimić Viktor, Turudić Amina, Velispahić Almir, Viteškić Amer, Vražalica Amir, Vuković Armin, Zerdo Tarik, Zukanović Medin, Zukić Amina

Short description of the Topic:

This workshop presented to students practical business tools to communicate, analyze, and design the business model of any organization with an emphasis on a start-up business. The workshop was designed to convey the essentials of what students need to know in a quickly, simplified, and visual manner. Practical examples were presented. Students were divided into two groups consisting of 25 students so the workshop was held twice – for each group one workshop.

The starting point of the workshop was a shared understanding of what an Elevator Pitch actually is. Students learned the importance of having a good elevator speech when it comes to introducing themselves, leaving a good impression, telling a story, selling something, or presenting their business idea as quickly and succinctly as possible - 30 seconds or less. The elevator pitch sentence structure was presented to the students for the sake of easier writing an elevator pitch of their own business ideas. In the second half of the first workshop, the content was based on the business tool called Business Model Canvas. It presented the usual understanding of “what is a business model” and why we need a tool to describe and analyze business models. Each of the nine building blocks of the Canvas was explained. An example with the Skype and Low-Cost Airline business models was offered. At the end of this workshop, the learned concept and tools were summarized. Students gave positive feedback about the workshop.



Pitch Analysis concept was introduced to students within course Management and was part of their projects. Students held their group presentations of their project at the end of semester.

Promotion material used: PowerPoint presentation

5. Training session - workshop

- a. Date: 05.11.2019.
- b. Topic of the Training: Design Thinking
- c. Instructor: prof. dr. Hadis Bajrić
- d. Target group: Academic staff
- e. Venue of the event: Classroom 403 of the Mechanical Engineering Faculty of University of Sarajevo, Vilsonovo šetalište 9, Sarajevo

Participants: prof. dr. Mugdim Pašić, prof. dr. Branko Vučijak, prof. dr. Izet Bijelonja, prof. dr. Fikret Veljović, prof. dr. Edin Kadrić, assistant professor dr. Zedina Lavić, senior teaching assistant Mirza Pašić, M.Sc., senior teaching assistant Ajdin Vatreš, M.Sc.

Short Description of the Topic:

On the fifth of November 2019, prof. Hadis Bajric gave a presentation for members of the Department of Industrial Engineering and Management on the topic of Design Thinking. The lecture was attended by all members of the department and all project team members. Prof. Bajrić presented the theoretical concept of Design thinking, examples and some statistical indicators about the success of the implementation of solutions that are obtained by applying DT. The members of the department exchanged their opinions and experiences regarding DT. Prof. Bajric presented the five phases of DT:

Stage 1: Empathize—Research Your Users' Needs

Stage 2: Define—State Your Users' Needs and Problems

Stage 3: Ideate—Challenge Assumptions and Create Ideas

Stage 4: Prototype—Start to Create Solutions

Stage 5: Test—Try Your Solutions Out

The Instructor also made a multimedia presentation of DT case study:

- GE Healthcare – Building a better MR scanner experience for children by using paintings and storytelling
- Thomas Jefferson University, University of Michigan, University of Minnesota, University of Montreal
- Design Thinking Success Stories at Airbnb – Using DT to Avoid Bankruptcy & Develop a Winning Business Model
- Design thinking and a \$25 incubator: a case study (Students at the Stanford d. school were challenged to design a less expensive incubator for babies born prematurely in Nepal).

Promotion material used: PowerPoint presentation; e-Viva project website (<https://evivaproject.eu/>)

6. Training session - workshop

- a. Date: 03.12.2019.
- b. Topic of the Training: Design Thinking
- c. Instructor: prof. dr. Hadis Bajrić



- d. Target group: Students
- e. Venue of the event: Classroom 403 of the Mechanical Engineering Faculty of University of Sarajevo, Vilsonovo šetalište 9, Sarajevo

Participants: Alihodžić Anela, Avdagić Almedina, Bašić Benjamin, Bašić Merima, Bibić Amina, Brkan Luka, Crnovršanin Arijana, Čiva Amina, Ćorović Helena, Ćutuk Amina, Dragičević Sanjin, Džakmić Džanin, Forto Nejra, Gadžo Nejra, Hajdarević Harun, Idrizi Ahmed, Jusić Nermin, Kanlić Amila, Karačić Elma, Kesten Sukejna, Kovač Mirana, Kovačević Aldin, Mehić Alija, Muminović Aida, Pašić Adna, Pljakić Amil, Quraishi Sara, Salihi Vildan, Selimović Ilda, Smailbegović Una, Šabanović Benjamin, Šaljić Amar, Šehić Nejra, Šimić Viktor, Turudić Amina, Viteškić Amer, Vražalica Amir, Zukanović Medin, Zukić Amina

Short Description of the Topic:

As part of the course Development of Quality System, which is attended by Industrial engineering and management students in the third year, Prof. Bajrić held a lecture on the topic of Design Thinking. Prof. Bajrić presented the theoretical concept of Design thinking, examples and some statistical indicators about the success of the implementation of solutions that are obtained by applying DT. Prof. Bajrić presented the five phases of DT:

Stage 1: Empathize—Research Your Users' Needs

Stage 2: Define—State Your Users' Needs and Problems

Stage 3: Ideate—Challenge Assumptions and Create Ideas

Stage 4: Prototype—Start to Create Solutions

Stage 5: Test—Try Your Solutions Out

The Instructor also made a multimedia presentation of DT case study:

- GE Healthcare – Building a better MR scanner experience for children by using paintings and storytelling
- Thomas Jefferson University, University of Michigan, University of Minnesota, University of Montreal
- Design Thinking Success Stories at Airbnb – Using DT to Avoid Bankruptcy & Develop a Winning Business Model
- Design thinking and a \$25 incubator: a case study (Students at the Stanford d. school were challenged to design a less expensive incubator for babies born prematurely in Nepal).

As a practical part of the work on the topic of Design Thinking, students were divided into groups and each group had the task to design and innovate a product or service using the DT approach. Students held their group presentations during the semester.

Promotion material used: PowerPoint presentation; e-Viva project website (<https://evivaproject.eu/>)

7. Training session - workshop

- a. Date: 18.12.2020.
- b. Topic of the Training: Pitch analysis
- c. Instructor: Mersiha Halimanović
- d. Target group: Students
- e. Venue of the event: Classroom 403 of the Mechanical Engineering Faculty of University of Sarajevo, Vilsonovo šetalište 9, Sarajevo



This was the second workshop on Pitch Analysis held by Mersiha Halimanović within the course Management. The second workshop was held also two times as well for each group of students. One group consisted of 25 students. The presented concept in the previous workshop held on 23.10.2020. allowed students to describe and think through the business model of their own business idea. This workshop was not lecturing, but interactive and included practical discussions about students' elevator pitches and business model canvases. Students were working in groups on their ideas about the business model. They described through business model canvas how their organization creates, delivers, and captures value. Workshop materials they used were: canvases A2 format, sticky notes – few different colors, and color markers. Student working groups were supported during the workshop and all their questions were answered.

Pitch Analysis concept was introduced to students within course Management and was part of their projects. Students held their group presentations of their project at the end of semester.

Promotion material used: PowerPoint presentation.

8. Training session – workshop

- a. Date: 15.01.2020.
- b. Topic of the Training: Presentation of students' projects
- c. Instructors: prof. dr. Mugdim Pašić, prof. dr. Branko Vučijak
- d. Target group: students
- e. Venue of the event: Classroom 101 of the Mechanical Engineering Faculty of University of Sarajevo, Vilsonovo šetalište 9, Sarajevo

Participants:

Ajanović Lejla, Alihodžić Anela, Avdagić Almedina, Bašić Benjamin, Bašić Merima, Bibić Amina, Brkan Luka, Čengić Ajdin, Čiva Amina, Čorović Helena, Ćutuk Amina, Đozić Benjamin, Džakmić Džanin, Forto Nejra, Hajdarević Harun, Ibrišević Aldin, Idrizi Ahmed, Kalem Amir, Kamenjaš Ilma, Kanlić Amila, Karačić Elma, Kesten Sukejna, Kovač Mirana, Kućanović Zejd, Kumalić Adnan, Mehić Alija, Muminović Aida, Omerbegović Haris, Omerbegović Ševket, Pašić Adna, Pljakić Amil, Quraishi Sara, Rakman Safet, Ramljak Amina, Salihi Vildan, Selimović Ilda, Smailbegović Una, Šabanović Benjamin, Šabeta Faruk, Šaljić Amar, Šehić Nejra, Šimić Viktor, Turudić Amina, Velispahić Almir, Viteškić Amer, Vražalica Amir, Vuković Armin, Zerdo Tarik, Zukanović Medin, Zukić Amina

As part of Management course students had a task to develop project of their conceptual start-up. Design Thinking and Pitch Analysis were used as well in developing conceptual start up. Students were divided into 9 teams, and each team presented their work. Presentation included power point presentations and Pitch Analysis panel. Start-up development included creation of certain financial documents as well. Students assigned roles in each team themselves. Through the teamwork they were developing teamwork and communication competencies that would be validated later on for the purpose of e-VIVA project.

prof. Mugdim Pašić and prof. dr. Branko Vučijak commented each presentation.

Below are pictures of all teams that had presentations.

Team 1



Team 2





Team 3



Team 4





Team 5



Team 6





Team 7



Team 8



Team 9



9. Training session - workshop

- Date: 08.04.2020.
- Topic of the Training: eVIVA - Mahara, Moodle and Level 5 Platform
- Instructor: prof. dr. Edin Kadrić
- Target group: Academic staff and Students
- Venue of the event: Big Blue Button platform (BBB) within Moodle courseware system of the Mechanical Engineering Faculty of the University of Sarajevo

Participants (academic staff): prof. dr. Mugdim Pašić, prof. dr. Branko Vučijak, prof. dr. Izet Bijelonja, prof. dr. Fikret Veljović, prof. dr. Hadis Bajrić, assistant professor dr. Zedina Lavić, senior teaching assistant Mirza Pašić, M.Sc., senior teaching assistant Ajdin Vatreš, M.Sc.

Participants (students): Amer Viteškić, Alija Mehić, Almedina Avdagić, Amil Pljakić, Amina Ćutuk, Amina Turudić, Amina Zukić, Amir Vražalica, Benjamin Bašić, Benjamin Šabanović, Džanin Džakmić, Ilda Selimović, Nejra Šehić, Una Smailbegović, Vildan Salihi, Adna Pašić, Ahmed Idrizi, Amar Šaljić, Amina Bibić, Amina Čiva, Anela Alihodžić, Elma Karačić, Harun Hajdarević, Luka Brkan, Medin Zukanović, Merima Bašić, Mirana Kovač, Nejra Forto, Sara Quraishi, Sukejna Kesten.

Short Description of the Topic:

Prof. Edin Kadrić gave a training on use of Mahara platform and moodle and LEVEL5 modules for members and students of the Department of Industrial Engineering and Management. The



training was attended by all members and 30 of 3rd year students. The Instructor presented steps in creation of Mahara profile including detailed description and explanation of all elements that can be added to profile page. During presentation prof. Kadrić created his own profile as an example. Access to moodle and LEVEL5 modules from Mahara platform are presented to all participants. During and after training, members and students of the department, have asked questions and exchanged their opinions on Mahara platform and moodle and LEVEL5 modules.

Promotion material used: PowerPoint presentation; e-Viva project website (<https://evivaproject.eu/>)

10. Training session - workshop

- a. Date: 14.04.2020.
- b. Topics of the Training:
 - Introduction to Level 5 competencies
 - Level 5 Competence descriptions & Reference Systems with emphasis on Teamwork and Communication -including Intercultural)
 - Level 5 Validation Template in excel for Teamwork and Communication (including Intercultural)
- c. Instructor: prof. dr. Branko Vučijak
- d. Target group: Academic staff and Students
- e. Venue of the event: Zoom platform

Participants (academic staff): prof. dr. Mugdim Pašić, prof. dr. Izet Bijelonja, prof. dr. Fikret Veljović, prof. dr. Edin Kadrić, prof. dr. Hadis Bajrić, assistant professor dr. Zedina Lavić, senior teaching assistant Mirza Pašić, M.Sc., senior teaching assistant Ajdin Vatreš, M.Sc.

Participants (students): Amer Viteškić, Alija Mehić, Almedina Avdagić, Amil Pljakić, Amina Ćutuk, Amina Turudić, Amina Zukić, Amir Vražalica, Benjamin Bašić, Benjamin Šabanović, Džanin Džakmić, Ilda Selimović, Nejra Šehić, Una Smailbegović, Vildan Salih, Adna Pašić, Ahmed Idrizi, Amar Šaljić, Amina Bibić, Amina Čiva, Anela Alihodžić, Elma Karačić, Harun Hajdarević, Luka Brkan, Medin Zukanović, Merima Bašić, Mirana Kovač, Nejra Forto, Sara Quraishi, Sukejna Kesten.

Short Description of the Topic:

Event was organized as a compiled presentation of needs to introduce entrepreneurial topics into engineering curricula, e-Viva objectives, definition of entrepreneurship and list of related competencies, the tripod definition of any competence (knowledge + skills + attitude), and finally introducing the Level 5 concept for validation of competencies, underlining entrepreneurial competencies. Presentation also offered reference systems for the two selected competencies – teamwork and communication (incl. intercultural), and provided guidelines for students' supervised self-evaluation for one these competencies as the next step of their participation in the e-Viva project.

Promotion material used: PowerPoint presentation; Level 5 Validation Template Teamwork, Level 5 Validation Template Communication including Intercultural”, e-Viva project website (<https://evivaproject.eu/>)



11. Training session - workshop

- a. Date: 21.04.2020.
- b. Topic of the Training: Level 5 Competencies Descriptions & Reference Systems
- c. Instructors: prof. dr. Mugdim Pašić, Mersiha Halimanović
- d. Target group: Students
- e. Venue of the event: Big Blue Button platform (BBB) within Moodle courseware system of the Mechanical Engineering Faculty of the University of Sarajevo

Participants: Amer Viteškić, Alija Mehić, Almedina Avdagić, Amil Pljakić, Amina Ćutuk, Amina Turudić, Amina Zukić, Amir Vražalica, Benjamin Bašić, Benjamin Šabanović, Džanin Džakmić, Ilda Selimović, Nejra Šehić, Una Smailbegović, Vildan Salihi.

Short Description of the Topics:

Following the introductory session held on 14.04.2020. by prof. dr. Branko Vučijak on Level 5 concept for validation of competencies, as well as reference systems for the two selected competencies – teamwork and communication (incl. intercultural), and provided guidelines for students' supervised self-evaluation for one these competencies as the next step of their participation in the e-Viva project, this workshop was designed to explain in details each level of reference system and corresponding description regarding teamwork competence for knowledge, skills and attitude. Also instructors explained to students how to choose the level for each dimension of the teamwork competence and fill in column Rating and Reasoning at the beginning in excel worksheet Rating Competence for supervised self evaluation. Mersiha Halimanović shared her own experience when she was performing self evaluation of the selected competencies in Palermo within Erasmus+ REBUS project during Septemebr 2019.

Students were provided with the document “Describing Levels - How to fill in excel file Teamwork – Hints” to help them in understanding this process.

Students were given task to fill in columns “Level” and “Rating and Reasoning at the Beginning” in worksheet “Rating Comptence” within excel file “Level 5 Validation Template Teamwork”

Promotion material used:

- Level 5 Validation Template Teamwork,
- Describing Levels – How to fill in excel file for Teamwork HINTS
- e-VIVA reference system,
- Level 5 Reveal Flyer,
- Level 5 Assessment Pack Team Competences
- e-Viva project website (<https://evivaproject.eu/>)

12. Training session - workshop

- a. Date: 28.04.2020.
- b. Topic of the Training: Communication (including communicating in team)
- c. Instructors: prof. dr. Branko Vučijak
- d. Target group: Students
- e. Venue of the event: Zoom platform



Participants (students): Amer Viteškić, Alija Mehić, Almedina Avdagić, Amil Pljakić, Amina Ćutuk, Amina Turudić, Amina Zukić, Amir Vražalica, Benjamin Bašić, Benjamin Šabanović, Džanin Džakmić, Ilda Selimović, Nejra Šehić, Una Smailbegović, Vildan Salih, Adna Pašić, Ahmed Idrizi, Amar Šaljić, Amina Bibić, Amina Čiva, Anela Alihodžić, Elma Karačić, Harun Hajdarević, Luka Brkan, Medin Zukanović, Merima Bašić, Mirana Kovač, Nejra Forto, Sara Quraishi, Sukejna Kesten.

Participant: prof. dr. Mugdim Pasic

Short description of the Topic:

Four ears model was explained to participants. Goal of this workshop was to explain and train participants of the different aspects of understanding and interpreting a message - participants get a feeling for their own “preferred” ways of interpreting a message and become more sensitive when detecting their communication partners’ “strong ears”. Every message has four facets, not the same emphasis might be put on each – these are:

- Fact
- Self-revealing
- Relationship, and
- Appeal (demand)

Factual Level contains statements which mere data and facts, as part of the communicated content

- Self-revealing or self-disclosure - the speaker provides info on himself/herself, on its motives, values, emotions etc. It happens both consciously or not intended
- Relationship - shows how the message sender gets along with the receiver and what she/he thinks of her/him
- Appeal or Demand - presents the wish, desire, advice, instruction to the receiver, that the speaker is seeking

Every layer can be misunderstood individually

Communication in team was explained and discussed with students as well.

Instructors through lively discussion with the students discussed several examples of communication and communication in team.

Source: Pro-Skills 2011 / Schulz von Thun, F. (1991). Miteinander reden 1: Störungen und Klärungen. Hamburg: rororo.

Promotion material used: PowerPoint presentation, e-Viva project website (<https://evivaproject.eu/>)

13. Training session - workshop

- a. Date: 12.05.2020.
- b. Topic of the Training: Communication, Intercultural Communication, Communication in Team and Teamwork Competencies as Factors for the Success
- c. Instructors: Iljana Vavan, prof. dr. Branko Vučijak, prof. dr. Mugdim Pašić
- d. Target group: Students
- e. Venue of the event: Zoom platform

Participants (students): Amer Viteškić, Alija Mehić, Almedina Avdagić, Amil Pljakić, Amina Ćutuk, Amina Turudić, Amina Zukić, Amir Vražalica, Benjamin Bašić, Benjamin Šabanović, Džanin Džakmić, Ilda Selimović, Nejra Šehić, Una Smailbegović, Vildan Salih, Adna Pašić,



Ahmed Idrizi, Amar Šaljić, Amina Bibić, Amina Čiva, Anela Alihodžić, Elma Karačić, Harun Hajdarević, Luka Brkan, Medin Zukanović, Merima Bašić, Mirana Kovač, Nejra Forto, Sara Quraishi, Sukejna Kesten.

The main presenter was Ms. Ilijana Vavan. She presented her story to students from the time she left her birthplace the city of Sarajevo as final year student of the Faculty of Electrical Engineering of the University of Sarajevo until she was included in the list of 30 most influential women in technological industry. Since she worked at managerial positions at world famous companies, and worked all her professional life in the international and intercultural environment, she explained in details the importance of communication, intercultural communication, teamwork and communication in team for the success and career development. She also explained why she left companies considered as giants. Ms. Vavan told students to have self-confidence and that with the knowledge from the University of Sarajevo they can be competitive anywhere in the world. She finished her presentation with the message to students that „impossible is possible“.

14. Training session - workshop

- a. Date: 14.05.2020.
- b. Topic of the Training: Teamwork
- c. Instructor: prof. dr. Mugdim Pašić
- d. Target group: Students
- e. Venue of the event: Big Blue Button platform (BBB) within Moodle courseware system of the Mechanical Engineering Faculty of the University of Sarajevo

Participants: Amer Viteškić, Alija Mehić, Almedina Avdagić, Amil Pljakić, Amina Ćutuk, Amina Turudić, Amina Zukić, Amir Vražalica, Benjamin Bašić, Benjamin Šabanović, Džanin Džakmić, Ilda Selimović, Nejra Šehić, Una Smailbegović, Vildan Salihi.

Short Description of the Topic:

Instructor's presentation was about team and teamwork. Presentation offered understanding of teamwork and why teamwork is important; success factors, value of diversity; roles in team, difficult team members and how to deal with difficult team members, symptoms of non-efficient teams, characteristics of effective team, role of team leader in team work, effective team leader, team leader and emotional intelligence, results – relationship – processes, team members and emotional intelligence.

Following team development phases were explained as well:

- Forming
- Norming
- Storming
- Performing
- Completing

Promotion material used: PowerPoint presentation, e-Viva project website (<https://evivaproject.eu/>)

15. Training session - workshop

- a. Date: 19.05.2020.
- b. Topic of the Training: Teamwork



- c. Instructor: prof. dr. Mugdim Pašić
- d. Target group: Students
- e. Venue of the event: Big Blue Button platform (BBB) within Moodle courseware system of the Mechanical Engineering Faculty of the University of Sarajevo

Participants: Amer Viteškić, Alija Mehić, Almedina Avdagić, Amil Pljakić, Amina Ćutuk, Amina Turudić, Amina Zukić, Amir Vražalica, Benjamin Bašić, Benjamin Šabanović, Džanin Džakmić, Ilda Selimović, Nejra Šehić, Una Smailbegović, Vildan Salihi.

Following training session – workshop held on 14.05.2020. by prof. dr. Mugdim Pašić this training session – workshop was focused on exercises and to provide students with the practical teamwork experience.

Students were divided into groups of 5 students. First exercise was to ask each group to “Think about the best team you have ever been on. What are five key factors that made it your best team?” “What is a team for you? What is essential in good teamwork? What success factors for teamwork exist?” During each sentence each team of students got same five sentences with order of words that makes no sense. Each team had the task to reorder the words for each sentence that makes sense. The winner team is the one who completes task at minimal time.

During the third exercise they had to design egg package that can sustain a drop of at least 2,5 meters or one floor of a building and develop idea for advertisement to present to group afterwards. For all three above exercises students discussed quality of collaboration: everyone included, everyone able to contribute, everyone heard; Roles taken; What went well, what could be improved; What did it feel like to be part of that team. The fourth exercise showed relevance and difficulty of clear, outcome oriented communication in team. One student is selected and this student only got a picture given by the instructor which is made up of simple geometric forms. Then the student described a picture as precisely as possible to other students so the listeners would be able to draw the same picture based on the instructions. Students reflected on exercise and identified important points/difficulties/qualities of communication that were beneficial based on the prior experience.

Students were given the following task as homework and to submit to instructor:

A job competition has been published. In the text of the announcement it is stated that that a person who applies must possess teamwork competencies. You decided to apply for a job. Write a few sentences (one short paragraph) to describe your teamwork competencies when applying for a job.

Promotion material used: PowerPoint presentation, Teamwork Word Puzzle Exercise, Teamwork Egg Drop Instructions, Teamwork Behind the screen exercise-Viva project website (<https://evivaproject.eu/>)

16. Training session - workshop

- a. Date: 26.05.2020.
- b. Topic of the Training:
 - Level 5 Competencies Supervised Self Evaluation – Discussion on instructor’s comments and review of filled excel Level 5 Table
- c. Instructor: Mugdim Pašić
- d. Target group: Students



- e. Venue of the event: Big Blue Button platform (BBB) within Moodle courseware system of the Mechanical Engineering Faculty of the University of Sarajevo

Participants: Amer Viteškić, Alija Mehić, Almedina Avdagić, Amil Pljakić, Amina Ćutuk, Amina Turudić, Amina Zukić, Amir Vražalica, Benjamin Bašić, Benjamin Šabanović, Džanin Džakmić, Ilda Selimović, Nejra Šehić, Una Smailbegović, Vildan Salihi.

Short Description of the Topic:

Prof. Mugdim Pašić received Level 5 Validation Template Teamwork excel file filled worksheet Rating Competence by each student included in validation of teamwork competence. Prof. Pašić wrote comments in the column next to the Column Rating and reasoning at the beginning. The aim of this workshop was to review students' answers – chosen levels for knowledge, skills and attitudes and reasoning and rating at the beginning based on instructor's comments. Students were given a task to complete filling in rating competence worksheet and to fill in column Level, Rating and Reasoning at the end and column Comments.

Promotion material used: Level 5 Validation Template Teamwork, e-Viva project website (<https://evivaproject.eu/>)

17. Training session - workshop

- f. Date: 01.06.2020.
g. Topic of the Training:
- Intercultural communication – understanding the cultural iceberg, cultural misinterpretations, conflict resolution styles
h. Instructor: prof. dr. Branko Vučijak
i. Target group: Students
j. Venue of the event: Zoom platform

Participants: Adna Pašić, Ahmed Idriži, Amar Šaljić, Amina Bibić, Anela Alihodžić, Elma Karačić, Harun Hajdarević, Luka Brkan, Medin Zukanović, Merima Bašić, Mirana Kovač, Nejra Forto, Sara Quraishi, Sukejna Kesten.

Short Description of the Topic:

Prof. Branko Vučijak at first commented initial (before start of the training) students' self-evaluations for the communication competence and pointed out to the most common mistakes in reasoning. Based on these comments students were given a task to revise the start evaluations and to complete rating competence worksheet with filling in columns on Level, Rating and Reasoning at the end.

After that each of participating students were presenting one selected video from the UNSA module on intercultural communication available on e-Viva Moodle platform, and explaining the key messages provided, while three other students were playing the "opponent" role, giving their own angle of view to the key messages. Such exercise was also showing the progress in building this specific student's competence.

Promotion material used: e-Viva Moodle platform and available videos at UNSA module on intercultural communication



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[Entrepreneurship Modules / Moduli obuke za poduzetnike](#)

You can find here a sequence of short modules related to entrepreneurship competencies development.

Ovdje možete naći niz kratkih tečajeva posvećenih razvoju specifičnih poduzetničkih kompetencija.

[Personal Competences / Osobne kompetencije](#)

This course will help you in developing your personal competencies / Ovaj tečaj će vam pomoći u jačanju osobnih kompetencija

[Intercultural Communication Competences / Kompetencije međukulturalne komunikacije](#)

This Course will introduce to basic concepts of intercultural communication competences and how to develop those.

Tečaj vas uvodi u osnovne koncepte efikasne međukulturalne komunikacije i razvoj odnosnih kompetencija.

[Operational Analysis / Operativna analiza](#)

Operational Analysis course page is available at: / Svi materijali predmeta Operativna analiza su dostupni na :

<http://nastava.mef.unsa.ba/moodle/course/view.php?id=42>

[Management / Menadžment](#)

Management course page is available at: / Svi materijali predmeta Management su dostupni na:

<http://nastava.mef.unsa.ba/moodle/course/view.php?id=28>

Organizational Competencies / Organizacijske kompetencije



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Announcements

Setting up a network / Umrežavanje

This Unit delivers adequate methods and tools, grounded on a solid theoretical basis, for building an inter-organisational network

Learning objectives

- To understand the advantages of operating in a network
- To become aware of criteria to consider when building a network
- To be able to use visualization tools
- To understand the pattern of effective networks
- To be able to outline the basics of a network with the support of a network matrix.
- To be able to identify potential challenges in building up a network

Media/Material

- [PPT Setting up a network](#)
- [PDF Networking theory and activities](#)
- [PDF Self-reflection networking](#)

Possible Utilisation (for later use in training)

- Use the theory input in [pdf 2](#) for creating your own contextualised lecture
- You could form workgroups and let them perform the activities in [pdf 2](#)
- You could discuss the activities included in [pdf 2](#)
- Use [pdf 3](#) for a self-reflection task

Task(s)

- Read and think through the theory input and the activities in [pdf 2](#)
- Perform the activities as preparation work in order to be able to support your students and to moderate the related discussions

Flexibility / Fleksibilnost

- This Unit gives an overview about the concept of flexibility.

Learning objectives

- Understand the concept of flexibility and how it is connected to creativity
- Understand how to improve flexibility

Media/Material

- [PPT Flexibility](#)
- [PDF Facilitator's Guide-Flexibility](#)

Possible Utilisation (for later use in training)

- Use the facilitator's guide as inspiration for producing your lecture
- You could integrate the video which is included in [pdf 2](#) into your lecture in order to underline the relevance of overcoming internal borders to achieve a flexible working attitude
- You could also use the ppt presentation for your lecture
 - Takeover a supportive function in the related discussion and exercises

Task(s)

- Read and think through the facilitator's guide
- Watch the youtube video integrated in pdf in order to be prepared for possible discussions
- Try out the exercises described in the facilitator's guide in order to be able to takeover a supportive function

[Information Management / Upravljanje informacijama](#)

This Unit will help the participants to integrate information management techniques in training/teaching curricula

Learning objectives

- Understand what is meant by information management
- Enhance information management skills
- Identify strengths and advantages of information management

Media/Material

- [PPT Information Management](#)
- [PDF Facilitator's Guide - Information management](#)
- [PDF Exercises - Information management](#)

Possible Utilisation (for later use in training)

- Use the facilitator's guide as supporting document for planning and conducting your lecture
- Use the facilitator's guide in order to unite the exercises and the content of the ppt presentation in order to produce a lecture
- Form workgroups and let them perform the exercises
- Discuss the outcome of the exercises

Task(s)

- Read and think through [the ppt](#) presentation
- Perform the exercises as preparation work in order to be able to support your students and to moderate the related discussions

Social Competencies / Društvene kompetencije



[Dashboard](#) / [Courses](#) / [University of Sarajevo](#) / [SocComp](#)



Announcements

Teamwork / Timski rad

This Unit includes exercises and theory input which will help to understand the concept of teamwork and improve the ability to work in teams.

Learning objectives

- become aware of
 - benefits of teamwork
 - roles in a team
 - communication in a team
 - the relevance of motivation and how to influence it
 - leadership and what it should be like

Media/Material

- [PPT teamwork](#)
- [PDF facilitator's guide - teamwork](#)
- [PDF word puzzle exercise](#)
- [PDF egg drop exercise - instructions](#)
- [PDF behind the screen exercise](#)

Possible Utilisation (for later use in training)

The documents support you in planning, producing and conducting a workshop about the relevance and benefits of teamwork.

- Use the the facilitator's guide, the ppt presentation and the explained exercises as orientation and inspiration in order to plan and produce your own lecture or workshop
- You could for example form work groups and let them perform the exercises described in pdf 2-4
 - Takeover a supportive function

Task(s)

- Read and think through the facilitator's guide
- Perform the described exercises on your own as preparation work in order to be able to support your students

Communication / Komuniciranje u timu

This Unit delivers information regarding different aspects of understanding and interpreting a message. This will be done by using the four ear model (Schulz von Thun).

Learning objectives

- Understand the basics of the different dimensions of communication
- Understand how messages can be interpreted
- Understand how to reflect on your own communication style

Media/Material

- [PDF four-ear-model instructions](#)

Possible Utilisation (for later use in training)

- Use the facilitator's guide and theory input as inspiration for producing your own lecture, exercise or workshop
- You could perform the exercise together with you students and let them answer the discussion questions

Task(s)

- Read and think through the four-ear- model instruction document
- Perform the described exercises on your own as preparation work in order to be able to moderate the discussion and support your students in doing the exercise

Entrepreneurship Modules / Moduli obuke za poduzetnike



[Dashboard](#) / [Courses](#) / [University of Sarajevo](#) / [Entrepreneurship Modules](#)

Preliminary Remark

This is the complete Entrepreneurship Course. You will land on this page if you come from Mahara.

If you want to access other courses on SPOC (social, personal and organisational competences) and especially on the Trainers' Self Assessment please click on "Site Home" in the left navigation panel (maybe you have to scroll down a bit).

[Module 1: Introduction to Entrepreneurship](#)

Unit 1.1: Introduction

In this unit you find an introduction to the general concept of Entrepreneurship.

Learning objectives

- Creating a basic understanding of Entrepreneurship

Media/Material

- [PPT introduction to entrepreneurship](#)

Possible Utilisation (for later use in training)

- This unit may serve as opener for the course or for an online learning offer
- You can use it for a lecture and connect it with discussions
- You may ask questions related to the basic understanding or you could for example produce and let the students fill out a gap text

Task(s)

Identify your basic understanding:

How familiar are you with the basic terms

- [Questionnaire](#)



[PPT introduction to entrepreneurship](#)



[Questionnaire](#)

Unit 1.2: Entrepreneurship as competence

Unit 1.2 will give you an overview about the key elements of entrepreneurship competence

Learning objectives

- Being able to identify the three entrepreneurship competence areas
- Being able to Identify key components of the entrepreneurship competences which are assigned to three specific areas

Media/Material

- [PPT entrepreneurship as a competence](#)


Possible Utilisation (for later use in training)

- You can use it for a lecture and connect it with discussions
- You may ask questions related to the basic understanding
- Put the content into the context of your field of expertise

Task(s)

Contextualisation:

Think about the described competences and try to find examples where they come into effect within entrepreneurial actions related to your field of expertise

 [PPT entrepreneurship as a competence](#)

 [Unit 1.1: Introduction](#)

Hidden from students

 [Unit 1.1: Possible Utilisation and Tasks](#)

Hidden from students

 [Unit 1.2: Entrepreneurship as competence](#)

Hidden from students

 [Unit 1.2: Possible Utilisation and Tasks](#)

Hidden from students

Module 2: Identifying Opportunities and thinking of Ideas

 [Unit 2.1: Entrepreneurship as competence](#)

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 [Unit 2.1: Possible Utilisation and Tasks](#)

Hidden from students

Unit 2.1: Identifying Opportunities and thinking of Ideas

Unit 2 gives you information about what a business opportunity or business idea is and how you can identify it

Learning objectives

- Understand the difference between a business opportunity and a business idea
- Being able to identify key characteristics necessary for effective opportunity seeking
- Being able to evaluate opportunities
- Being able to identify market gaps and trends in the environment

Media/Material

1. [PPT opportunity seeking & identification](#)
2. [PPT what is a business opportunity and a business idea](#)
3. [PPT identifying business opportunities](#)
4. [PDF Facilitators guide – Opportunities seeking](#)
5. [PDF VegFruit company – case study](#)
6. [PDF 9 circle Exercise](#)
7. [PDF 9 circle Exercise HO](#)
8. [PDF Experiential Learning within the Process of Opportunity Identification and Exploitation \(Corbett\)](#)

Possible Utilisation (for later use in training)

- Use the materials as inspiration for lectures and discussions
- Find examples from the economy and discuss them
- Discuss the case study "[5 VegFruit company – case study](#)"
- The pdf [Experiential Learning within the Process of Opportunity Identification and Exploitation \(Corbett\)](#) can be used as source for additional information in order to deepen the knowledge. It is a scientific paper which supports the ppt presentation
- Perform the 9 circle exercise with your students. Use pdf [6 9 circle Exercise](#) for support and hand out pdf [7 9 circle exercise HO](#) in printed form
- Takeover a supportive function

Task(s)

- Go through the single choice which can be used for e-learning
- Think about the steps and the circumstances (economical, social, technological, political) which are necessary to create a successful business idea and to identify a business opportunity
- Read the case study and think about possible solutions for the related discussion question
- Read through the facilitator's guide -Opportunities seeking, in order to be able to connect the exercises and ppt presentations. Use the guide as inspiration for planning your own learning unit.
- Read through the additional information about Opportunity identification and Exploitation from Corbett
- Read and think through pdf [6 9 circle Exercise](#), in order to be able to takeover a supportive function while performing it with your students



[1 opportunity seeking identification](#)



[2 what is a business opportunity and a business idea](#)



[3 identifying business opportunities](#)



[4 Facilitators Guide-Opportunities seeking](#)



[5 Case Study vegFruit company](#)



[6 9 circles Exercise](#)



[7 9 Circles Exercise HO](#)



[8 Experiential Learning within the Process of Opportunity Ident](#)



[Quiz to Module 2](#)

Module 3: Feasibility Analysis

Unit 3.1: Feasibility Analysis

The module provides information about the benefits of a feasibility study and delivers information about [product/service feasibility](#), industry- or market-, organisational and financial feasibility

Learning objectives

- Understand how to explain what a feasibility study is and why it is important
- Know how to identify the right time to do a feasibility study
- Develop an understanding of the issues which have to be considered while conducting the different kinds of feasibility analyses

Media/Material

- [PPT what is feasibility](#)
- [PPT product/service feasibility](#)
- [PPT industry or market feasibility study](#)
- [PPT organisational feasibility study](#)
- [PPT financial feasibility analysis](#)

Possible Utilisation (for later use in training)

- You could connect the content with examples from economical reality for your own lecture
- Ask questions related to the basic understanding

Task(s)

- Single choice test about the key elements of the different kinds of feasibility analyses
- Outline a concept of a feasibility study related to your field of expertise, which would be a useful orientation for a later more detailed analysis in order to discuss the concept with your students



[What is Feasibility](#)



[Product/Service Feasibility](#)



[Industry or Market Feasibility Study](#)



[Organisational Feasibility Study](#)



[Financial Feasibility Analysis](#)



[Quiz to Module 3](#)

Unit 3.2: Workshop about Business idea analysis (Business Canvas)

Unit 2 of module 2 contains a workshop, which will present a practical business tool to communicate, analyse and re-design the potential of a given business idea.

Learning objectives

- Understand how to describe and think through a business idea
- Understand how to describe and think through a start up idea
- Understand how to describe and think through a new product development
- Understand how to assess a business idea

Media/Material

- [PPT business idea assessment](#)
- [PDF Business Idea Assessment – Facilitator's Guide](#)
- [PDF Business Idea Mandala – Analysis](#)
- [PDF Business Idea Mandala - Assessments](#)

Possible Utilisation (for later use in training)

- The pdf "[Business Idea Assessment - Facilitator's Guide](#)" will give you orientation and inspiration regarding planning and conducting your lecture or workshop
- Use together with your students the described Business Idea Mandala which is a tool for visualizing, analyzing and assessing the potential of a business idea
- Takeover a supportive function

Task(s)

- Assess the potential of an existing business idea related to your field of expertise
- Practice with the described tools to fully understand the presented methods in order to be able to take over a supportive function



[3 Business Idea Mandala - Analysis](#)



[2 Business Idea Assessment – Facilitator's Guide](#)



[4 Business Idea Mandala - Assessments](#)



[1 business idea assessment rebus](#)

[Module 4: Business Model Analysis](#)

Unit 4.1: Business Model Analysis

Module 4 delivers a practical business tool which can help you to communicate, analyse and re-design a business model.

Learning objectives

- Understand how to work with the business model canvas
- Understand how to describe and think through the business model of (new) businesses, their competitors, or any other enterprise

Media/Material

- [PPT Business Model Analysis](#)
- [PDF Business Model Analysis - Facilitators Guide](#)
- [PDF Business Model Canvas](#)

Possible Utilisation (for later use in training)

- The pdf "[1 Business Model Analysis - Facilitator's Guide](#)" will give you orientation and inspiration regarding the planning and conducting of your own lecture or workshop
- Organize workgroups and perform the in the pdf and ppt described activities with your students
- Takeover a supportive function

Task(s)

- Describe and think through a business model related to your field of expertise
- Practice with the described tools to fully understand the presented methods in order to be able to take over a supportive function



[1 business model analysis](#)



[2 Business Model Analysis - Facilitators Guide](#)



[3 Business Model Canvas](#)



[Importance of a Business Plan](#)



[Questions that a Business Plan should answer](#)



[Content of a Business Plan](#)

Module 5: Market Analysis

Unit 5.1: Market Analysis

Module 5 delivers knowledge about the different kinds of market research

Learning objectives

- Understand the purpose and process of market research
- Get a basic understanding about data collection techniques
- Identify differences in the implementation of different market research approaches

Media/Material

- [PPT identifying market needs](#)
- [PPT elements of market research industry_market](#)
- [PPT elements of market research industry_competition](#)
- [PPT elements of market research industry_customer](#)

Possible Utilisation (for later use in training)

- Use the ppt for a lecture which is connected to discussion about the purpose of market research in your field of expertise
- Organize working groups in which rough outlines of market research concepts shall be produced/ give feedback or discuss results
- Takeover a supporting function

Task(s)

- Single choice test about the key [elements of market research](#)
- Think about the purpose of market research of a business which acts on your field of expertise
- Produce a rough outline of a market research concept related to your field of expertise in order to be able to takeover a supportive function in your lecture

[Identifying Market Needs](#)[Elements of Market Research](#)[Market Research: Competition](#)[Market Research: Customer](#)[Quiz to Module 5](#)

Module 6: Financing

Unit 6.1: Financing

Unit 6.1 gives an overview about the basic elements of financing.

Learning objectives

- Understand different [types of capital](#)
- Identify sources of external financing

Media/Material

- [PPT Introduction to cash management and financing](#)
- [PPT types of capital](#)
- [PPT sources of financing](#)

Possible Utilisation (for later use in training)

- Conduct lectures and discussion about pros and cons of different types of financing and connect the content to your field of expertise

Task(s)

- Single choice test about the key elements of this unit
- Think about the economic circumstances in the potential working environment of your students, needed for successful financing

[Introduction to Cash Management and Financing](#)[Types of Capital](#)[Sources of Financing](#)[Quiz to Module 6](#)

Module 7: Marketing

Unit 7.1: Marketing, Market [Segmentation](#) and [Innovation](#)

Unit 7.1 delivers knowledge about fundamental terms of marketing. Furthermore, it explains how to plan a marketing strategy.

Learning objectives

- Understand the culture, strategy and tactics behind marketing
- Understand the importance of [innovation](#)
- Understand the basics of market [segmentation](#)
- Identify the elements of a [marketing mix](#)

Media/Material

- [PPT introduction to marketing](#)
- [PPT marketing mix](#)
- [PPT ideal market](#)
- [PPT segmentation](#)
- [PPT innovation](#)
- [PPT marketing fundamentals](#)

Possible Utilisation (for later use in training)

- Use the ppt for lectures and try to connect the content to discussions about how to implement it in potential fields of work of the students
- Present an already existing or planned innovative concept/product/service related to your field of expertise and explain why it is innovative
- Organize working groups and go through the exercise described in the ppt "6_marketing fundamentals"
- Takeover a supportive function

Task(s)

- Think about the key elements of a [marketing mix](#) which would make sense for a company acting in your field of expertise
- Think through an already existing or planned innovative concept/product/service
- Think through the explained and described market planning exercises
- Think about ways to contextualise the learning material

 [Introduction to Marketing](#)

 [Marketing Mix](#)

 [Ideal Market](#)

 [Segmentation](#)

 [Innovation](#)

Module 8: Project Management

Unit 8.1: Project Management

Unit 8.1 gives an overview about the fundamentals of project management, effective [communication](#) and the [SWOT analysis](#)

Learning objectives

- Understand what is a project
- Identify the [four phases of a project](#)
- Understand how to perform a [SWOT analysis](#)
- Identify the principles of effective [communication](#)

Media/Material

- [PPT introduction to project management](#)
- [PPT the four phases of a project](#)

- [PPT SWOT analysis](#)
- [PPT communication](#)

Possible Utilisation (for later use in training)

- Use the content for producing a lecture which includes examples from economical reality related to the potential working fields of your students
- Organize working groups and let them perform a [SWOT analysis](#) on a project or business related to their studies
- Takeover a supportive function

Task(s)

- Single choice test about the key elements of project management and effective [communication](#)
- Think through a [SWOT analysis](#) of a business project related to your field of expertise
- Put the content and exercises in context to your field of expertise



[Introduction to Project Management](#)



[Four Phases of a Project](#)



[SWOT Analysis](#)



[Communication](#)



[Quiz to Module 8](#)

Personal Competences / Osobne kompetencije



[Dashboard](#) / [Courses](#) / [University of Sarajevo](#) / [personal_competences_1](#)



[Announcements](#)

Module 2: Personal competences

Unit 2.1: Creative thinking

The unit delivers knowledge about how to improve the ability to be creative.

Learning objectives

- Understand what is creativity
- Understand how to improve creative thinking
- Understand how to overcome internal borders for creativity

Media/Material

- [PPT creative thinking](#)
- [PDF Facilitator's guide – creative thinking](#)
- [PDF 7 steps for creative problem solving](#)

Possible Utilisation (for later use in training)

The documents support you in planning, producing and conducting a workshop about creative thinking.

- Use the facilitator's guide for orientation and inspiration while planning and producing your own contentualised lecture or workshop
- You could include the content of the ppt presentation and the Handout "7 steps for creative problem solving" (David Kelley) in your considerations.
- You may form work groups and let them perform the exercise described in pdf 2 (7 steps for creative problem solving)
 - Takeover a supportive function

Task(s)

- Read and think through the facilitator's guide
- Perform the "[7 steps for creative problem solving – exercise](#)", in order to be prepared for supporting your students



[1 creative thinking](#)



[2 Facilitators Guide-Creative thinking](#)



[3 7 steps for creative problem solving HO](#)



[1 Intuitive Intelligence](#)



[2 Facilitators Guide-Intuitive Intelligence EN](#)



[3 reframing exercise](#)



[4 motivation exercise](#)

Unit 2.2: Intuitive intelligence

The Unit gives you an overview about what is meant by "intuitive intelligence". Furthermore it delivers knowledge about reflection and motivation strategies.

Learning objectives

- Understand what is intuition
- Identify the benefits or reframing
- Understand how to improve motivation

Media/Material

- [PPT Intuitive Intelligence](#)
- [PDF Facilitators Guide-Intuitive Intelligence](#)
- [PDF reframing exercise](#)
- [PDF motivation exercise](#)

Possible Utilisation (for later use in training)

- Use the ppt presentation for planning your own lecture
- Use the content of the presentation to initiate discussions
- You could include the presented exercises for your lecture

Task(s)

- Read and think through the facilitator's guide
- Try out the exercises described in [pdf 3](#) and [pdf 4](#) in order to be able to takeover a supportive function if you decide to conduct the exercises with students

Unit 2.3: Problem solving & decision making

This Unit helps to understand the and analyse the process of decision making and problem solving

Learning objectives

- Identify key elements of the problem solving process
- Identify key elements of the decision making process
- Understand how to use several decision making and problem solving tools

Media/Material

- [PPT Decision making and Problem Solving](#)
- [PDF Facilitator's guide Decision Making and Problem solving](#)
- [PDF Exercises - Decision making and Problem Solving](#)

Possible Utilisation (for later use in training)

- Use the facilitator's guide in order to unite the exercises and the theory content of the ppt presentation in order to produce a your own contextualised lecture
- Form workgroups for the exercises and takeover a supportive function

Task(s)

- Read and think through the facilitator's guide
- Try out the exercises described in [pdf 3](#) in order to be able to takeover a supportive function in the exercises



[1 Problem Solving Decision Making](#)



[2 Facilitators Guide - Decison making and Problem Solving](#)



[3 Exercises - Analysis and Problem Solving](#)



Intercultural Communication Competences / Kompetencije međukulturalne komunikacije

[Dashboard](#) / [Courses](#) / [University of Sarajevo](#) / [Intercultural Competence_1](#)

Module 1: Intercultural Competences in European Enterprises



"I imagine hell like this: Italian punctuality, German humour and English wine."

Peter Ustinov

Stereotypes, diversity, cultural differences, awareness ... these are all terms that are somehow linked to intercultural training.

Read the introduction to this module before you start.

 [Introduction to Module 1](#)

 [Exchange about intercultural competences](#)

 [Chat with others](#)

 [Announcements](#)

1.1 Cultural Self Awareness

When arriving in a new environment we are not always aware that we see things through our own cultural lenses and judge behaviours according to our own standards of right and wrong.



Learning objectives

In this unit, you will:

- understand ways in which different types of identities (gender, age, racial, ethnic, national, geographical, historical, linguistic, etc.) impact on communication with others;
- understand ways in which people (re)construct and/or (re)negotiate their own and others' multiple identities depending on experiences, encounters, contexts.

Book: 1 Page: 1 Choice: 1 Assignment: 1

1.2 Experiencing cultural differences



Under the trend of globalisation and internationalisation, the emergence of multicultural societies is a given fact, resulting from the global flows of labour force, immigrants and students. Today, there is little possibility that a single culture can continue to exist on its own. Amalgamation with other external cultural forms is inevitable. Before we start to discuss the intercultural issues in enterprises, an understanding of culture, and in particular in the context of globalisation is a must.

In cross-cultural encounters, we might wonder why we encounter resistance, disappointment or anger. We can be far more effective by trying to detect the other's worldview, and by exploring approaches on how to adjust at best. The process of perspective shift, of sensitivity to difference can be developed.

Learning objectives

In this unit, you will:

- understand the process of perspective shift and become aware that you see things through your own lenses and judge behaviours according to your standards.
- become aware of the impact of value differences and develop a sixth sense for behavioural bottlenecks and potential conflict areas.

Book: 1 Pages: 2 Files: 3

1.3 Communication with other cultures



"Oh, this is obvious. It goes without saying .."

In intercultural encounters the enemy is called "it is obvious", "it goes without saying". Everything has to be checked and paraphrased, otherwise misunderstanding will creep in and highly jeopardize or even destroy the relationship.

Learning objectives

In this unit, you will:

- recognise the different ways a person can consciously and unconsciously communicate;
- understand the key role of culture in all communication processes.

Book: 1 Page: 1 File: 1 Quiz: 1 Glossary: 1

1.4 Working with other cultures



We have seen various definitions of culture in previous units, like: Culture illustrates the accepted norms and values and traditional behaviour of a group. One definition of culture by Deal and Kennedy is "the way a we do things around here".

However, culture also evolves over time. The culture of each country has its own beliefs, values and activities. In other words culture can be defined as an evolving set of collective beliefs, values and attitudes.

Our culture also affects the way we do business:

- Culture is a key component in business and has an impact on the strategic direction of business.
- Culture influences management, decisions and all business functions from accounting to production.
- Business culture is its own unique dimension that includes getting off on the right foot, meetings, negotiation, formalities, social media use, internships and work placements and other elements.

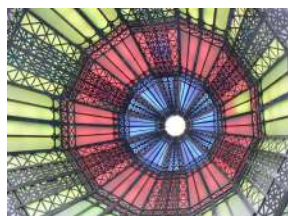
Learning objectives

In this unit, you will:

- gain an insight into cultural differences within business protocol and respond appropriately;
- learn how to create and manage harmonious intercultural teams;
- learn how to analyse cultural differences to resolve intercultural issues;
- acquire practical strategies for conducting successful multicultural negotiations;
- appreciate the tangible benefits of an intercultural working environment.

Book: 1 Quiz: 1

1.5 Practical things around welcoming culture



A durable welcoming culture should be understood in a broad sense. All players (management, workforce and migrants) must together be convinced of the good sense of integration and participate in the on-going process it requires. What is needed is an open attitude that expresses mutual respect, acceptance, openness and friendliness. At the same time, raising awareness serves to highlight limits that have to be respected. All persons must work together and be involved in the integration process.

To establish a durable welcoming culture, it should also be **anchored structurally in the company's strategy** and become a part of the business culture. In addition, durability can be achieved via an adjustment in instruments of human resources policy (e.g. inclusion of intercultural competences in job descriptions, job tender notices and agreements on objectives, extension of human resources development to include intercultural competences and much more). A corresponding positioning of management sends a signal both internally and externally.

Learning objectives

In this unit, you will:

- gain an insight into organisational culture and in particular welcoming culture concept;
- learn how to create and manage effective onboarding processes and implement welcoming culture within it;
- acquire practical strategies for conducting successful onboarding process in intercultural environment by taking in consideration the key steps in its implementation;
- become aware of your own cultural norms and unique worldview;
- understand the values underpinning other cultural perspectives;
- learn how to apply cultural competency in daily interactions;
- be prepared for an effective participation in an interconnected, ever-changing world.




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INTRO TO LEVEL 5

October 9, 2019



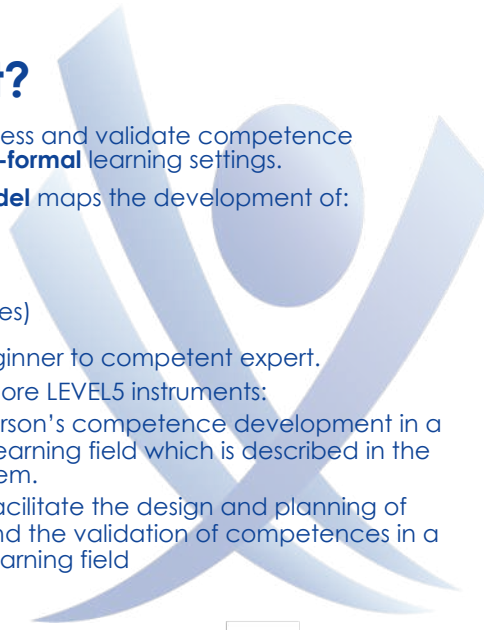


1



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LEVEL5 – What is it?

- LEVEL5 is a validation system to assess and validate competence developments in **informal and non-formal** learning settings.
- Based on a **three-dimensional model** maps the development of:
 - **Knowledge** (-> cognitions)
 - **Skills** (-> actions) and
 - **Attitudes** (-> emotions and values)
- along **five quality levels** – from beginner to competent expert.
- This model forms the basis for the core LEVEL5 instruments:
 - The LEVEL5 cube visualises a person's competence development in a specific (preferably practical) learning field which is described in the so called LEVEL5 reference system.
 - The LEVEL5 reference systems facilitate the design and planning of informal/non-formal learning and the validation of competences in a specific practical action and learning field

2

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LEVEL5 - What is it?

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LEVEL5 - How to use it?

- The LEVEL5 approach consists of a fixed sequence of five evaluation steps that begins with the description of the learning project and ends with the presentation of learning outcomes and the validation of projects and learning activities.
- A method has been developed with the following steps:
 1. Description of the learning project / learning activity; the background and the context.
 2. Selection of relevant competences from an inventory; for example, teamwork, customer orientation, project management, etc..
 3. Using and contextualising LEVEL5 reference systems that describe the selected competences in the three dimensions and five levels.
 4. Assessing competence development by using suitable methods that are offered in a toolbox.
 5. Rating, documenting and visualising; the ratings and learning outcome descriptions are entered into the software to generate a LEVEL5 cube and learning proofs to visualise the competence developments.

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LEVEL5 - How to use it?

5 DOCUMENTING, EVIDENCING, VISUALISING

- Rate competence levels at different times and reasoning them
- Describe learning outcomes
- Visualise competence development in the LEVEL5 cube
- Create a LEVEL5 evidencing document (certificate)

4 ASSESSING

Based on the LEVEL5 reference systems:

- Select assessment methods that fit to the purpose and the envisaged competence levels
- Define potential learning outcomes
- Define indicators for the competence levels
- Measure competence levels at the beginning and at the end (see also point 3)

3 LEARNING DELIVERY

- Identify pre-knowledge, skills and motivations of the learners
- Define appropriate learning situations and learning modalities (e.g. blended learning arrangements, practical learning projects etc.)
- Apply appropriate didactic design and methods
- Substantiate learning pathways and practical learning arrangements
- Assign meaningful tasks that match to the situational challenges
- Organise the learning accordingly

2 CREATING A LEARNING FIELD

- Define the necessary competences
- Create reference system(s) for the learning field
- Describe competences with knowledge, skills and attitudes and five levels
- Allocate assignments, materials, assessments in the LEVEL5 reference systems

1 DESCRIBING THE ACTION FIELD

- Context
- Target Group
- Aims
- Resources
- Activities

PLAN (THINK)
Competence based and situation planning of the learning offer with LEVEL5

DO (ACT)
Learning/Training Arrangement

CHECK (LOOK)
Assessing and evidencing competence development with LEVEL5

Logos: Universitat European, dieBerater, CRONOS, blinc, UNIVERSITÄT BUISSBURG ESSEN, NOVA DE LISBOA, UDG, ULL, and others.

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TO CONTINUE ON PRACTICAL EXAMPLES

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6



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Elevator Pitch Pitch Canvas




1



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What is an Elevator Pitch?

A **short, simple description** of your business idea that anyone could understand by the time you ride up three floors in a typical elevator.

Very important point

An elevator pitch is not a sales pitch.
It is not a pitch of a great idea, team or product.
You are pitching what your business will do for customers, investors, and/or society.
You want to pitch how your business solves a real problem or addresses a burning need that exists today.




2

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The goal of an elevator pitch is...
to get the next meeting!



3

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What makes an elevator pitch compelling?

- You're solving a problem that needs to be solved
- The problem is important to your audience as well as you
- You believe in yourself and your idea
- You care enough about yourself and your idea
- Solving the problem is profitable

Make your Pitch Perfect: The Elevator Pitch
<https://www.youtube.com/watch?v=bZTWx2bftaw>



4


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The Benefit

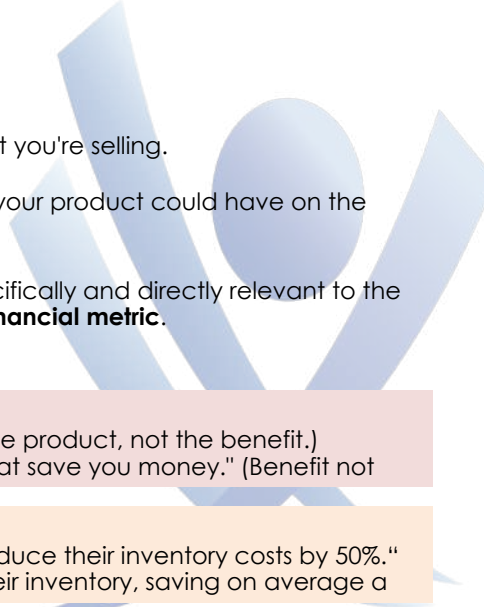

The benefit is never the product that you're selling.

It's always **the effect** or **impact** that your product could have on the customer's own business.



The benefit must be something specifically and directly relevant to the customer's business, ideally with a **financial metric**.

WRONG:
 "We sell inventory systems." (That's the product, not the benefit.)
 "We sell inventory control systems that save you money." (Benefit not specific.)

RIGHT:
 "Manufacturers use our system to reduce their inventory costs by 50%."
 "Companies hire us to streamline their inventory, saving on average a million dollars."

5


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The Differentiator

This is what makes you or your firm different from everyone else.

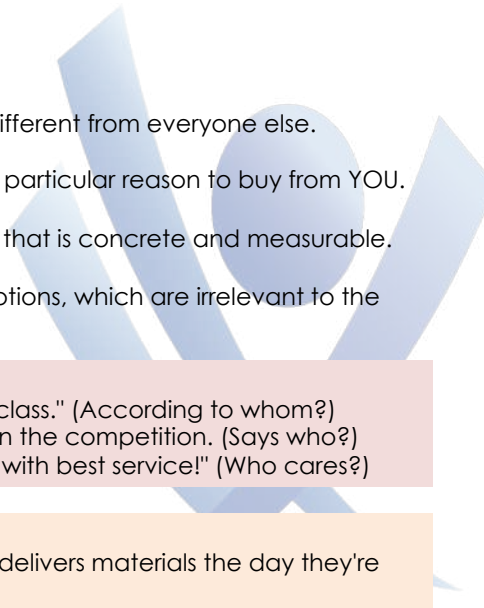

If there's no differentiator, there's no particular reason to buy from YOU.

Strong differentiators contain a fact that is concrete and measurable.

They should NEVER refer to your emotions, which are irrelevant to the customer.

WRONG:
 "We're industry-leading and best-in-class." (According to whom?)
 "We can save you money faster than the competition. (Says who?)
 "We're excited about providing you with best service!" (Who cares?)

RIGHT:
 "We have a patented method that delivers materials the day they're needed."
 "Our system holds the industry record for the most money saved."

6


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The Ask

The worst mistake you can make in an elevator pitch is trying to close the sale.

It's way too soon for that.

All you want is that first but all-important fact-finding meeting, where you can assess the customer's needs and mutually decide whether you can meet those needs.

WRONG:


"Here's my card. Give me a call if you're interested." (Failing to ask.)
 "I can send you a price quote." (Closing too soon.)

RIGHT:

"Maybe we should run some numbers. What's your availability next week?"
 "Since you're interested, what's the best way to get on your calendar?"




7


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Elements of the pitch

The following points are included in effective elevator pitches

1. The **Hook**: pitch opening that grabs the listener's attention
2. Brief description of **product/service**
3. Brief **target market** description
4. Brief description of how the business is **different** from the **competition**
5. Brief description of how you will **make money**
6. Brief description of the **resources** you need from **investors**
7. Brief description of the **returns/payback** the investor can expect
8. Memorable tagline/pitch **closing**





8


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Elevator pitch example

Hoo	Have you ever had your cell phone fail inside a building?
Product	We provide a wireless communications network that enables any cell phone to work anywhere inside all types buildings, while ensuring your communications are secure.
Market	The FCC has determined that over 60% of the 5 million commercial buildings in the U.S. inhibit wireless or cell phone communications from within. The percentage is even higher in international markets, suggesting a huge need for better wireless communications networks.
Competition and	There are many vendors that provide internal wireless networks like Linksys and Cisco. However, we are the only vendor that enables communications to penetrate steel and other high density construction materials, which significantly reduces the cost of installation.
Revenue	We will install the wireless network in a building at no charge, and then charge a usage fee for all calls that we carry on our network.
Investment Required and	We are seeking a \$1,500,000 investment to fund manufacturing, marketing, and initial product distribution. Within five years, we seek to achieve an IPO, at which time investors can expect a 10x ROI.
Closing	In conclusion, we make wireless communication simple and




9


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Elevator pitch tips

- Be prepared, brief and concise
- Smile, breath and speak clearly
- Memorize – don't read notes
- Make effective eye contact
- Use 8th grade words
- Stand up
- Never talk or whisper during other elevator speeches
- Have a *specific ask* – *today I am looking for ...*
- Be confident and memorable



10

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Pitch Canvas template

Simple Statement of what change you and your product are making in the world. <small>Remember to give an initial explanation of what you do for customers.</small>	
Pain (+ Gain) <small>What customer pain do you provide the solution for? Is there pain and if so, how much? How many people need this solution? How many are you? How many people will pay to have it solved?</small>	Product <small>What is the product you have built? What do you need to make it work? How have you tested it with customers? How can you be sure the product is actually working?</small>
Product Demo <small>Can you show a demo of your product? (If it's online, it can be recorded.) How do you show it to customers? Can you show a real customer using it?</small>	What's Unique <small>What makes your product different from others? How do you judge your customers get used to it? How do you judge your customers get used to it? Have you been compared to the market and if so, what are the differences? Have you been compared to the market and if so, what are the differences?</small>
Customer Traction <small>How many customers do you have? How many do you have in your market? How many do you have in your market? How many do you have in your market? How many do you have in your market?</small>	Business Model <small>How do you make money? How do you make money? How do you make money? How do you make money? How do you make money?</small>
Investment <small>How much money do you need? How much money do you need? How much money do you need? How much money do you need? How much money do you need?</small>	Team <small>Who are the people on your team? Who are the people on your team? Who are the people on your team? Who are the people on your team? Who are the people on your team?</small>
End statement with call to action <small>Think the pitch strongly sets a clear request for the abilities to take action - what to think, how to do it!</small>	
Why You? <small>NOTE: Why this team? Why this team? Why this team? Why this team? Why this team?</small>	

11

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Pitch advices

<https://www.youtube.com/watch?v=ZLWWAZ3VDiM>
<https://www.youtube.com/watch?v=yi41U9ahyoE>
<https://www.youtube.com/watch?v=l57JAOSWNyA>
<https://www.youtube.com/watch?v=MIrfXXqz2iw>
<https://www.youtube.com/watch?v=82unpCQRQHQ>

Pitch examples

<http://www.youtube.com/watch?v=6Qp5wk2F1Ow>
<http://www.youtube.com/watch?v=ZYNhS8cHMrc>
<https://www.youtube.com/watch?v=i6O98o2FRHw>
https://www.youtube.com/watch?v=r_Dqsf4iiZg

12

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Design Thinking



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1

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What Is This?

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What Is This?

d. [snowflake icons]



3

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d. [snowflake icons]



4

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what is design?

d. [four red icons]



5



DESIGN IS NOT AESTHETIC

d. [four red icons]

6



7



8

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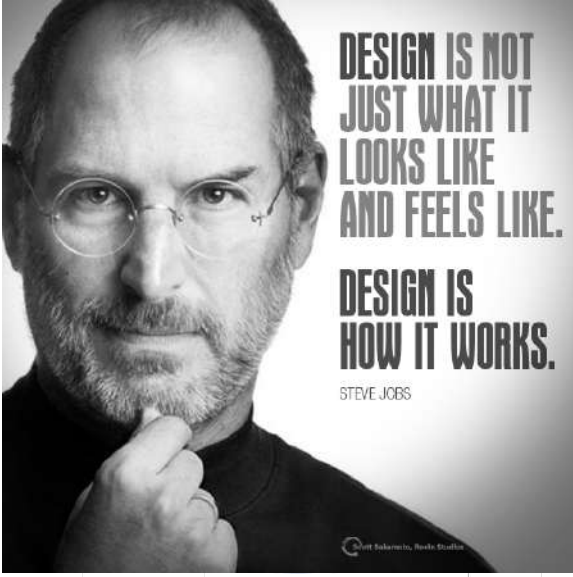


DESIGN IS NOT AN EXPERIENCE




9

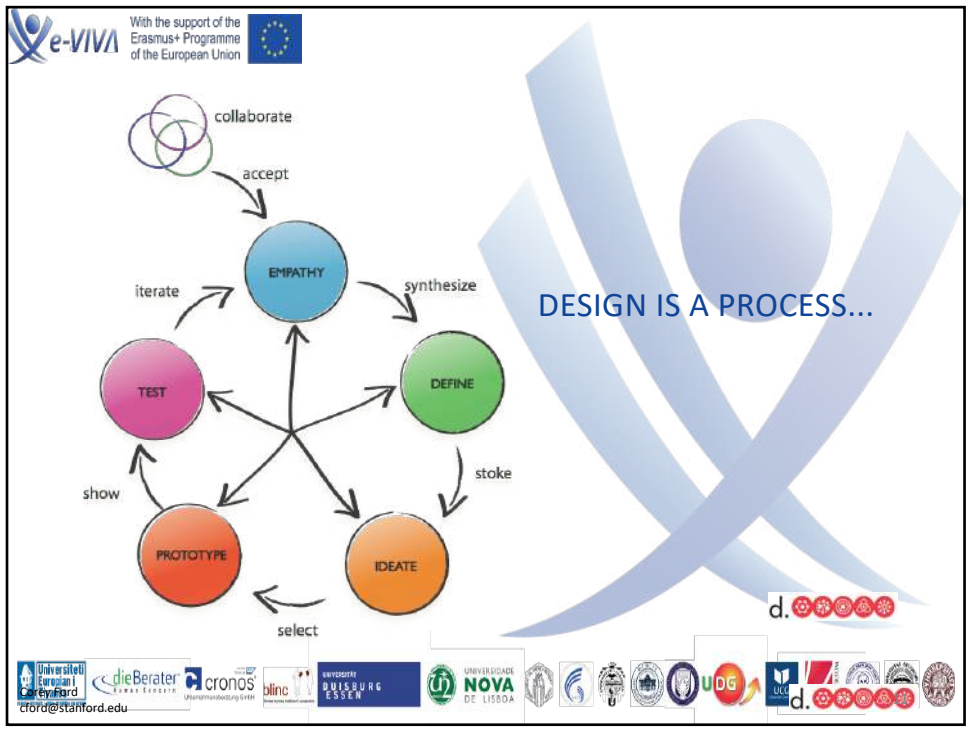
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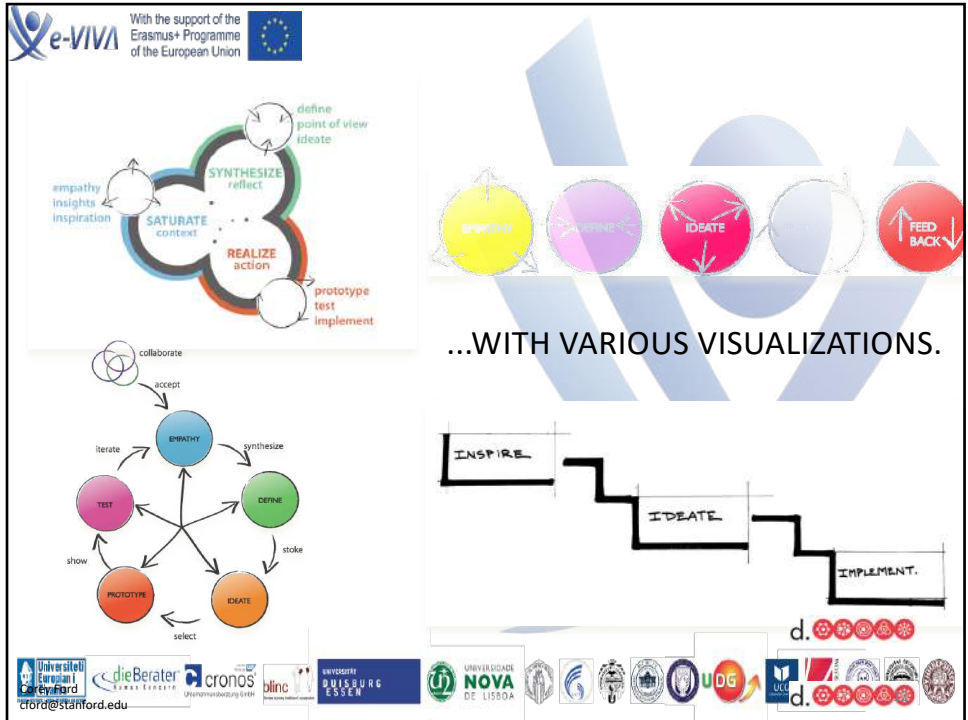
DESIGN IS NOT JUST WHAT IT LOOKS LIKE AND FEELS LIKE.
DESIGN IS HOW IT WORKS.
STEVE JOBS



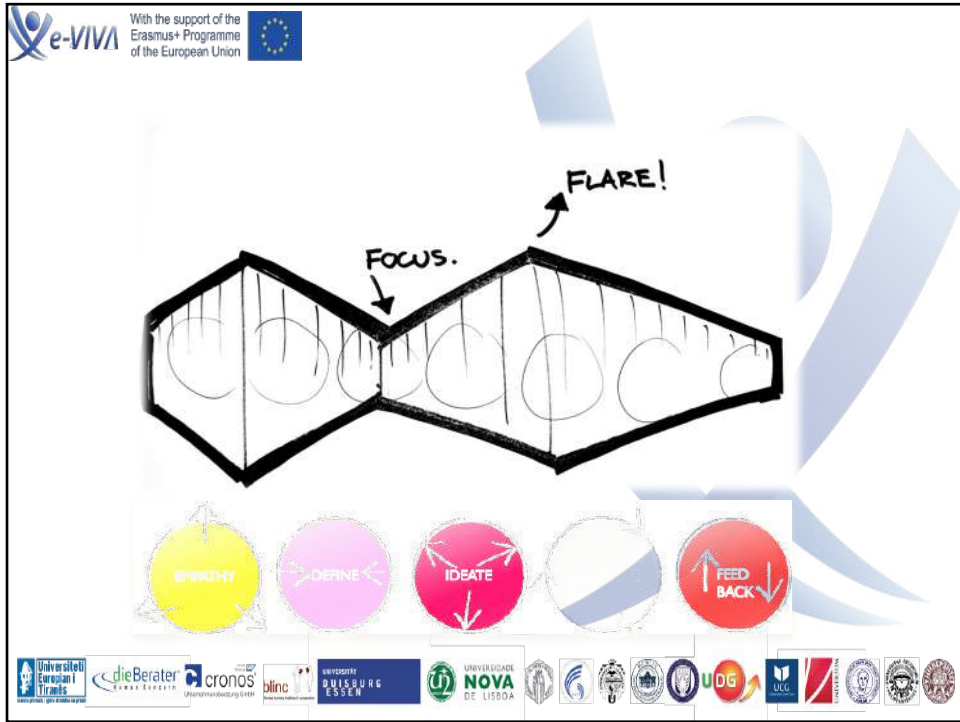
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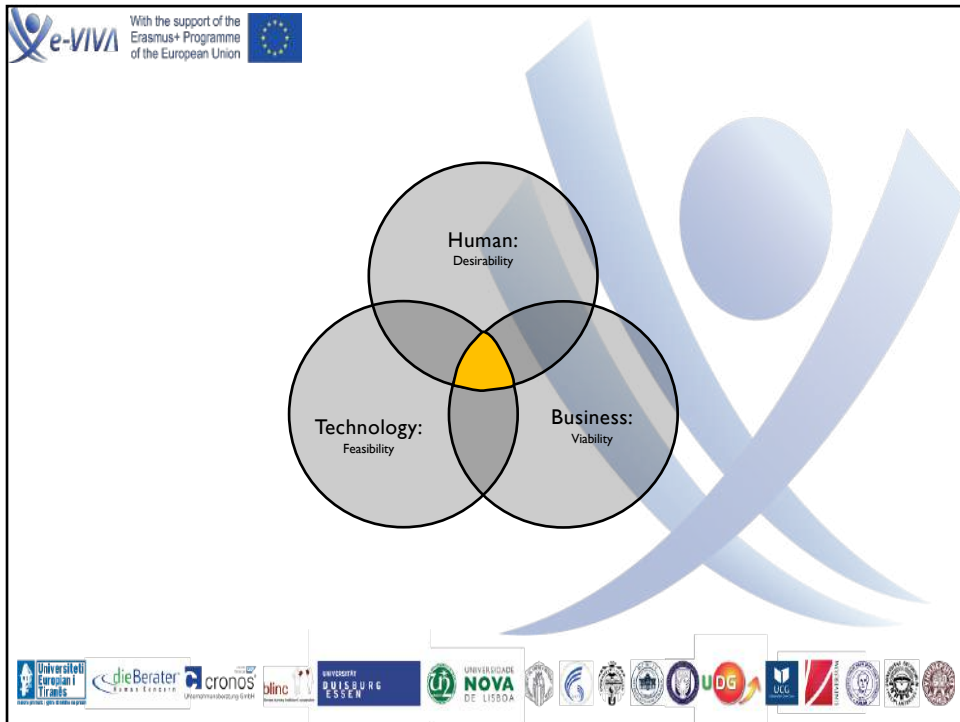
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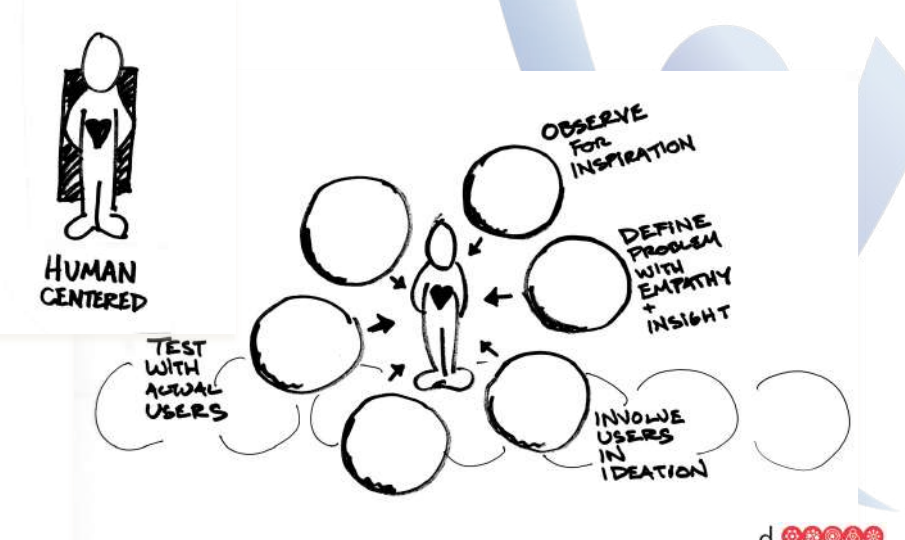

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USING THESE MINDSETS.



15


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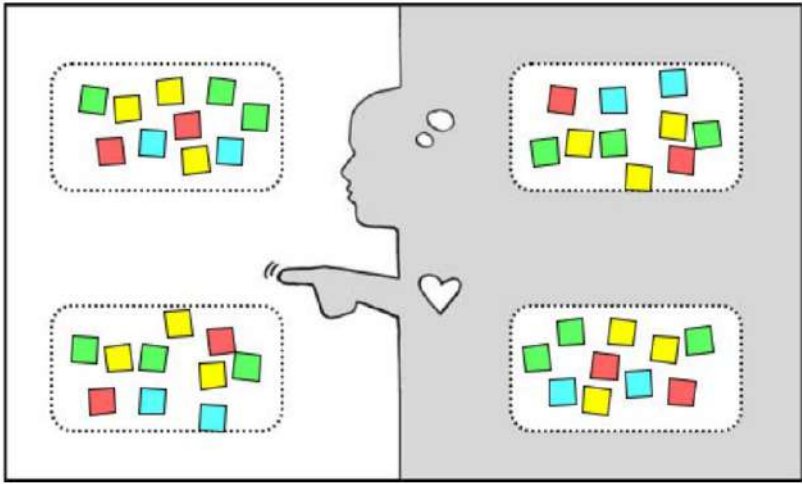













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EMPATHY MAPPING



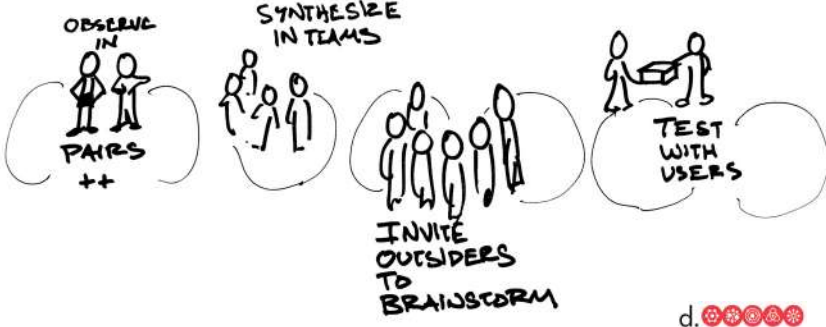



















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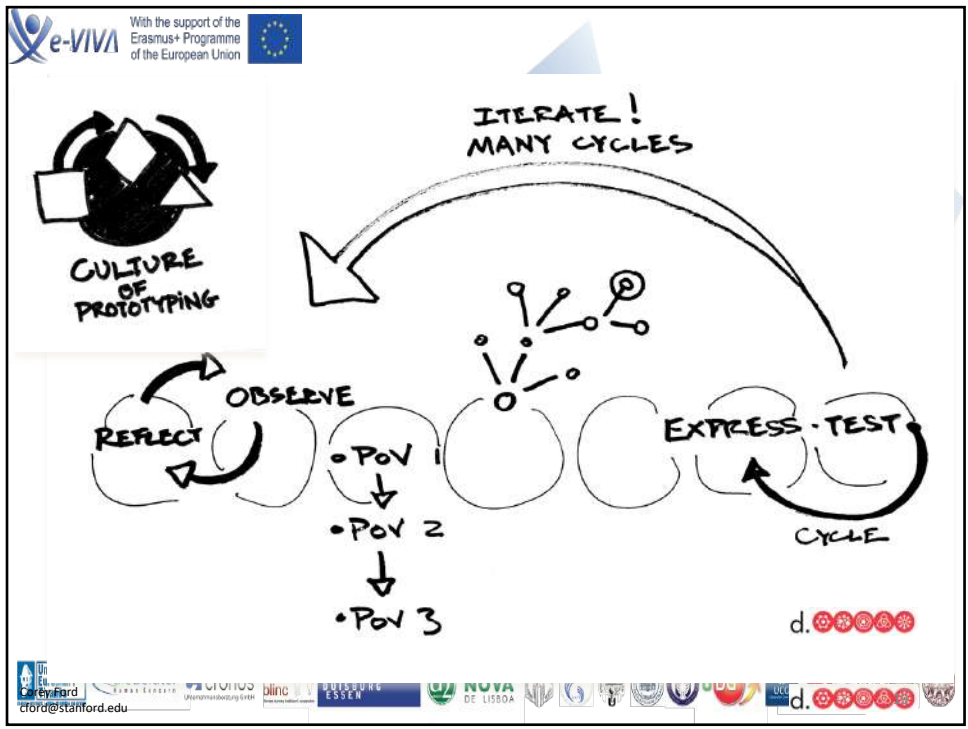


RADICAL COLLABORATION

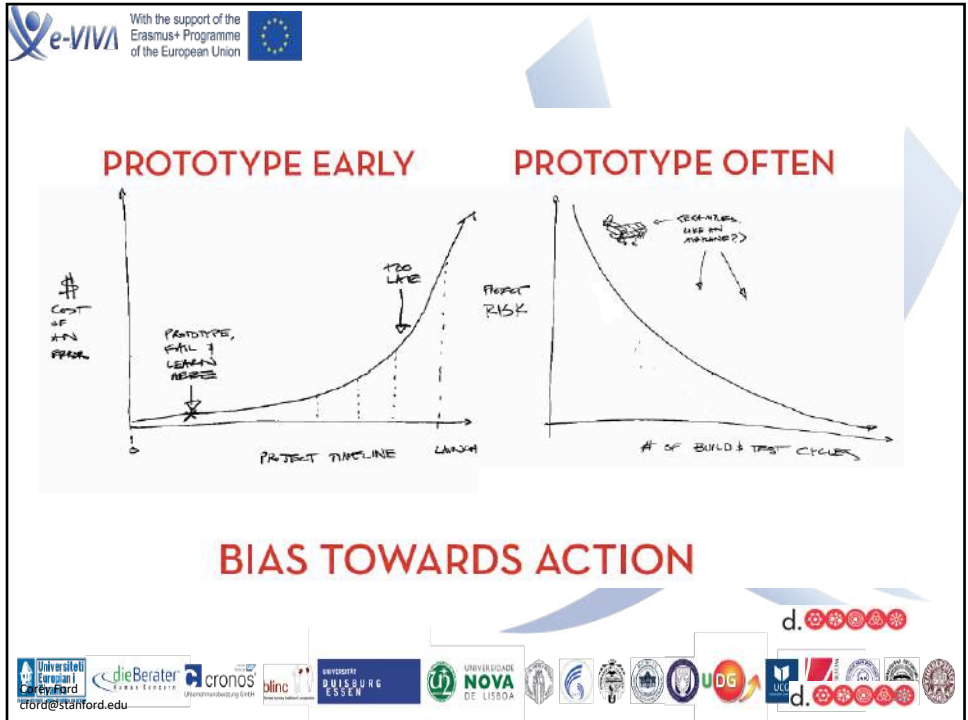


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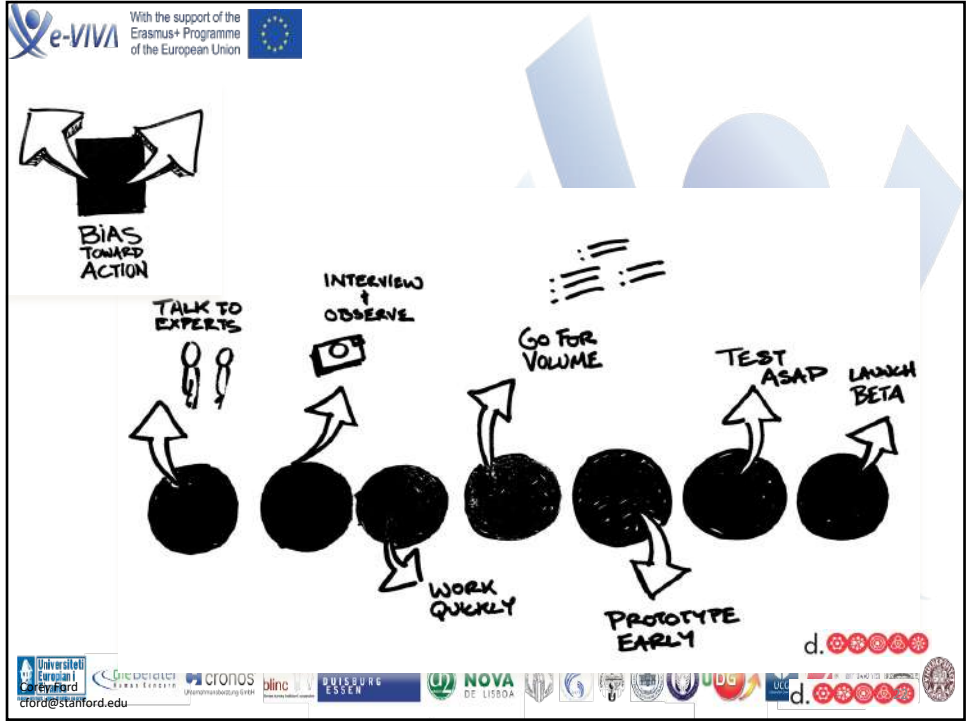
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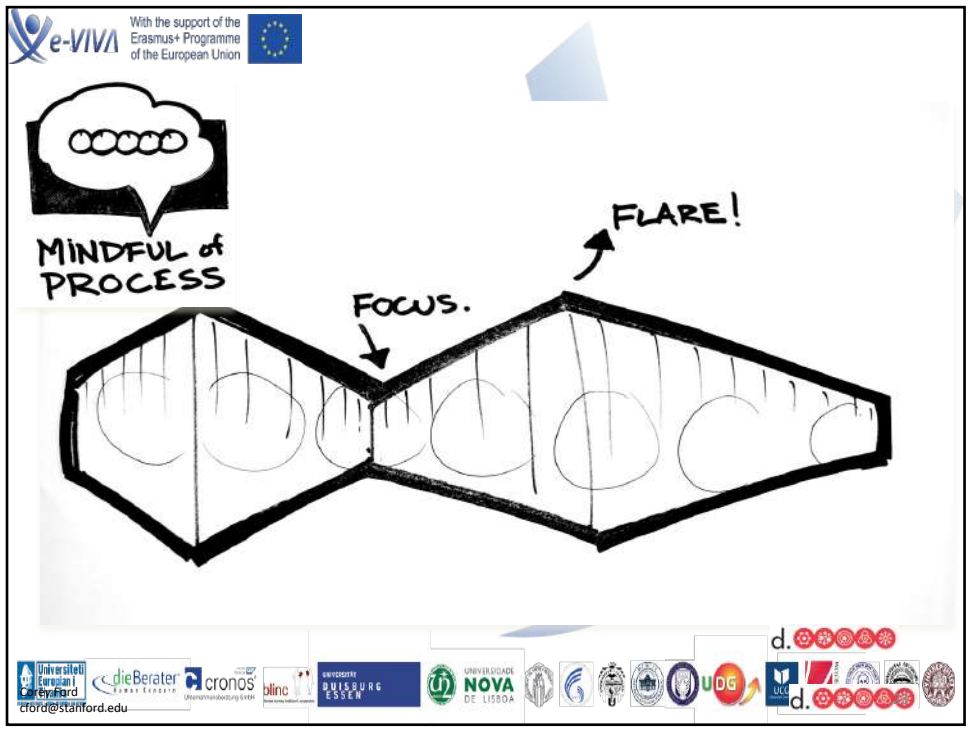
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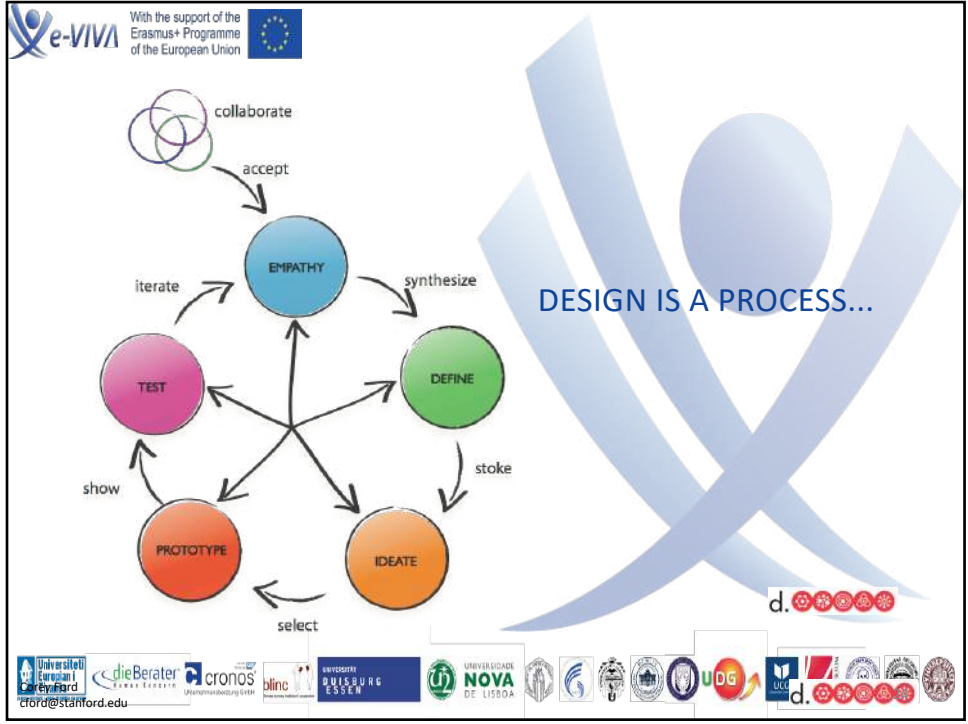
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what is THE d.school?



25

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FAST COMPANY

RSS NEWSLETTERS VIDEO

HOME INNOVATION TECHNOLOGY LEADERSHIP MANAGEMENT CAREERS DESIGN SOC

Ideo's David Kelley on "Design Thinking"
By: Linda Tischler Fri Jan 10, 2008 at 11:12 AM



Courtesy IDEO

David Kelley, founder of the design firm Ideo and the Stanford d.school, was leading a charmed existence. Then he felt a lump.

Related Content

RELATED LINK B Infographic: The K-12 Educational Experiences

RELATED LINK B Ideo's Newest Design Projects

The smell of ramen noodles wafts over the Stanford d.school classroom as David Kelley settles into an oversize red leather armchair for a fireside chat with new students. It's 80 degrees and sunny outside in Palo Alto, and as the flames flicker merrily on the big computer screen behind him, Kelley, founder of both the d.school and the global design consultancy Ideo, introduces his grad students to what "design thinking" – the methodology he made famous and the motivating idea behind the school – is all about.

Today's task: Design a better ramen experience.

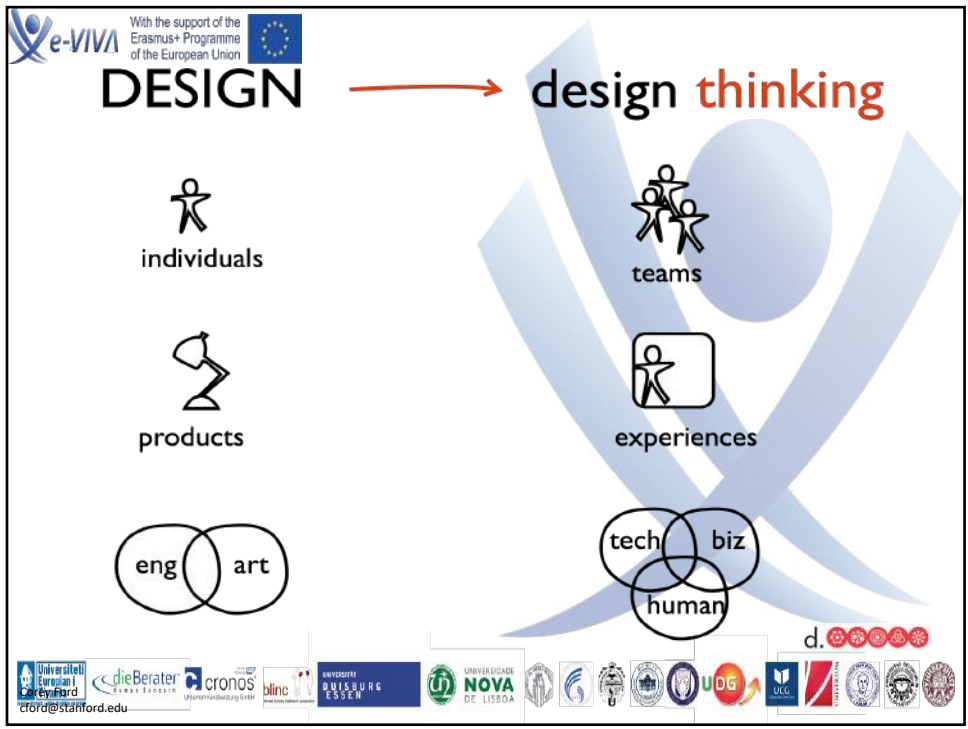
PRODUCT DESIGN & JOINT PROGRAM IN DESIGN



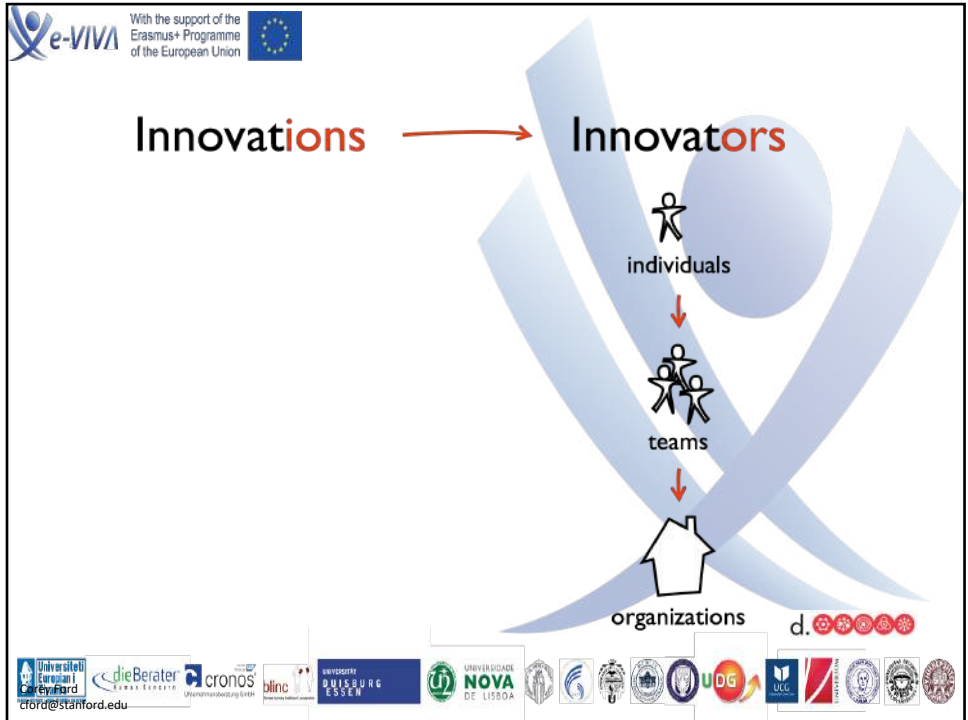
d. HASSO PLATTNER d. Institute of Design at Stanford



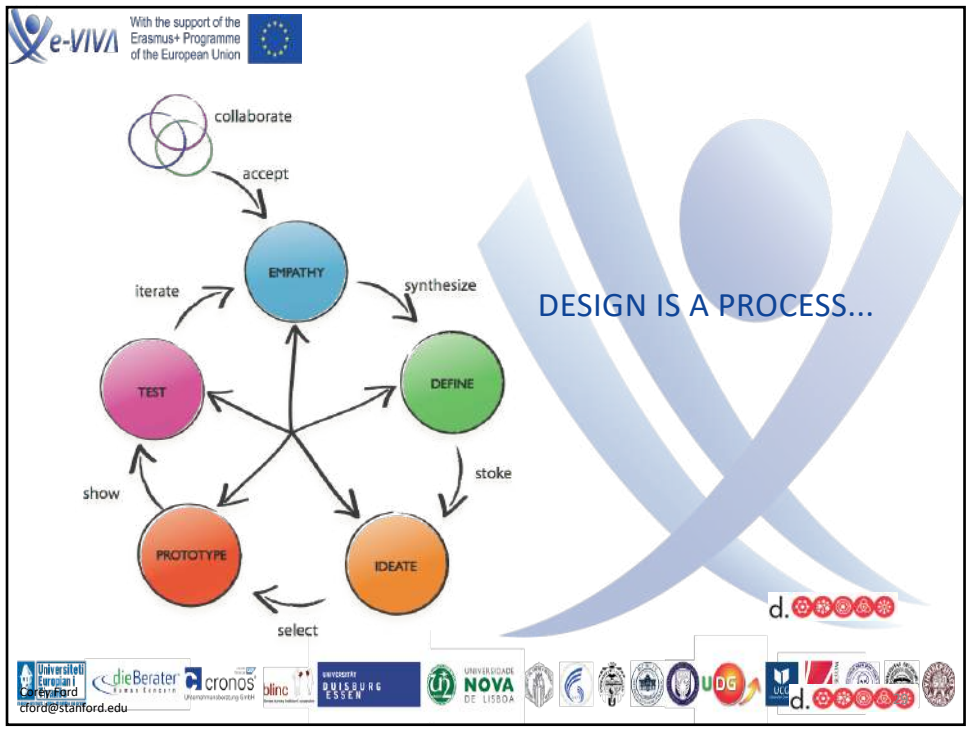
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ENOUGH TALK... ...Let's EXPERIENCE DESIGN. THINKING!

Corey Ford
cford@stanford.edu

HASSO PLATTNER
Institute of Design at Stanford

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Thank you!!!

HASSO PLATTNER
Institute of Design at Stanford

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Pitch Analysis

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1

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Learning objectives

Understand how to visualize, analyze and design the business model of your business idea

Understand practical business tools: Elevator Pitch, Business Model Canvas

Active students' involvement is expected !

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Elevator Pitch














3

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Elevator Pitch

Imagine the following situations ...

... you met your dream employer in an elevator and ride with him for 30 seconds...

... you recently launched your first start-up. In the mall elevator, you meet a professor who might be helpful. He asks how are you, what do you do for a living?

What would you tell them?













4


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What is an Elevator Pitch ?

*An elevator pitch, elevator speech, or elevator statement is a **short description** of an **idea, product, company, or oneself** that explains the concept in a way such that any listener can understand it in a short period of time.*

The name – *elevator pitch* – reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes.














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What is an Elevator Pitch ?

An elevator pitch speech must be **persuasive** enough to **intrigue** the person you are talking to. It must be **interesting, memorable, and succinct.**
















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Elevator Pitch sentence structure

FOR (target customer), **WHO HAS** (customer need), (product name) **IS A** (marker category) **THAT** (one key benefit). **UNLIKE** (competition), **THE PRODUCT** (unique differentiator).



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Examples

Flat – Club
 My company, Flat – Club, is developing an online marketplace to help students and alumni of top universities find short – term accommodation by leveraging existing social networks to create trust.

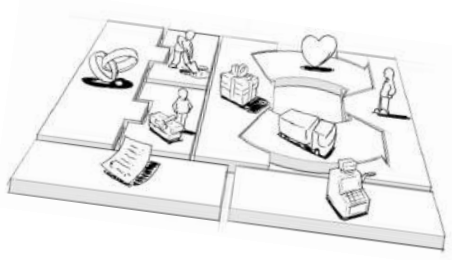

Mocku.ps
 My company, Mocku.ps, is developing a Web application to help product design teams quickly share mockups, precisely communicate and collaboratively refine design ideas with dead simple drag and drop tools.










8


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Business Model Canvas

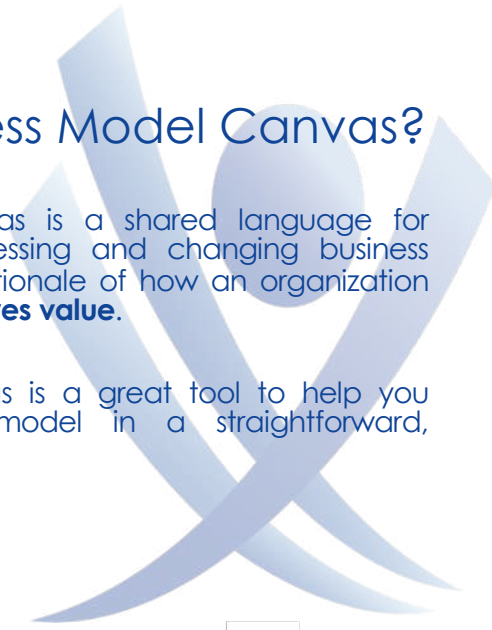















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What's the Business Model Canvas?

- The business model canvas is a shared language for describing, visualizing, assessing and changing business models. It describes the rationale of how an organization **creates, delivers** and **captures value**.
- The business model canvas is a great tool to help you understand a business model in a straightforward, structured way.



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What's the Business Model Canvas?

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9 building blocks

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CUSTOMER SEGMENTS

The different groups of people or organizations an enterprise aims to reach and serve.

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SKYPE BUSINESS MODEL



Key Partners	Key Activities	Value Proposition	Customer Relationship	Customer Segments
	Key Resources		Channels	
Cost Structure			Revenue Streams	

Customer Segments:

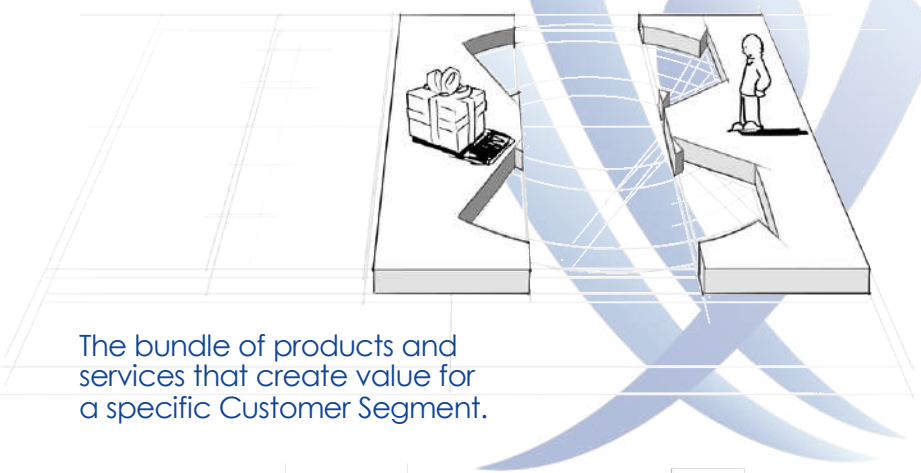
- Web Users Globally
- People Who Want to Call Phones

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VALUE PROPOSITION



The bundle of products and services that create value for a specific Customer Segment.




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SKYPE BUSINESS MODEL

Key Partners	Key Activities	Value Proposition Free Internet & Video Calling Cheap Calls to Phones (SkypeOut)	Customer Relationship	Customer Segments Web Users Globally People Who Want to Call Phones
	Key Resources		Channels	
Cost Structure		Revenue Streams		



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CHANNELS



Describes how a company communicates with and reaches its Customer Segments to deliver a Value Proposition.






















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SKYPE BUSINESS MODEL

Key Partners	Key Activities	Value Proposition Free Internet & Video Calling Cheap Calls to Phones (SkypeOut)	Customer Relationship	Customer Segments Web Users Globally People Who Want to Call Phones
	Key Resources		Channels Skype.com Headset Partnerships	
Cost Structure		Revenue Streams		

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CUSTOMER RELATIONSHIPS



Describes the types of relationships a company establishes with specific Customer Segments.




















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SKYPE BUSINESS MODEL

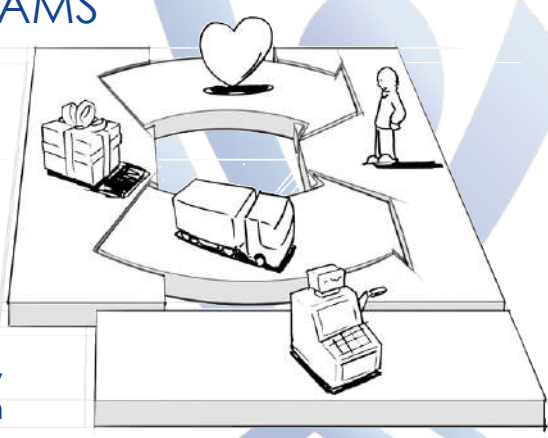
Key Partners	Key Activities	Value Proposition	Customer Relationship	Customer Segments
	Key Resources	<div style="background-color: #e6e6fa; padding: 5px; margin-bottom: 5px;">Free Internet & Video Calling</div> <div style="background-color: #e6e6fa; padding: 5px;">Cheap Calls to Phones (SkypeOut)</div>	<div style="background-color: #f08080; padding: 5px; margin-bottom: 5px;">Mass Customized</div> <div style="background-color: #ffff00; padding: 5px; margin-bottom: 5px;">Skype.com</div> <div style="background-color: #f08080; padding: 5px;">Headset Partnerships</div>	<div style="background-color: #d8bfd8; padding: 5px; margin-bottom: 5px;">Web Users Globally</div> <div style="background-color: #ffff00; padding: 5px;">People Who Want to Call Phones</div>
Cost Structure		Revenue Streams		


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REVENUE STREAMS



The cash a company generates from each Customer Segment.




21


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SKYPE BUSINESS MODEL

Key Partners	Key Activities	Value Proposition	Customer Relationship	Customer Segments
		<div style="background-color: #e6e6fa; padding: 5px; margin-bottom: 5px;">Free Internet & Video Calling</div> <div style="background-color: #e6e6fa; padding: 5px;">Cheap Calls to Phones (SkypeOut)</div>	<div style="background-color: #f08080; padding: 5px; margin-bottom: 5px;">Mass Customized</div>	<div style="background-color: #d8bfd8; padding: 5px; margin-bottom: 5px;">Web Users Globally</div>
	Key Resources		Channels	
			<div style="background-color: #ffff00; padding: 5px; margin-bottom: 5px;">Skype.com</div> <div style="background-color: #f08080; padding: 5px;">Headset Partnerships</div>	<div style="background-color: #ffff00; padding: 5px;">People Who Want to Call Phones</div>
Cost Structure			Revenue Streams	
			<div style="background-color: #f08080; padding: 5px; margin-bottom: 5px;">SkypeOut Pre-paid or Subscription</div>	<div style="background-color: #ffff00; padding: 5px;">Free</div>



22


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KEY RESOURCES



The most important assets required to make the business model work.




23


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SKYPE BUSINESS MODEL

Key Partners	Key Activities	Value Proposition	Customer Relationship	Customer Segments
	Key Resources	<div style="background-color: #e6e6fa; padding: 5px; margin-bottom: 5px;">Free Internet & Video Calling</div> <div style="background-color: #d8bfd8; padding: 5px;">Cheap Calls to Phones (SkypeOut)</div>	<div style="background-color: #f08080; padding: 5px; margin-bottom: 5px;">Mass Customized</div>	<div style="background-color: #d8bfd8; padding: 5px; margin-bottom: 5px;">Web Users Globally</div>
	<div style="background-color: #90ee90; padding: 5px; margin-bottom: 5px;">Software Developers</div> <div style="background-color: #6495ed; padding: 5px;">Software</div>		Channels	<div style="background-color: #fffacd; padding: 5px; margin-bottom: 5px;">People Who Want to Call Phones</div>
			<div style="background-color: #fffacd; padding: 5px; margin-bottom: 5px;">Skype.com</div> <div style="background-color: #f08080; padding: 5px;">Headset Partnerships</div>	
Cost Structure		Revenue Streams		
		<div style="background-color: #f08080; padding: 5px; margin-right: 10px;">SkypeOut Pre-paid or Subscription</div> <div style="background-color: #fffacd; padding: 5px;">Free</div>		



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KEY ACTIVITIES



The most important things a company must do to make its business model work.




25


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SKYPE BUSINESS MODEL

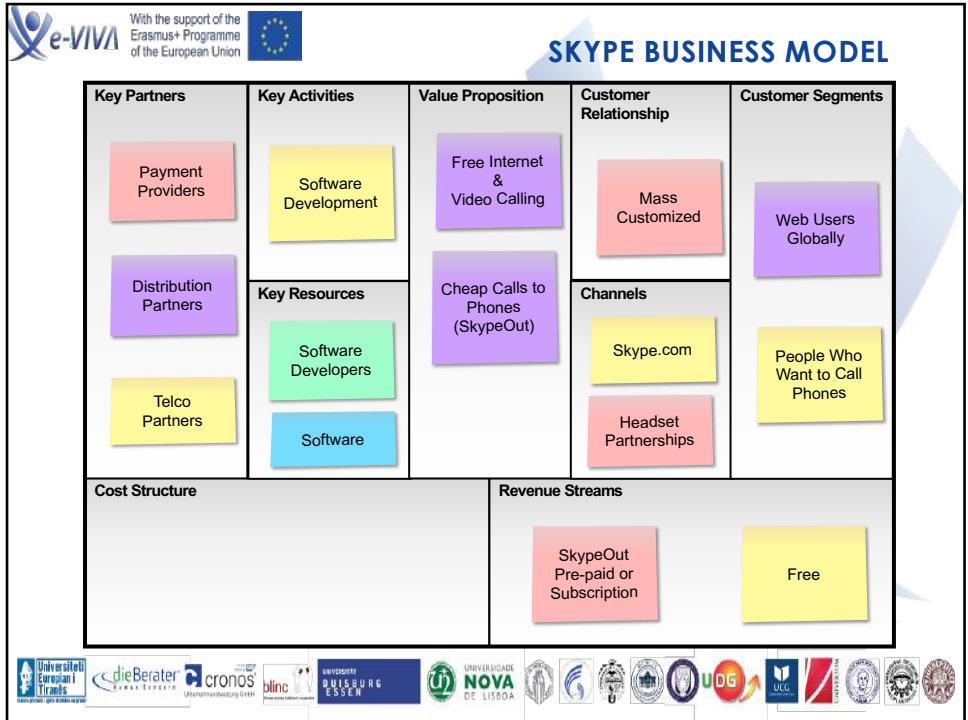
Key Partners	Key Activities <div style="background-color: yellow; padding: 5px; text-align: center;">Software Development</div>	Value Proposition <div style="background-color: purple; padding: 5px; text-align: center;">Free Internet & Video Calling</div> <div style="background-color: purple; padding: 5px; text-align: center;">Cheap Calls to Phones (SkypeOut)</div>	Customer Relationship <div style="background-color: pink; padding: 5px; text-align: center;">Mass Customized</div>	Customer Segments <div style="background-color: purple; padding: 5px; text-align: center;">Web Users Globally</div> <div style="background-color: yellow; padding: 5px; text-align: center;">People Who Want to Call Phones</div>
	Key Resources <div style="background-color: green; padding: 5px; text-align: center;">Software Developers</div> <div style="background-color: blue; padding: 5px; text-align: center;">Software</div>		Channels <div style="background-color: yellow; padding: 5px; text-align: center;">Skype.com</div> <div style="background-color: pink; padding: 5px; text-align: center;">Headset Partnerships</div>	
Cost Structure		Revenue Streams <div style="background-color: pink; padding: 5px; text-align: center;">SkypeOut Pre-paid or Subscription</div> <div style="background-color: yellow; padding: 5px; text-align: center;">Free</div>		



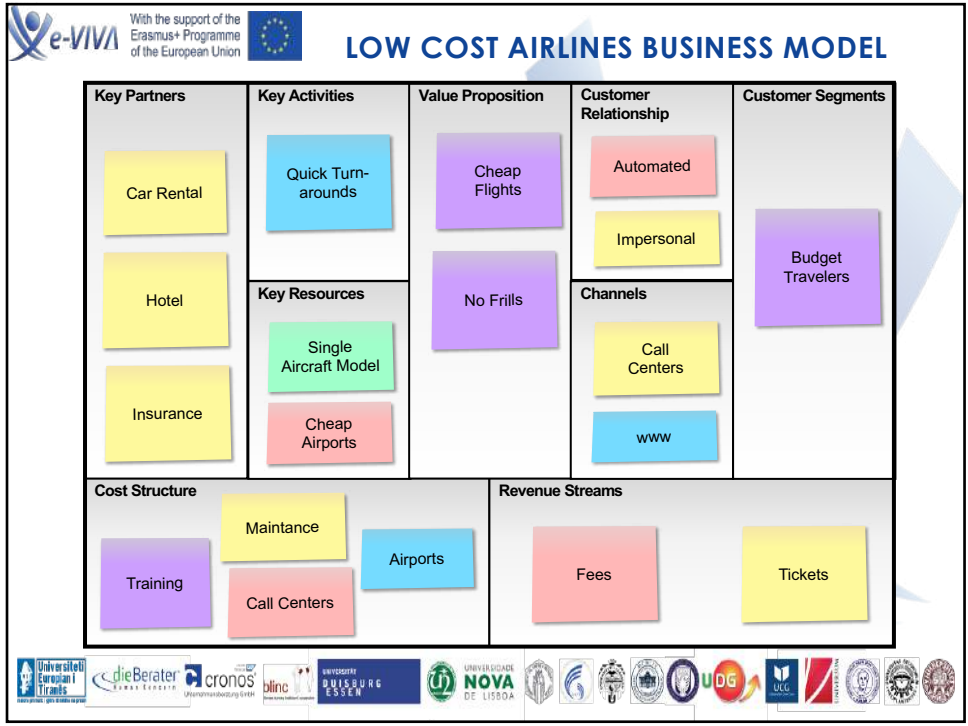
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Business Model Canvas

Designed for: Startup Name
 Designed by: Name1, Name2, ...
 Date: DD/MM/YYYY
 Version: X.Y

Key Partners Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform? MOTIVATIONS FOR PARTNERSHIPS: Optimization and economy, Reduction of risk and uncertainty, Acquisition of particular resources and activities	Key Activities What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams? CATEGORIES: Production, Problem Solving, Platform/Network Key Resources What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams? TYPES OF RESOURCES: Physical, Intellectual (brand patents, copyrights, data), Human, Financial	Value Propositions What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying? CHARACTERISTICS: Newness, Performance, Customization, "Getting the Job Done", Design, Brand/Status, Price, Cost Reduction, Risk Reduction, Accessibility, Convenience/Usability	Customer Relationships What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they? Channels Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?	Customer Segments For whom are we creating value? Who are our most important customers? Is our customer base a Mass Market, Niche Market, Segmented, Diversified, Multi-sided Platform
Cost Structure What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive? IS YOUR BUSINESS MORE: Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing), Value Driven (focused on value creation, premium value proposition). SAMPLE CHARACTERISTICS: Fixed Costs (salaries, rents, utilities), Variable costs, Economies of scale, Economies of scope			Revenue Streams For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues? TYPES: Asset sale, Usage fee, Subscription Fees, Lending/Renting/Leasing, Licensing, Brokerage fees, Advertising FIXED PRICING: List Price, Product feature dependent, Customer segment dependent, Volume dependent DYNAMIC PRICING: Negotiation (bargaining), Yield Management, Real-time-Market	

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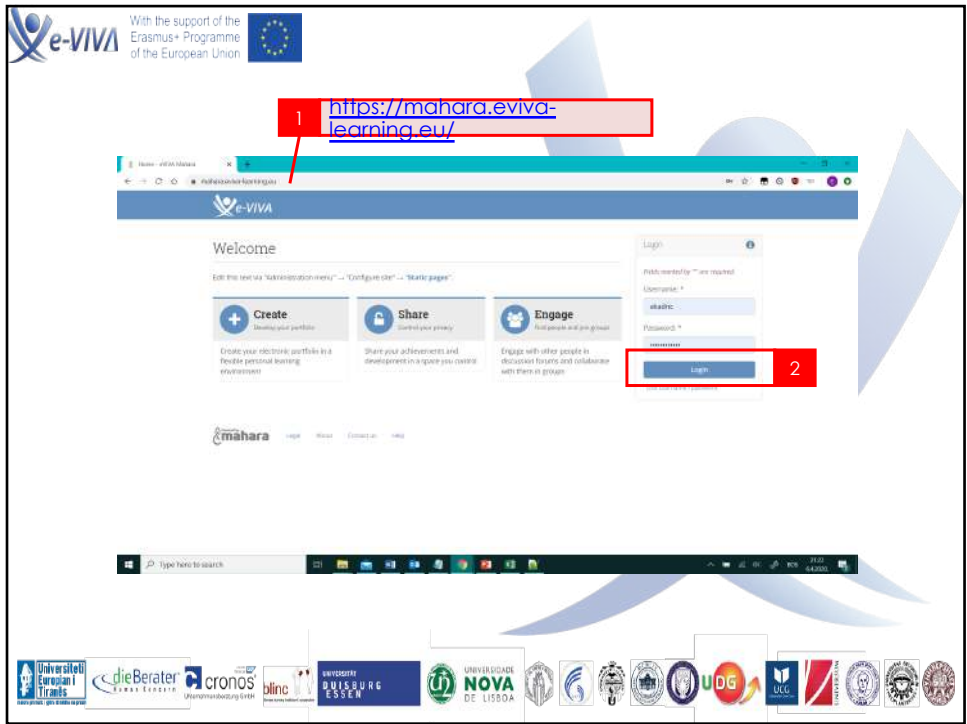


Thank you for your attention !

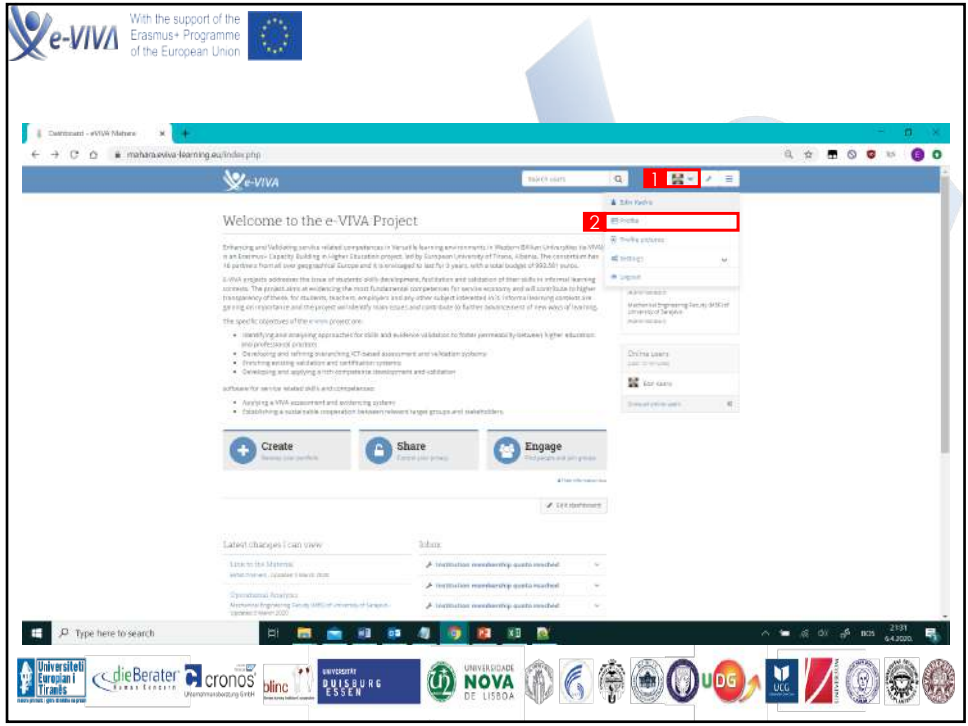




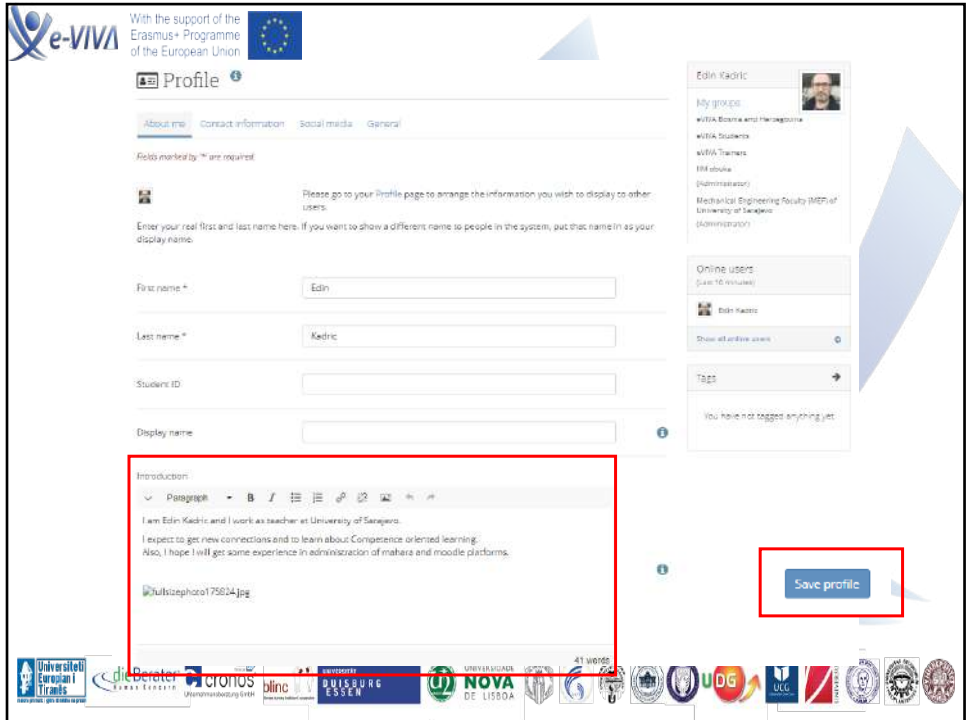
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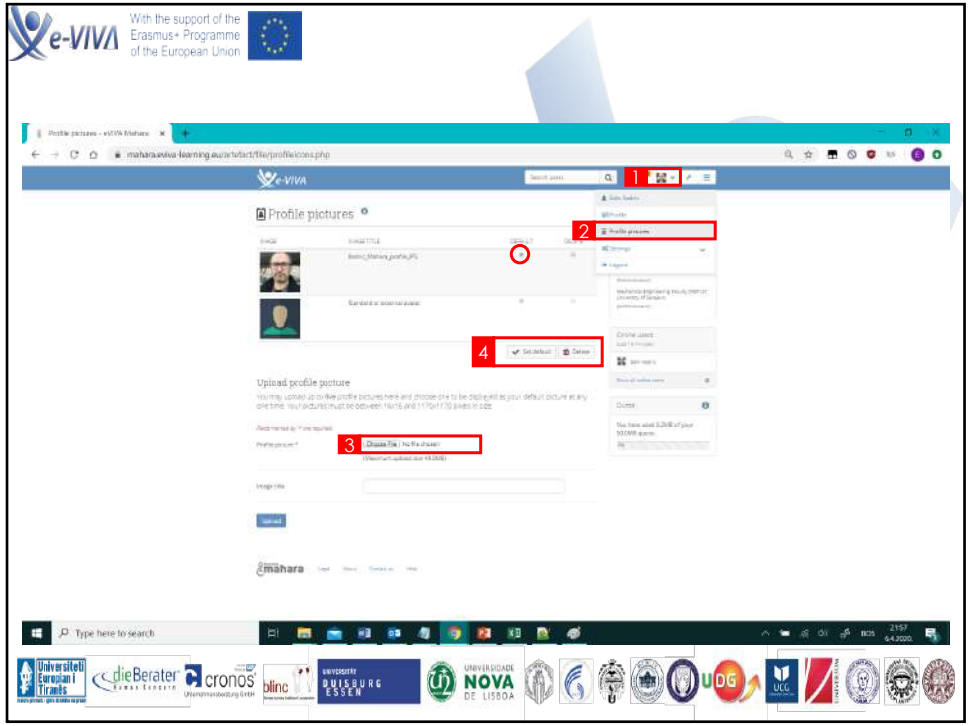
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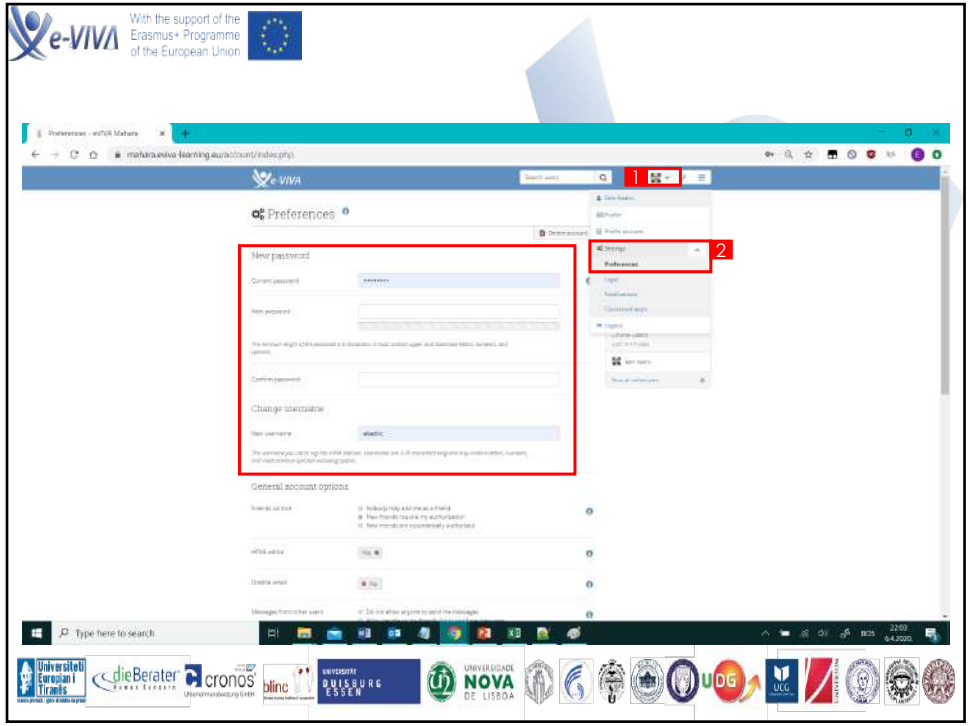
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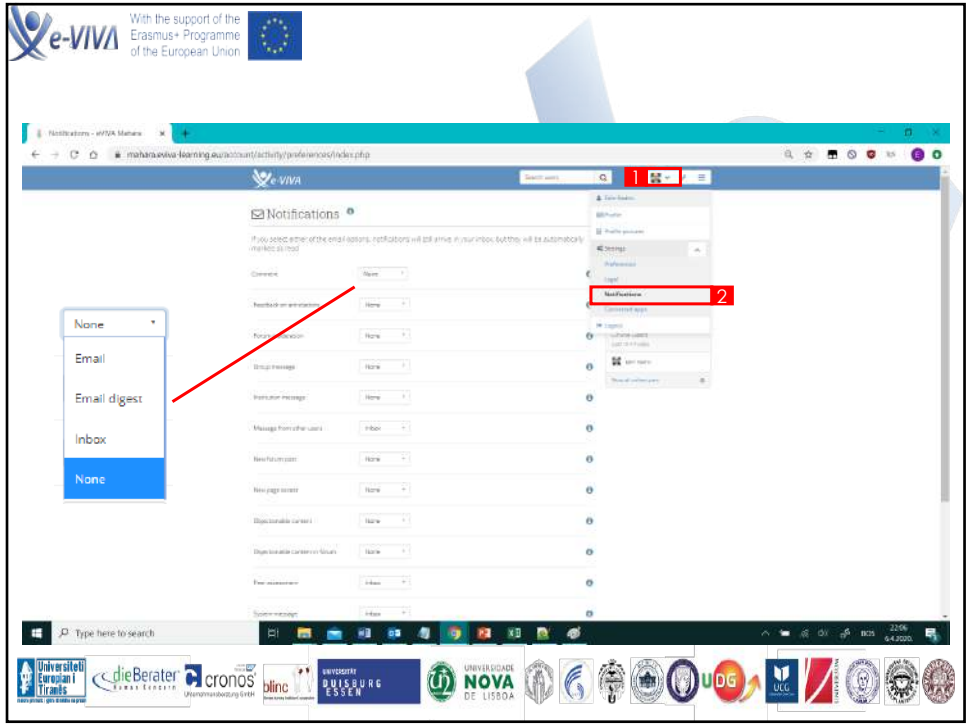
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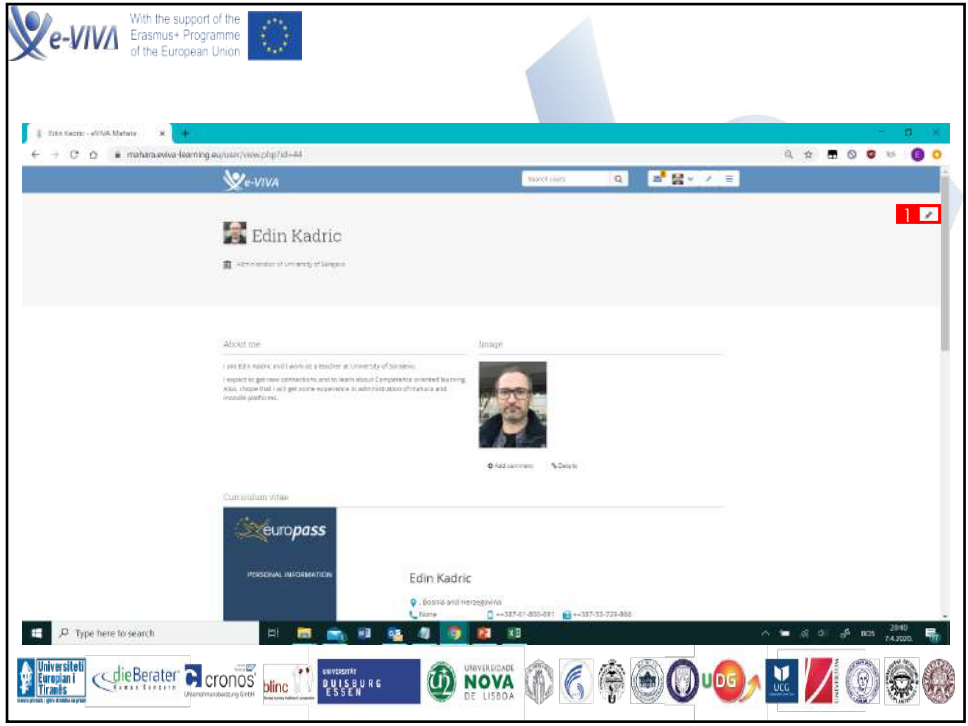
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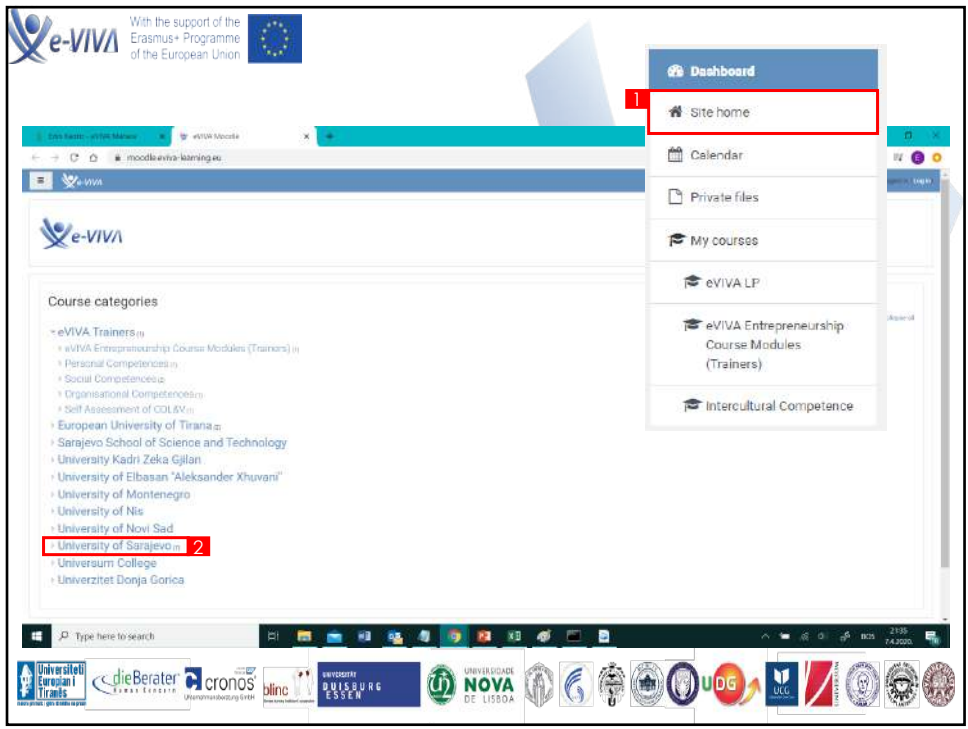
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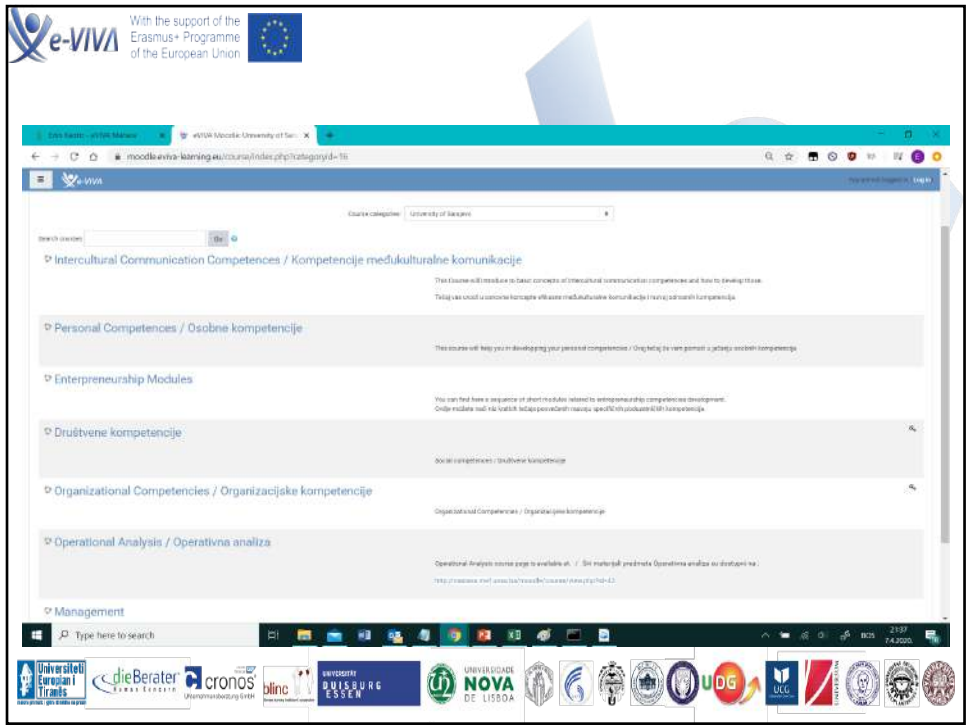
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INTRO TO LEVEL 5

14.4.2020
(na dobrom ste mjestu, počinjemo u 18h!)




1



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EC OPINION ON BIH APPLICATION FOR EU MEMBERSHIP

- Significant efforts is needed in the areas where BiH is at an early stage of preparations. (... **Education** and Culture ...)
- Significant efforts are also needed in the areas where BiH has some level of preparation: (... Science and **research** ...)
- In the medium-term, special attention needs to be paid to the **low quality of education** and its **insufficient orientation towards labour market needs**...
- Bosnia and Herzegovina should in particular take steps to **modernise teaching curricula** and undertake a review of secondary and higher education enrolment policies in order to **improve their links to the current and prospective needs** of the domestic labour market



2


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VACANCIES

- Job ads usually asking for different competencies:
 - *Creativity, passion*
 - *Intelligent person*
 - *Love the news (innovations) or want to reinvent it*
 - **Ability to focus on delivering value for the team (teamwork)**
 - **Good communications skills**
 - *Able to make intelligent choices*
- Are we creating such competencies at universities?
- Are they validated and proofed with diploma or certificate?
- Are the employers deciding based primarily on Faculty grades? Which ones are?





3


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WHAT WE WANT TO ACHIEVE WITH E-VIVA?

- Younger generations prefer “safe” employment at public enterprises
- Low awareness and appreciation of own entrepreneurship potentials
- Once being employed in the public sector even the most skilled students rarely get an opportunity to create a change
- Public perception on employment in the private sector often bad
- High level of unemployment within the graduates - in 2018 more than 40,000 unemployed in BiH are graduates (only 11,000 in 2008)
- Entrepreneurs generate new value to the national income, introducing new or improved products, technologies or services
- Create enabling environment for new markets to develop
- **Obvious need to introduce entrepreneurship topics**





4


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WHAT WE WANT TO ACHIEVE WITH E-VIVA?



Zbog Korona krize, morati ćemo smanjiti broj radnika i otpustiti Josipa.








5


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ENTREPRENEURSHIP DEFINITION



*Entrepreneurship refers to an individual's ability to **turn ideas into action**.*

*It includes **creativity, innovation, risk taking, good communication, teamwork** ... the ability to **plan and manage** projects in order to achieve objectives.*

This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity' (1).

Commission Communication "Fostering entrepreneurial mindsets through education and learning". COM(2006) 33 final

















6



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ENTREPRENEURSHIP DEFINITION

- Entrepreneurship as a process:
- Mindset + Resources → Actions → Impact

Potential	Context	Activities	Projects
Knowledge	Domain	Approaches	Outputs
Skills	Financial	Products	Professional Impact
Attitudes	Networks	Services	Societal Impact
...





7


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WHAT IS A COMPETENCE?

A competence is the *ability to apply a synthesis* of

- Knowledge,
- Skills and
- Attitudes



in a particular situation and in a particular quality**.*

“Students should gain *knowledge, skills and competencies*”
(BiH strategic documents) **IS WRONG!**

Do you really want to be operated by a “competent surgeon”, but who does not have sufficient knowledge and skills (if these three are independent, as written above)?

* Context
** LEVEL

CEDEFOP Glossary



8


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WHAT ARE ENTREPRENEURIAL COMPETENCES

<p>Field Competences</p> <ol style="list-style-type: none"> 1. IT 2. Electronics 3. Engineering 4. <p>Organisational Competences</p> <ol style="list-style-type: none"> 1. Project Development 2. Resource Planning; Mobilising resources 3. Financial and economic literacy 4. Evaluation (Valuing ideas) 5. Networking 6. Flexibility Coping with ambiguity, uncertainty and risk 	<p>Social Competences</p> <ol style="list-style-type: none"> 1. Teamwork 2. Communication 3. Leadership: Conflict resolution, Client orientation, Mobilising others <p>Personal Competences</p> <ol style="list-style-type: none"> 1. Vision & Creativity 2. Problem Solving 3. Critical (Ethical and sustainable) thinking 4. Self awareness and self-efficacy 5. Looking for Opportunities, Taking initiative (<i>Sense of initiative</i>) 6. Learning through experience (<i>Learning2Learn</i>)
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ENTREPRENEURSHIP AS A COMPILATION OF SUB-COMPETENCES

- „Key Competence“:
 - „Sense of Initiative and Entrepreneurship“
- „Sub-competences“:
 - Field competences
 - Social competences
 - Personal Competences
 - Organisational Competences





KEY COMPETENCES FOR LIFELONG LEARNING
European Reference Framework






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Validation of such competencies: LEVEL5 – What is it?


- LEVEL5 is a validation system to assess and validate competence developments in **informal and non-formal** learning settings.
- Based on a **three-dimensional model** maps the development of:
 - **Knowledge** (-> cognitions)
 - **Skills** (-> actions) and
 - **Attitudes** (-> emotions and values)
- along **five quality levels** – from beginner to competent expert.
- This model forms the basis for the core LEVEL5 instruments:
 - The LEVEL5 cube visualizes a person's competence development in a specific (preferably practical) learning field which is described in the so called LEVEL5 reference system.
 - The LEVEL5 reference systems facilitate the design and planning of informal/non-formal learning and the validation of competences in a specific practical action and learning field




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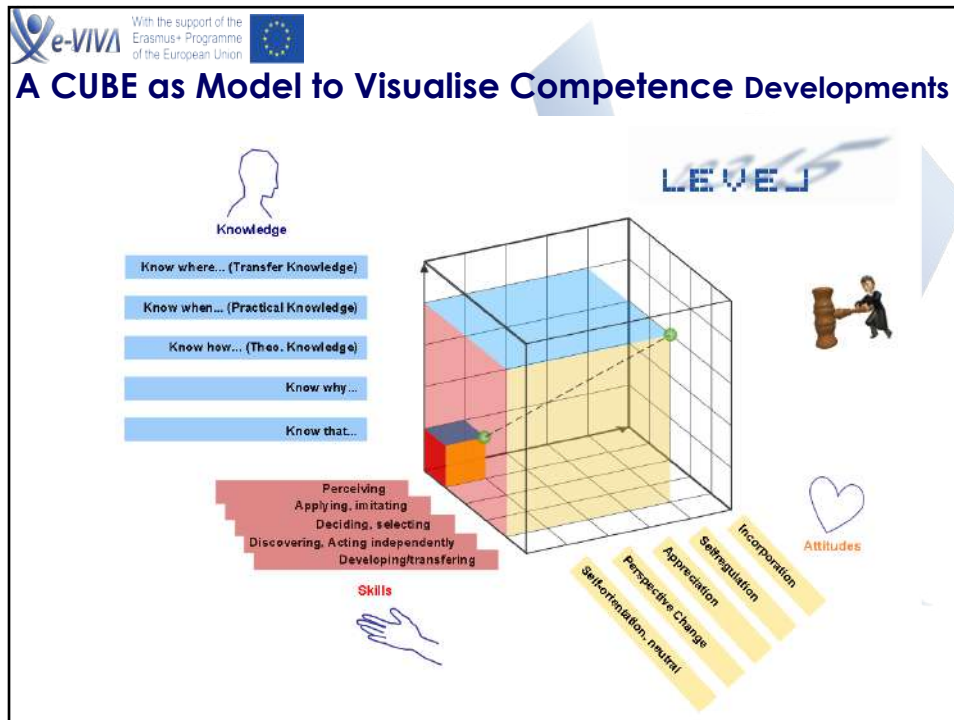

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Competence Taxonomy



LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else...	Transferring	Incorporation
4	Know when...	Discovering	Commitment
3	Know how...	Deciding 	Appreciation
2	Know why...	Imitating	Perspective taking
1	Know-that...	Perceiving	Neutral



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LEVEL5 - How to use it?

- The LEVEL5 approach consists of a fixed sequence of five evaluation steps that begins with the description of the learning project and ends with the presentation of learning outcomes and the validation of projects and learning activities.
- A method has been developed with the following steps:
 1. Description of the learning project / learning activity; the background and the context.
 2. Selection of relevant competences from an inventory: for example, **teamwork, communication**, customer orientation, leadership, project management, etc..
 3. Using and contextualizing LEVEL5 reference systems that describe the selected competences in the three dimensions and five levels.
 4. Assessing competence development by using suitable methods – **supervised self-evaluation**.
 5. Rating, documenting and visualizing; the ratings and learning outcome descriptions are entered into the software to generate a LEVEL5 cube and learning proofs to visualize the competence developments.



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LEVEL5 - How to use it?

5 DOCUMENTING, EVIDENCING, VISUALISING

- Rate competence levels at different times and reasoning them
- Describe learning outcomes
- Visualise competence development in the LEVEL5 cube
- Create a LEVEL5 evidencing document (certificate)

4 ASSESSING

Based on the LEVEL5 reference systems:

- Select assessment methods that fit to the purpose and the envisaged competence levels
- Define potential learning outcomes
- Define indicators for the competence levels
- Measure competence levels at the beginning and at the end (see also point 3)

3 LEARNING DELIVERY

- Identify pre-knowledge, skills and motivations of the learners
- Define appropriate learning situations and learning modalities (e.g. blended learning arrangements, practical learning projects etc.)
- Apply appropriate didactic design and methods
- Substantiate learning pathways and practical learning arrangements
- Assign meaningful tasks that match to the situational challenges
- Organise the learning accordingly

2 CREATING A LEARNING FIELD

- Define the necessary competences
- Create reference system(s) for the learning field
- Describe competences with knowledge, skills and attitudes and five levels
- Allocate assignments, materials, assessments in the LEVEL5 reference systems

1 DESCRIBING THE ACTION FIELD

- Context
- Target Group
- Aims
- Resources
- Activities

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Teamwork and Communication Taxonomy?

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else...	Transferring	Incorporation
4	Know when...	Discovering	Commitment
3	Know how...	Deciding	Appreciation
2	Know why...		
1	Know-that...		




**IF YOU DON'T LIKE SOMETHING,
CHANGE IT.
IF YOU CAN'T CHANGE IT, CHANGE YOUR
ATTITUDE. DON'T COMPLAIN.**

UNIVERSITÄT TRENTO, dieBerater, CRONOS, blinc, UNIVERSITÄT BUISSBURG ESSEN



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Teamwork - Knowledge		
LEVEL	KNOWLEDGE	
5	Know where else...	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.
4	Know when ...	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.
3	Know how...	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.
2	Know why...	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.
	Know-that...	Knowing that teamwork is collaborating with others to reach a shared goal.

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Teamwork - skills		
LEVEL	SKILLS Capabilities	
5	Transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team.
4	Discovering	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for one-self.
3	Deciding	Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal.
2	Imitating	Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others.
	Perceiving	Recognizing situations in which teamwork is feasible to reach goals.

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Teamwork - attitudes

LEVEL	ATTITUDES Emotions/Values	
5	Incorporation	Having internalized the “culture” of constructive team work and to accomplish goals through mutual support. Inspiring others to improve their teamwork skills.
4	Commitment	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a ‘team spirit’. Being motivated to develop own competence to successfully work in team.
2	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Neutral	Seeing teamwork as something positive, but without considering developing own team work competence.














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Communication Taxonomy on the same basis

LEVEL	KNOWLEDGE	SKILLS Capabilities	ATTITUDES Emotions/Values
5	Know where else...	Transferring	Incorporation
4	Know when...	Discovering	Commitment
3	Know how...	Deciding	Appreciation
2	Know why...	Imitating	Perspective taking
1	Know-that...	Perceiving	Neutral














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Competencies validation

- Assessing competence development by supervised self-evaluation
- Regular exams validate knowledge (eventually skills too) on a specific date
- Such exams to do not validate contributions of lecturing to gained competencies, it could exist even before enrolment
- Employers prefer probationary work of employees – new employees are not expected to know everything, valued is their learning progress
- Similar concept applied here – self-evaluation at the beginning of the process, and revised at the end
- Supervised self-evaluation at the end of the process (controlled by the supervising professor)
- In next 3-4 days do your first self-evaluation



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Competencies validation

- For communication expect some relatively simple test of your communication knowledge, skills and attitude (or emotions)
- Examples:
 - Comment existing public announcement
 - Comment or revise mail text
 - Prepare simple public announcement
 - Prepare letter of endorsement, of support, of ...
- **Exercise now: please comment the expression**
Social Distance / socijalna distanca
 Is it well suited for the set goal or intentions, does it reflect our present objectives in addressing the disease?
 What is the difference between "COVID 19" and "SARS COV 2"?



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Examples for other entrepreneurship competencies referent systems

REFERENCE SYSTEM – Leadership

KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES		
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing which types of leadership interventions are adequate in specific situations. Knowing how to transfer leadership approaches to other areas of life.	Developing, constructing, transferring	Developing an individual leadership style and techniques as a leader and applying it adequately in different situations.	Incorporation	Having internalised to lead when needed, respecting others needs in team work and to encourage open dialogue. Inspiring others to become better leaders.
4	Knowing when (implicit understanding)	Knowing how and when certain actions/behaviours as leader will affect the group and its results. Knowing when and how to apply appropriate leadership measures to solve problems or take opportunities.	Discovering acting independently	Acting as a leader and trying out a range of different leadership styles. Applying them according to the situation and the objectives of the activity. Being able to coordinate work processes successfully.	Self-regulation, determination	Feeling the need to be a good leader. Being determined to improve own leadership competences.
3	Knowing how	Knowing different leadership styles and techniques and how they are related to specific performances of a group and outcomes of a project. Knowing how to organise a process in a group to reach a goal	Deciding/ selecting	Taking the lead and applying specific leadership techniques which seem to be appropriate according to the perception of the situation based on own experiences.	Motivation/ appreciation	Valuing leadership and being motivated to develop own leadership competence.
2	Knowing why (distant understanding)	Knowing why leadership is important to reach a goal in a group/team. Knowing that different leadership styles exist and that different leadership approaches can affect the work of/in the group.	Using, imitating	Occasionally applying leadership concepts & actions (like taking responsibility, taking decision, delegating work...) as copied from a role model or as being instructed to.	Perspective taking	Being interested in leadership and its potentials. Anticipating which role leadership has in own life.
1	Knowing what	Knowing what leadership is, what competences and tasks leadership includes.	Perceiving	Recognising situations where leadership is either executed or needed.	Self-orientation	Only being interested in leadership when one is affected by it.

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Example for the certificate

Learning outcomes : Intercultural Teamwork

Competence profile at the beginning	Competence profile at the end
<p>Knowledge: 3: Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities/limits and cultural preferences of each member are taken into account in order to work efficiently</p> <p>Skills: 2: Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others. Reacting to diversity following the example of others.</p>	<p>Knowledge: 4: Having substantial knowledge on how and when to join/form a team. Understanding how to make use of the different strengths and cultural backgrounds of team members</p> <p>Skills: 3: Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal. Being able to apply basic strategies in intercultural communication</p>

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QUESTIONS?





project

Project name	ENHANCING AND VALIDATING SERVICE RELATED COMPETENCES IN VERSATILE LEARNING ENVIRONMENTS IN WESTERN BALKAN UNIVERSITIES (E-VIVA)
Project start	October 1 2019
Project end	June 30 2020
Institution	Mechanical Engineering Faculty of University of Sarajevo
Location	Sarajevo, Bosnia and Herzegovina
Project description (description of the learning activity) (max 500 characters)	Project consisted of intensive lecturing, practical hands-on work on developing conceptual project case of the business development ideas as well as supervised blending self-training and learning, connecting design thinking process and management tools including financial analysis. Included also developing of conceptual start-up case, case presentation as well as developing pitch presentation. Practiced by work groups, strengthening teamwork and communication competencies.
Methods of evaluation	Combination of self- and expert assessment, aiming at self-reflection of what students have learnt (formative) but providing a rather high level of objectivity (external) and validity (based on both EntreComp and LEVEL5 taxonomy)
Assessor(s)	Mugdim Pašić, Branko Vučijak

Please fill the grey fields.

For the project description briefly summarise the topic and activities of the learning project. As there is a character limitation in the validation software the red number below shows you how many characters you have already used.

character count project description

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Competence	Communication (incl. Intercultural)
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Knowledge		Skills		Attitudes	
Level Title	Level description	Level Title	Level description	Level Title	Level description
5 Know where else...(Transfer knowledge)	Knowing how to guide others to communicate appropriately in unknown situations. Knowing own cultural frames and patterns of cultural differences, so as strategies to communicate successfully with people from a variety of other cultures.	Developing / Constructing Transferring	Being able to blend different communication styles, supporting others to develop their communication competence. Developing own approaches to communicate with people from other cultures and supporting others to improve.	Incorporation (Internalising)	Having internalised virtues to comprehend other persons' communication in order to create a respectful relationship, and how to overcome culture based obstacles in communication. Inspiring others to improve their intercultural communication.
4 Know when...(Practical knowledge)	Knowing different communication styles and techniques and how to apply them in known situations, understanding how cultural aspects can influence communication. Knowing pitfalls of culture based misunderstandings and how to avoid them.	Discovering / Acting independently	Being able to apply and understand different communication styles and codes suitable for context. Actively collecting information about communication features of other cultures and enriching own communication competence.	Affective self-regulation	Staying emotionally balanced in communication and in giving/receiving feedback, respecting others. Respecting cultural differences, committed to overcome communication based obstacles arising from different cultural backgrounds.
3 Know how...(Theoretical knowledge)	Knowing that different people have different communication styles, dependent on their culture, background etc, how to adapt own communication accordingly. Understanding other ways of communication e.g. non-verbal.	Deciding / Selecting	Being able to communicate in a clear fashion with different groups according to their capabilities of understanding, applying active listening, perceiving non-verbal signs, giving and receive feedback. Choosing the right code to react according to situation.	Appreciation	Being motivated to improve own communication competences, open towards other communication styles. Aware of own cultural values or assumptions different from others. Respecting different communication styles, motivated to improve own competence.
2 Know why...(Factual knowledge)	Knowing why conscious communication is relevant. Knowing that one's own culture is central to what we see, how we make sense of that and how we express ourselves, and that others are influenced in the same way by own culture.	Applying / Imitating	Applying communication codes of peers (e.g. in language and behaviour, using rites), imitating communication styles of others. Communicating in a conscious way, aware of cultural backgrounds of others. Reacting to diversity following others.	Perspective taking	Being curious to improve own communication competence and open towards new communication styles. Being curious towards cultural diversity, accepting different ways of communication and considering learning more.
1 Know-that...(Basic knowledge)	Knowing basic ways of communication in order to understand others and to make oneself understood. Knowing that different cultures have different ways of communicating.	Perceiving / Listening	Sending and receiving information without special awareness. Recognising different styles of communication based on cultural backgrounds.	Self orientation (Neutral)	Talking and listening without feeling the need to reflect on communication. Considering the benefits of culture sensible communication but feeling no need to become active in this respect.

If you have chosen to assess more than one competence, please copy the reference system and the rating sheet as many times as needed (one of each for each competence) and insert the additional data there. Please delete empty sheets before sending it to your coordinator for the finalisation of the certificates.

Competence	Communication (incl. Intercultural)
-------------------	-------------------------------------

Knowledge		Skills		Attitudes	
Level Title	Level description	Level Title	Level description	Level Title	Level description
5 Know where else...(Transfer knowledge)	Knowing how to guide others to communicate appropriately in unknown situations. Knowing own cultural frames and patterns of cultural differences, so as strategies to communicate successfully with people from a variety of other cultures.	Developing / Constructing Transferring	Being able to blend different communication styles, supporting others to develop their communication competence. Developing own approaches to communicate with people from other cultures and supporting others to improve.	Incorporation (Internalising)	Having internalised virtues to comprehend other persons' communication in order to create a respectful relationship, and how to overcome culture based obstacles in communication. Inspiring others to improve their intercultural communication.
4 Know when...(Practical knowledge)	Knowing different communication styles and techniques and how to apply them in known situations, understanding how cultural aspects can influence communication. Knowing pitfalls of culture based misunderstandings and how to avoid them.	Discovering / Acting independently	Being able to apply and understand different communication styles and codes suitable for context. Actively collecting information about communication features of other cultures and enriching own communication competence.	Affective self-regulation	Staying emotionally balanced in communication and in giving/receiving feedback, respecting others. Respecting cultural differences, committed to overcome communication based obstacles arising from different cultural backgrounds.
3 Know how...(Theoretical knowledge)	Knowing that different people have different communication styles, dependent on their culture, background etc, how to adapt own communication accordingly. Understanding other ways of communication e.g. non-verbal.	Deciding / Selecting	Being able to communicate in a clear fashion with different groups according to their capabilities of understanding, applying active listening, perceiving non-verbal signs, giving and receive feedback. Choosing the right code to react according to situation.	Appreciation	Being motivated to improve own communication competences, open towards other communication styles. Aware of own cultural values or assumptions different from others. Respecting different communication styles, motivated to improve own competence.
2 Know why...(Factual knowledge)	Knowing why conscious communication is relevant. Knowing that one's own culture is central to what we see, how we make sense of that and how we express ourselves, and that others are influenced in the same way by own culture.	Applying / Imitating	Applying communication codes of peers (e.g. in language and behaviour, using rites), imitating communication styles of others. Communicating in a conscious way, aware of cultural backgrounds of others. Reacting to diversity following others.	Perspective taking	Being curious to improve own communication competence and open towards new communication styles. Being curious towards cultural diversity, accepting different ways of communication and considering learning more.
1 Know-that...(Basic knowledge)	Knowing basic ways of communication in order to understand others and to make oneself understood. Knowing that different cultures have different ways of communicating.	Perceiving / Listening	Sending and receiving information without special awareness. Recognising different styles of communication based on cultural backgrounds.	Self orientation (Neutral)	Talking and listening without feeling the need to reflect on communication. Considering the benefits of culture sensible communication but feeling no need to become active in this respect.

If you have chosen to assess more than one competence, please copy the reference system and the rating sheet as many times as needed (one of each for each competence) and insert the additional data there. Please delete empty sheets before sending it to your coordinator for the finalisation of the certificates.

Firstname
Lastname
Participant date of birth
Participant username
Participant email
Competence name

Dimension	Level	Rating and reasoning at the beginning (max 230 characters)	comments	Level	Rating and reasoning at the end (max 230 characters)	comments	Summary/Conclusion of the progress (max 250 characters)
Knowledge							
Skills							
Attitudes							

Please fill the grey fields.

Date of birth, username and email are not mandatory.

Indicate at which level your competence is rated at the beginning and at the end of the learning project.

Describe why, reason the rating, e.g. by giving examples for what the learner knows, is able to do and feels in regard to the competence, and by using indicators.

Finally summarise the learning progress for each dimension.

If you want to validate another competence just copy this sheet.

If you want to have a picture in your certificate, which looks much nicer, please send it along with the validation template. The filename should include the name of the participant.

Character count

Knowledge	0	0	0
Skills	0	0	0
Attitudes	0	0	0



Content

Introduction and How to	1
Teamwork Competence.....	2

Introduction and How to

The final competence assessment relates to your:

1. Teamwork Competences

We believe that you acquired and developed these competences during your design workshops and now we want to validate them.

We would like you to reflect on your competence levels before the course and in the final phase just before your presentations.

Please use the following word-file and make yourself familiar with the LEVEL5 reference system and the descriptors in this file.

It is the basis for a self-assessment and rating.

This is done in the following steps:

1. You first simply (and only) tick boxes on the levels of knowledge, skills and attitudes, where you would allocate yourself at the beginning and at the end of your internship (only one rating possible per dimension)
2. Please give examples from your internship that illustrate and reason your ratings. Please write them in the boxes behind your ratings (= 2 per dimension < 230 characters (in word))
3. Please discuss these ratings and the reasoning with your team mates (you can form tandems). Maybe he/she can contribute with other examples?
4. After this step you please finalise the word-file and insert the ratings in the LEVEL5 system. Please send the file to Tim
5. After a consistency check the LEVEL5 certificates will be sent as PDF to you.
6. Please upload them to your profile.

Teamwork Competence

The Competence is about interacting with other members from different backgrounds/domains involved in the activities and to collaborate to reach a common goal. The competent team member respects specific backgrounds, competences and skills of team/group members and has the ability to act as a team member. This involves communication skills like assertiveness, clarity and active listening, awareness of diversity in teams and potentials of teamwork. He/she has an attitude of appreciation for teamwork as efficient way of collaborating and source of creativity and is determined to contribute to the success of the entire team. He/she is aware of the roles and capabilities in the team and acts accordingly. He/she put any kind of action that turns ideas into facts, taking risks, organising activities.

Knowledge: The learner...

- has knowledge of ways to work in a diverse team and make use of the different abilities and preferences of team members in order to reach a common goal
- has knowledge how to enhance team processes in different teams
- has knowledge about the principles and rules of communication
- has knowledge about what to avoid regarding to working preferences to not disturb the atmosphere and workflow in a team

Skills: The learner...

- is able to identify whether teamwork is the best way to accomplish a task
- is able to work in teams and act in diverse teams according to his/her role
- is able to understand that specific tasks and roles of team members are based on their strengths and weaknesses and also their backgrounds and preferences
- has the ability to judge and identify one's (cultural) strengths and weaknesses, and to assess and take risks
- is able to reflect the own role in a team

Attitudes: The learner...

- has a positive attitude towards working together in an diverse team
- inspires others - also respecting and considering different backgrounds - to contribute to the team
- appreciates collaboration and diversity
- respects and supports team members also in situations that do not match with singular preferences

REFERENCE SYSTEM –Teamwork

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different future diverse teams. Knowing how to help other people act successfully in diverse teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing, constructing, transferring	Being able to lead a team in a way that members are able to contribute to the best of their abilities and cultural backgrounds and their preferences. Being able to strategically develop an diverse team.	Incorporation	Having internalised the “culture” of constructive diverse team work and to accomplish goals through mutual support. Inspiring others to improve their diverse teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding how to make use of the different strengths and cultural backgrounds of team members	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their (cultural) strengths and weaknesses. Monitoring team processes. Trying out new roles for oneself.	Self-regulation, determination	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities/limits and cultural preferences of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal. Being able to apply basic strategies in diverse communication	Motivation/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a ‘team spirit’. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences, abilities and cultural dispositions.	Using, imitating	Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others. Reacting to diversity following the example of others.	Perspective taking	Being interested in the potentials of diverse team work and being curious to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal Knowing that different cultures have different ways of working and communicating	Perceiving	Recognising situations in which teamwork is feasible to reach goals. Recognising different styles of communication based on cultural backgrounds.	Self-orientation	Seeing teamwork and international cooperation in teams as something positive, but without considering developing own team work competence.

Knowledge Dimension: My knowledge concerning < Teamwork >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you knew at the beginning and at the end and write them in the 2 boxes behind your ticked ones

1	2	3	4	4a	5	5b*
Level	Level Titles ¹	Level description Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you know at the end regarding entrepreneurship to illustrate the chosen level
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different future diverse teams. Knowing how to help other people act successfully in diverse teams and to assign specific responsibilities to people keeping in mind their relevant skills.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding how to make use of the different strengths and cultural backgrounds of team members	<input type="checkbox"/>		<input type="checkbox"/>	
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities/limits and cultural preferences of each member are taken into account in order to work efficiently.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences, abilities and cultural dispositions.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal Knowing that different cultures have different ways of working and communicating	<input type="checkbox"/>		<input type="checkbox"/>	

¹ Hints for describing the levels:
 Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
 Level 4: Analysing (Differentiating – Organising – Attributing)
 Level 3: Understanding (Explaining – Comparing)
 Level 2: Interpreting (Exemplifying – Summarising – Classifying)
 Level 1: Remembering (Recognising – Recalling)

Skills dimension: My skills regarding < Teamwork >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you were and are able to do and write them in the 2 boxes behind your ticked ones

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ²	Level description Explanation	Time 1 (tick)	Give concrete examples of what you were able to do at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you are able to do at the end to illustrate the chosen level
5	Developing, constructing, transferring	Being able to lead a team in a way that members are able to contribute to the best of their abilities and cultural backgrounds and their preferences. Being able to strategically develop an diverse team.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their (cultural) strengths and weaknesses. Monitoring team processes. Trying out new roles for one-self.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding/ selecting	Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal. Being able to apply basic strategies in diverse communication	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using, imitating	Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others. Reacting to diversity following the example of others.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Recognising situations in which teamwork is feasible to reach goals. Recognising different styles of communication based on cultural backgrounds.	<input type="checkbox"/>		<input type="checkbox"/>	

² Hints for describing the levels:

Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting partly independently, choosing between options, selecting

Level 2: Imitating, Acting without own impulse, acting when being instructed

Level 1: Listening only, participating only, reception without action...

Affective Dimension: My attitudes and emotions concerning < Diverse Teamwork >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of how you felt and which attitude you had in regard to **Diverse Teamwork**

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ³	Level description Explanation	Time 1 (tick)	Give concrete examples that illustrate the selected attitude level the beginning	Time 2 (tick)	Give concrete examples that illustrate the selected attitude level the end
5	Incorporation Internalisation	Having internalised the “culture” of constructive diverse team work and to accomplish goals through mutual support. Inspiring others to improve their diverse teamwork skills.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Affective self-regulation	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Appreciation Empathy	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a ‘team spirit’. Being motivated to develop own competence to successfully work in a team.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Perspective taking	Being interested in the potentials of diverse team work and being curious to learn more about it.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Self centred neutral	Seeing teamwork and international cooperation in teams as something positive, but without considering developing own team work competence.	<input type="checkbox"/>		<input type="checkbox"/>	

³ Hints for filling the level:
 Level 5: (group): influencing others (motivating/convincing others by own model,...)
 Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)
 Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)
 Level 2: curiosity (interest in topic, being attracted, ...)
 Level 1: no emotional reference to topic (only interested in own situation,...)

Finally (< 250 characters):

1. Please describe your knowledge development related to working in this team in one sentence
2. Please describe what you are more capable to do in this team after the development experience in one sentence
3. Please describe your change in attitude related to working in the team in one sentence
4. How would you describe your competence development related to collaborating in this team?



Teamwork
Level 5
Hints how to fill in excel file
21 April 2020

Please note at the beginning you will fill in columns B and C only in worksheet "rating competence 1" in the excel file.

At the end (when you finish the training) you will fill in columns E and F and column H in the excel file.

Knowledge Dimension: My knowledge concerning < Teamwork >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning (Column B) and at the end (Column E) 3. give concrete examples of what you knew at the beginning (Column C) and at the end (Column F) to illustrate the chosen level and write them.

Hints for describing the levels:

- Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
- Level 4: Analysing (Differentiating – Organising – Attributing)
- Level 3: Understanding (Explaining – Comparing)
- Level 2: Interpreting (Exemplifying – Summarising – Classifying)
- Level 1: Remembering (Recognising – Recalling)

Skills dimension: My skills regarding < Teamwork >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning (Column B) and at the end (Column E) 3. give concrete examples of what you were and are able to do at the beginning (Column C) and at the end (Column E) and write them.

Hints for describing the levels:

- Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts
- Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)
- Level 3: Acting partly independently, choosing between options, selecting
- Level 2: Imitating, Acting without own impulse, acting when being instructed
- Level 1: Listening only, participating only, reception without action...

Attitude - Affective Dimension: My attitudes and emotions concerning < (Diverse) Teamwork >

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning (Column B) and at the end (Column E) 3. give concrete examples that illustrate how you felt and which attitude you had (attitude you selected) in regard to < (Diverse) Teamwork > at the beginning (Column C) and at the end (Column E) and write them.

Hints for filling the level:

- Level 5: (group): influencing others (motivating/convincing others by own model,...)
- Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)
- Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)
- Level 2: curiosity (interest in topic, being attracted, ...)
- Level 1: no emotional reference to topic (only interested in own situation,...)

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Communication (including communicating in team)

28 April 2020

University of Turin, dieBerater, cronos, blinc, UNIVERSITÄT DUISBURG ESSEN, NOVA DE LISBOA, UDG, UCL, and other partner logos.

1

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Four ears model – What is it?


- **Four ears** or **four-sides** model or **communication square**
- What is the four ears model of Friedemann Schulz von Thun?
- Every message has four facets, not the same emphasis might be put on each – these are:
 - Fact
 - Self-revealing
 - Relationship, and
 - Appeal (demand)

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2


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Four ears model




- **Factual Level** contains statements which mere data and facts, as part of the communicated content
- **Self-revealing** or self-disclosure - the speaker provides info on himself/herself, on its motives, values, emotions etc. It happens both consciously or not intended
- **Relationship** - shows how the message sender gets along with the receiver and what she/he thinks of her/him
- **Appeal or Demand** - presents the wish, desire, advice, instruction to the receiver, that the speaker is seeking
- Every layer can be **misunderstood** individually




3


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Four ears model



- **Factual Level** contains statements which mere data and facts, as part of the communicated content
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- Every layer can be **misunderstood** individually



4

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Example

His message: **There is something green in the soup?**

What does she hear, or could hear?



- Facts: *He sees something green*
- Self-revealing: *He doesn't like it (I don't know what it is)*
- Relationship: *He thinks I'm a bad cook! (you should know what it is)*
- Appeal or Demand: *I shall only cook things he likes (Tell me what it is!)*



5



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Four ears model – how to manage

- Very often people have one ear that's more sensitive than the others – do you, and which one?
- Probably you know a person who always finds personal criticism in very simple and neutral messages – such person has a very sensitive ear for relationship-messages
- **It's not useful to hear only one aspect of a message!**
- **We should not interpret aspects of messages that are not clearly sent by the speaker!**

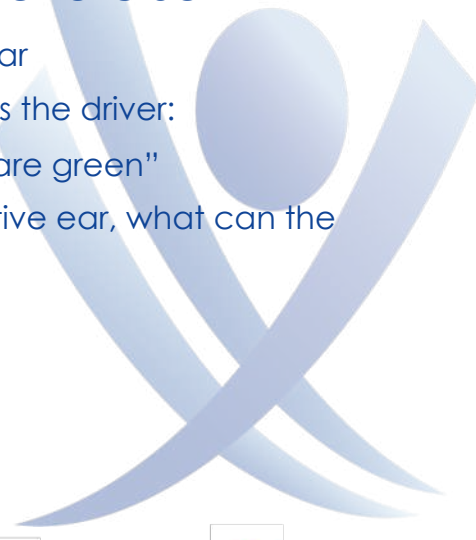











6


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Four ears model – exercise

- Two persons are in the car
- Front-seat passenger tells the driver:
 - "Hey, the traffic lights are green"
- Based on the most sensitive ear, what can the driver hear?



7


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Four ears model – exercise

- Fact: "*the traffic lights are green*"
- Demand: "*Come on, drive!*"
- Relationship: "*I want to help you*"
- Self-revealing: "*I am in a hurry*"
- The sender can stress the appeal of the statement and the receiver can mainly receive the relationship part of the message
- This is one of the main reasons for misunderstandings













8

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Facts – the best for understanding?

The stars are sparkling so brightly....

The stars don't sparkle! It's only the light splitting in the levels of the atmosphere!

Logos of partner institutions: Universität Trier, dieBerater, cronos, blinc, Hochschule Bielefeld, UNIVERSIDADE NOVA DE LISBOA, UDG, WU, and others.

9

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Facts – the best for understanding?

- What happens when people only hear the facts of a message?
- Do you know situations or persons with a strong tendency to hear facts?

- How do you feel when you communicate with these persons?

Logos of partner institutions: Universität Trier, dieBerater, cronos, blinc, Hochschule Bielefeld, UNIVERSIDADE NOVA DE LISBOA, UDG, WU, and others.

10

Ear 2: Self-revelation

- Father: "What absolute chaos!! You are a slob!! It's horrible to live in such a mess!"
- Son: "Did you have a bad day in the office, dad?"
- Why boy interprets his father's statement like this?
- How could father formulate the sentence so the son with the self-revelation-ear will understand correctly?
- Do you know persons (prof.?) with strong tendency to interpret self-revelation while communicating?



11

Ear 3: Relationship

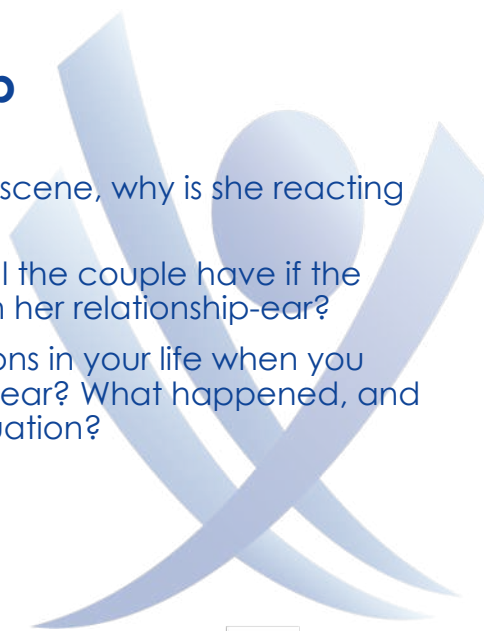



12

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Ear 3: Relationship

- What is happening in this scene, why is she reacting like this?
- What kind of problems will the couple have if the woman always hears with her relationship-ear?
- Do you remember situations in your life when you had a strong relationship-ear? What happened, and how did you solve the situation?






13

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Ear 4: Demand or Appeal





Is there any more coffee left?

I'll make more coffee immediately!

GOLD-HAUSSE




14


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Ear 4: Demand or Appeal

- What will happen to people who always interpret demands while communicating? How will other persons probably react to these demand- hearers?
- Do you know persons in your everyday life who have this strong demand- ear? Is your mother such person with you?
- How could you protect yourself from having a strong demand-ear?

Slides adapted from Erasmus+ CBHE Ready for Business - REBUS



15


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Compare messages

Studentima/cama III godine I ciklusa:

U prilogu su rezultati II parcijalnog ispita, te zbir sa rezultatima I parcijalnog i posljedična ponuđena ocjena.

Svi koji imaju ponuđenu pozitivnu ocjenu trebaju najkasnije do ponedjeljka 27.1.2020 u 12h uputiti mail meni ako žele poništiti neki od dva parcijalna i ponovo polagati samo taj dio (to mogu uraditi i odmah), ispit je u četvrtak 30.1.

One osobe koje nemaju ponuđenu pozitivnu ocjenu mogu izaći samo na jedan parcijalni ako su na drugom ostvarili najmanje 55% bodova, u suprotnom moraju polagati cijeli ispit i ocjena iz tog ispita će se sabrati sa ocjenom preko parcijalnih (5) i prosjek će bit konačna ocjena.

Svi morate prijaviti izlazak na ispit 30.1.2020, s tim da one osobe koje su zadovoljne ponuđenom ocjenom tada samo trebaju donijeti ili po nekome uputiti indeks da bih upisao ocjenu.

Uvid u radove u srijedu 15.1.2020 u 12:15h u kabinetu nastavnika.

Pozdrav, BVučijak

PS Rezultati su dostupni i na Courseware-u u folderu "II parcijalni ispit 10.1.2020"



16


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Compare messages


Branko Vucijak <vucijak@mef.unsa.ba>
 anela_alihodzic@hotmail.com; almedinaa.avdagic@gmail.com; bbenjamin994@hotmail.com; + 32 more
 Wednesday, 11 March 2020 at 22:04
[Show Details](#)

← You replied to this message on 14/03/2020, 10:29. Show Reply

! This message is high priority.

Dragi svi,
 Prema uputama Vlade, naredne sedmice ćete umjesto u Sali 403 nastavu imati na slijedećoj web adresi u ponedjeljak 16.3.2020 u 9:30h:

 Branko Vucijak is inviting you to a scheduled Zoom meeting:

 Join Zoom Meeting
<https://us04web.zoom.us/j/405852054>

 Meeting ID: 405 852 054

Dovoljno je da kliknete na gornji link (koristiti računar, tablet ili mobitel) i ostavite uključene mikrofon i kameru, pridružićete se time virtualnoj online sali gdje ću dijeleći svoj ekran sa vama prikazati narednu temu predavanja u trajanju do 40 min. Nakon toga ćete sami pokušati vježbati i ponovo ćemo se sreći na istoj adresi oko sat kasnije.

Ako je nešto potrebno dodatno pojasniti, slobodno se obratite!
 Pozdrav, BVučijak



17


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Compare messages

Dragi svi,
 Ovaj put vam želim dati i dodatne upute za našu online nastavu u ponedjeljak:

- Kako se pridružiti takvom predavanju koristeći Zoom možete vidjeti na https://www.youtube.com/watch?time_continue=6&v=vFhAEoCF7jg&feature=emb_logo.
 U prilogu je i slika ekrana koji ćete dobiti kada se uključite, zamolio bih sve vas koji nećete biti sami u prostoriji ili ako se u vašoj prostoriji čuju i drugi glasni zvuci da klikom na mikrofon u donjem lijevom uglu isključite (Mute) svoj zvuk i uključite ga samo kada budete htjeli postaviti neko pitanje. Svoju kameru možete i a ne morate uključiti (usporiće vam tok, pa može doći do problema sa zvukom i slikom, ako vam je slaba veza na Internet).
- Da podsjetim, link za „dolazak na predavanje“ u ponedjeljak u 9:30h je <https://us04web.zoom.us/j/405852054>. Prvi dio će trajati 40 minuta, jer je takvo ograničenje verzije koju koristim, ali ćemo pokušati nastaviti opet u 10:30h na linku <https://us04web.zoom.us/j/3701451157> (do 11:10h), te ponovo u 11:30h na linku <https://us04web.zoom.us/j/3701451157>. Nisam još pravio takve uzastopne online sastanke, pa ćemo u toku jutra provjeriti kako sve radi, ali imam duga uspješna iskustva sa sastankom do 40 min.
- Za pripremu za ova predavanja molim da i sami unaprijed pogledate prezentacije MF KPK-P3 BH.pptx i MF KPK-P4 BH.pptx, pokušao bih vam obje ove teme detaljno predstaviti. Ja ću za tu svrhu podijeliti svoj ekran sa vama, tako da ćete u toku predavanja moći pratiti detalje o kojima govorim. Također ću dijeliti svoj ekran kada budemo radili testne zadatke iz I parcijalnog prošle godine (i njih i PPTX imate već dostupne na Courseware-u).



18



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Compare messages

Više ne bih pisao jer se bojim da ćete prestati čitati, nadam se da će vam se i ovaj način komuniciranja dopasti, svakako će vam trebati u budućnosti (naročito za međunarodne projekte). Ja ću napraviti i snima ovih predavanja i uploadati ga na neki cloud za koji ćete dobiti link, pa ćete ih moći i ponovo pogledati kasnije (ali tada nema pitanja, koja su na ovim predavanjima svakako poželjna).

I dodatna napomena – ovako ne radimo zato da imate više vremena za druženja u kafićima, već upravo suprotno da se ne biste družili u narednom periodu, tj. da biste zaštitili svoje zdravlje ali i još vjerojatnije da biste izbjegli da neželjeno postanete „ubice“ starijih osoba iz svoje obitelji ili susjeda koje srećete. Zato vas molim i da pogledate naredni link:

https://www.newsweek.com/young-unafraid-coronavirus-pandemic-good-you-now-stop-killing-people-opinion-1491797?amp=1&twitter_impresion=true&fbclid=IwAR2LgVDbzGEHPO-drgtab_sbGoDG1AsynfS4nocBg3-MzKveFqWCp2P8was

(YOUNG AND UNAFRAID OF THE CORONAVIRUS PANDEMIC? GOOD FOR YOU. NOW STOP KILLING PEOPLE)

I također pogledajte i zaključke UNSA:

<http://www.unsa.ba/novosti/senat-uns-a-zakljucci-o-izmjeni-nacina-realizacije-nastavnog-procesa-na-univerzitetu-u>

Lijepi pozdrav i do skorog online viđenja!
BVučijak




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Tim i timski rad

part I

14 May 2020












1


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Agenda

- Tim – Pojam tima
- Faze u razvoju tima
- Uloge u timu
- Karakteristike efektivnog tima
- Tim-lider
 - Tim lider i rezultat
 - Tim lider i proces
 - Tim lider i odnosi
- Timski rad - emocionalna inteligencija kao platforma













2


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Teamwork is...

„The process of working collaboratively with a group of people in order to achieve a goal. [...]

Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.“

www.businessdictionary.com













3


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Tim je...

- Manji broj ljudi
- Sa komplementarnim vještinama
- Sa zajedničkom i jasnim ciljevima
- I podijeljenom odgovornošću
- Koji su opredjeljeni u izvršenju jednog ili više zajedničkih ciljevanj













4

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Tim

- Tim podrazumijeva visok stepen koordinacije između članova i zajedničko vjerovanje da je uspjeh (dostizanje ciljeva) ne samo poželjan, već i stvarni razlog postojanja tima





5

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Why Teamwork?

- **T**ogether
- **E**veryone
- **A**chieves
- **M**ore



„The purpose of teamwork is to help increase productivity, quality and to provide a support system for each member of the team.“
www.forbes.com



6

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Prvi tim

- Prema Wall Street Journal, prvi radni tim ikada formiran u nekoj organizaciji je bio u Filene robnoj kući u Bostonu u 1898.
- Da li postoje limiti u korištenju tima?
- Odgovor – NE (Tom Peters, 1987)





7

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Faktori uspjeha

- Zajednički ciljevi
- Motivacija
- Opredjeljenost
- Poštovanje
- Povjerenje
- Miks osobitosti i kompetencija - različitost (diversity)
- Različite uloge i dužnosti
- Kultura komunikacije – *konstruktivna komunikacija, kooperacija, norme, konflikt menadžment*
- Leadership
- Inicijativa
- Međuzavisnost
- ...





8

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Vrijednost različitosti

- Kao što fudbalski tim ne može uspjeti ako u njemu samo igraju samo napadači bez igrača odbrane ili sredine terena, tako svaki tim zavisi od članova tima sa različitim ulogama koji znaju i hoće da u okviru tih uloga u rade u timu.
- Ova različitost uvećava fleksibilnost, efikasnost i efektivnost tima





9

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Uloge u timu

“Team roles are defined by the „tendency to behave, contribute and interrelate with others in a particular way.“

“The types of behavior in which people engage are infinite. But the range of useful behaviors, which make an effective contribution to team performance, is finite.”

Dr. Meredith Belbin





10

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Uloge u timu

- Story-teller
- Documenter
- Scheduler
- Interpreter
- Hurdler (clear up the obstacle)
- Connector
- Anthropologist





11

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Faze u razvoju tima

- Formiranje (Forming)
- Prilagođavanje (Norming)
- Turbuliranje (Storming)
- Perfomiranje (Performing)





12

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Faze u razvoju tima

Formiranje

- **Formiranje (FORMING):**
 - Orijehtiranje
 - Slomiti led
 - Formiranje odnosa
 - Ustanovljenje povjerenja
- **Lider:**
 - Jasnost pravca se oćekuje od lidera tima

13

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Faze u razvoju tima

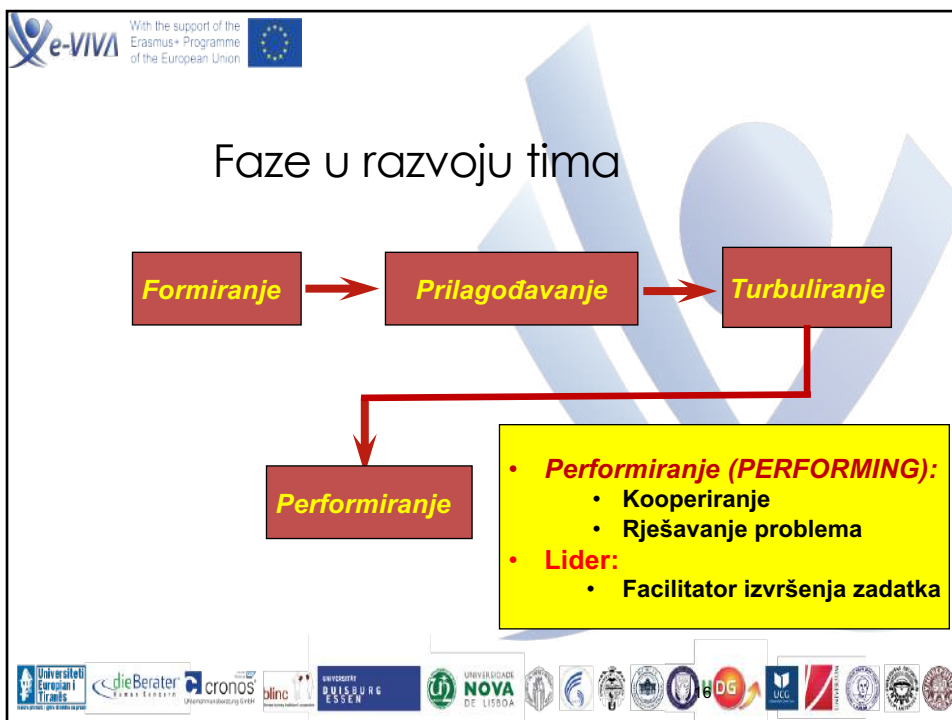
Formiranje → **Prilagođavanje**

- **Prilagođavanje (NORMING)**
 - Ustanovljenje reda
 - Razvoj kohezije i jedinstva
- **Lider:**
 - Pomaže da se pojasne uloge
 - Pojašnjava vrijednosti
 - Identificira oćekivanja
 - Povećava opredjeljenost

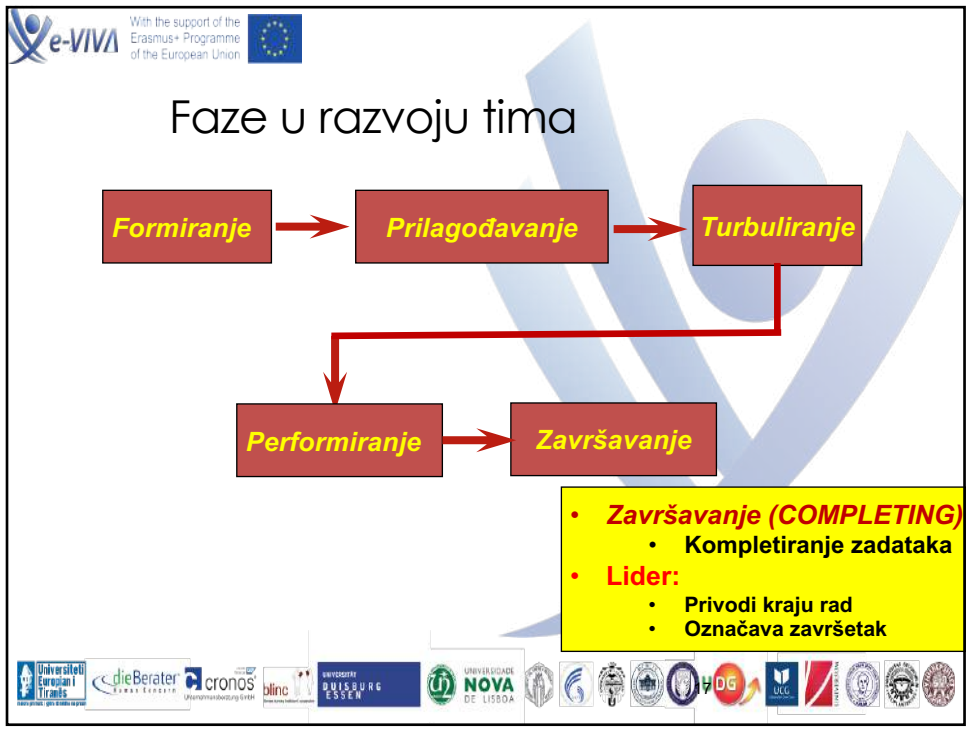
14



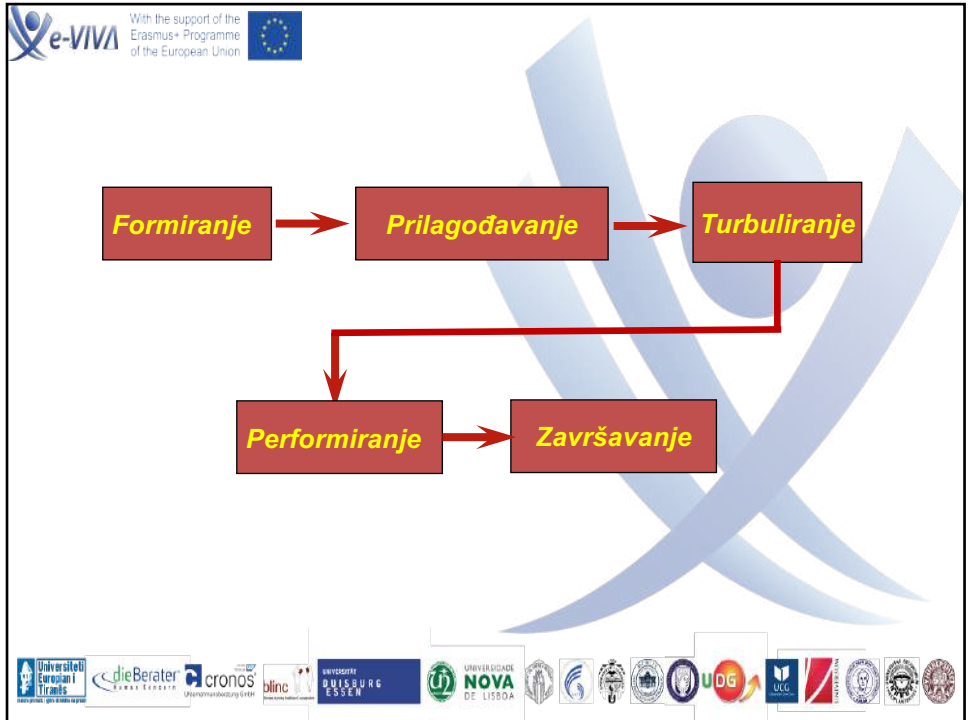
15



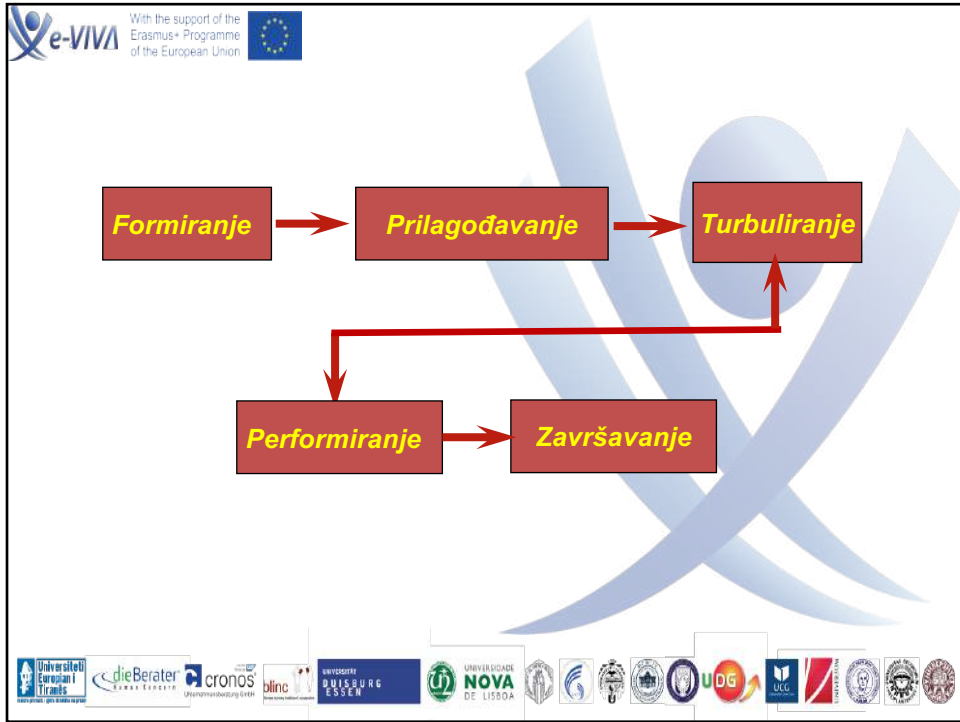
16



17





18



19




20


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Problematični članovi tima

1. Jednakost napora:
 - Niko ne radi sukladno svojim potencijalima, zašto bih ja.
2. Gubitak odgovornosti:
 - Ja sam nevažan dio ove velike grupe, tako da niko neće uočiti šta ja radim.
3. Podjela nagrada:
 - Zašto bih ja radio napornije nego drugi, kada ćemo dobiti istu nagradu.
4. Gubitak koordinacije:
 - Što je više ljudi uključeno, to moram više i čekati na druge, pričati sa drugima, i koordinirati rad sa drugima, tako da sam manje efikasan.



21


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Problematični članovi tima

- Opće pravilo je da se problematična osoba ne dovede u situaciju u kojoj će biti posramljen ili zastrašena
- Koristiti komunikaciju podrške, kolaboracioni menadžment konflikta i tehniku ojačavanja



22


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Neki simptomi neefikasnosti timova

Simptom	Rješenje
<ul style="list-style-type: none"> • Komunikacija van grupe 	Otvoreno dijeliti informacije za vrijeme sastanka
<ul style="list-style-type: none"> • Prezavisnot od lidera 	Ići naprijed sa samopouzdanjem kada je potrebno čak i kada je lider odsutan
<ul style="list-style-type: none"> • Nerealizirane odluke • Skriveni konflikti 	Realizirati odluke koje su donešene Tolerancija, uvažavanje, rješavanje nesporazuma
<ul style="list-style-type: none"> • Podgrupe sa svojim interesima 	Staviti interese tima iznad bilo koje podgrupe



23


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Uloga tim lidera u timskom radu

- Slična uloga kao trenera (engl. coach) u sportu: raspodjela uloga članova tima, izgradnja povjerenja kod članova tima i pojašnjavanje šta tim treba da postigne.
- Tim lider- određuje koje su mogućnosti članova tima i koje odgovornosti mogu preuzeti.
- Uloga koja primarno uključuje korištenje interpersonalnih kompetencija
- Jasno komuniciranje vizije i ciljeva prema članovima tima



24

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Efektivni lider tima

- Demonstrira integritet
- Jasan je i konzistentan
- Stvara pozitivnu energiju
- Upravlja sporazumima i nesporazumima
- Ohrabruje i obučava (coaching)
- Dijeli informacije sa članovima tima
- ...





25

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Fokusira se na rezultate, procese i odnose



Rezultati


- Izvršenje zadataka
- Dosezanje ciljeva

Procesi

- Kako se posao izvršava
- Kako se upravlja poslom
- Koliko je efikasno izvršenje posla

Odnos

- Odnos među ljudima
- Odnos ljudi prema organizaciji
- Kako se ljudi osjećaju u vezi sa svojim uključenjem i učestvovanjem



26

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Tim lider i rezultati

- Puna upućenost na rezultate
- Tim lider je: task-driven
- Rezultat i rezultat
- Ostvarenje rezultata moguće jedino kroz vođenje procesa i izgradnju odgovorajućih odnosa unutar tima





27

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Tim lider i odnosi

- Građenje povjerenja
- Ključni uslov: Visoka razina emocionalne inteligencije
- EI/EQ = zrelost - unapređuje se cijeli život
- Rad na "samom sebi" – spremnost da se gradi EI/EQ





28

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Članovi timova i kompetencije EI

- Visoka razina emocionalne inteligencije i članova tima
- Svijest da međuzavisnost kao razina zrelosti stvara okvir za ostvarenje sinergije ostvarive kroz međusobnu interakciju članova tima



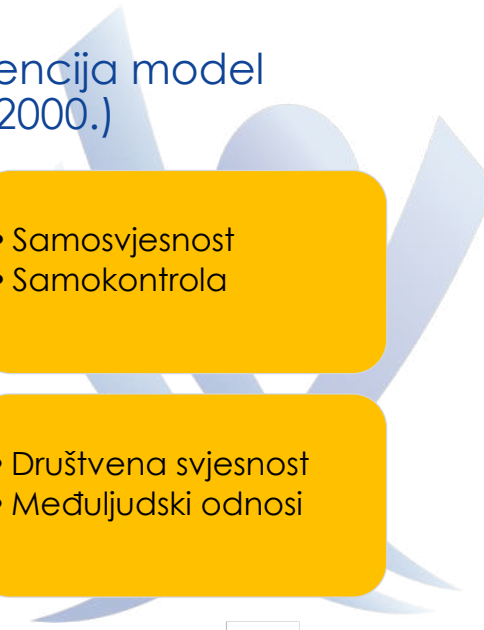



29

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Emocionalna inteligencija model (Boyatzis, Goleman 2000.)

<p>Lične kompetencije</p>	<ul style="list-style-type: none"> • Samosvjesnost • Samokontrola
<p>Društvene kompetencije</p>	<ul style="list-style-type: none"> • Društvena svjesnost • Međuljudski odnosi



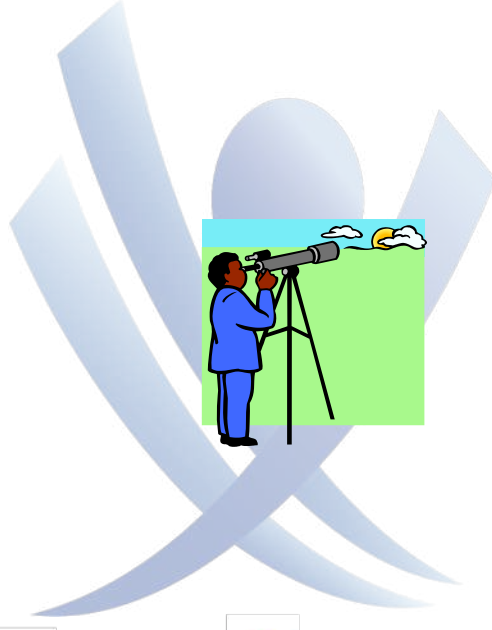


















30


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Zapamtite

- Together
- Everyone
- Accomplishes
- More
- With
- Organization
- Responsibility, and
- Knowledge





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Team and Teamwork


part II

19 May 2020



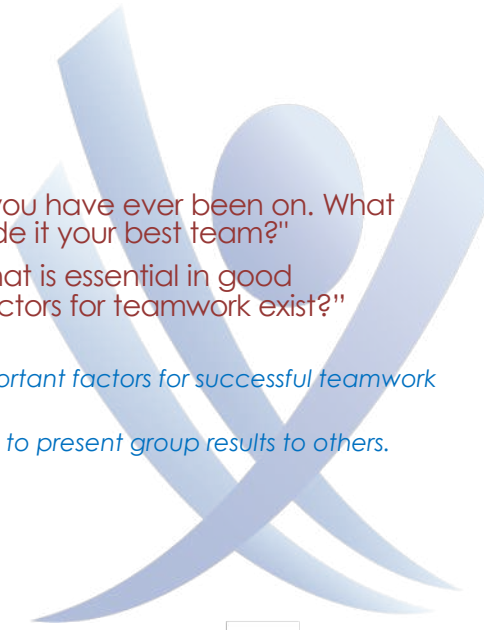


1





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Teamwork

- "Think about the best team you have ever been on. What are five key factors that made it your best team?"
- "What is a team for you? What is essential in good teamwork? What success factors for teamwork exist?"
- Task:
 - Group decides on 5 most important factors for successful teamwork
 - 10 minutes time to discuss,
 - Group selects speaker - 3 min. to present group results to others.

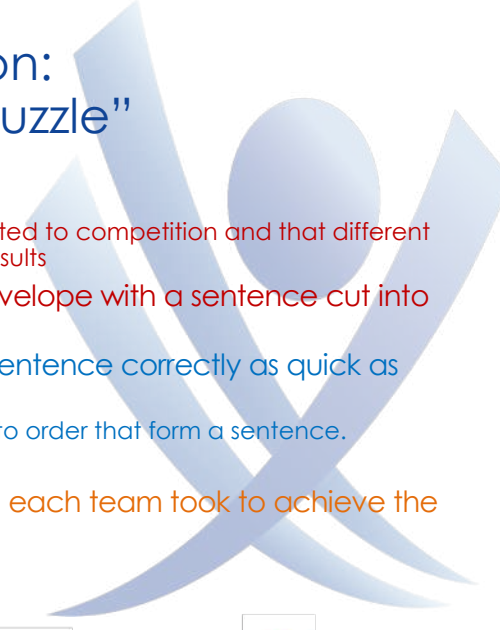







2







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Team competition: Exercise “word puzzle”

- **Goal:**
 - Realize that teamwork is related to competition and that different talents contribute to team results
- Each group receives an envelope with a sentence cut into pieces.
- Task is to put together the sentence correctly as quick as possible.
 - Teams bring puzzle pieces into order that form a sentence.
 - First team ready wins.
- Trainer takes time how long each team took to achieve the goal.





3


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Team competition: Exercise “word puzzle”

- John Ford
 - preduzitati je rizikovat ništa ne ne i i najskuplje.
- Henry Ford
 - vidite pogled sa ukoliko cilja skrenete prepreke samo.
- Peter Drucker
 - nekada znajte god biznis je da hrabra vidite uspješan odluka kad donijeta
- Henry Ford:
 - uspjeh početak, napredak, zajedno je zajedno zajedno je dolaziti je ostati, raditi
- Henry Ford
 - onoga uradi osoba sposobna da misli postoji koja više od nije što ne da može.
















4



 With the support of the Erasmus+ Programme of the European Union
 

Team competition: Exercise “word puzzle”

- John Ford
 - Najskuplje je ne rizikovati i ne preduzimati ništa.
- Henry Ford
 - Ukoliko skrenete pogled sa cilja vidite samo prepreke.
- Peter Drucker
 - Kad god vidite uspješan biznis znajte da je nekada donijeta hrabra odluka.
- Henry Ford:
 - Dolaziti zajedno je početak, ostati zajedno je napredak, raditi zajedno je uspjeh
- Henry Ford
 - Ne postoji osoba koja nije sposobna da uradi više od onoga što misli da može.



5




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Reflection on working together, identifying roles in a team

- **Questions:**
 - Quality of collaboration: everyone included, everyone able to contribute, everyone heard?
 - Roles taken?
 - What went well, what could be improved?
 - What did it feel like to be part of that team?
- Each participant reflects on team exercise and shares comments with the group

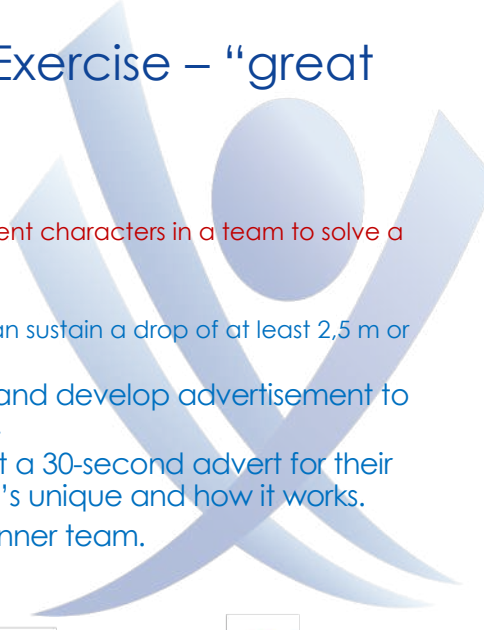



6


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Problem solving: Exercise – “great egg drop”

- **Goal:**
 - Experiencing benefits of different characters in a team to solve a problem
- **Task**
 - Build an egg package that can sustain a drop of at least 2,5 m or one floor of a building
- Teams build egg packages and develop advertisement to present to group afterwards.
- Each team must also present a 30-second advert for their package, highlighting why it's unique and how it works.
- The entire group votes on winner team.





7


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Reflection on egg drop exercise

- **Goal:**
 - Become aware of roles and talents, reflect on working process and possible improvements
- **Questions:**
 - Quality of collaboration: everyone included, everyone able to contribute, everyone heard?
 - Roles taken?
 - What went well, what could be improved?
 - What did it feel like to be part of that team?
- Each participant reflects on team exercise and shares comments with the group



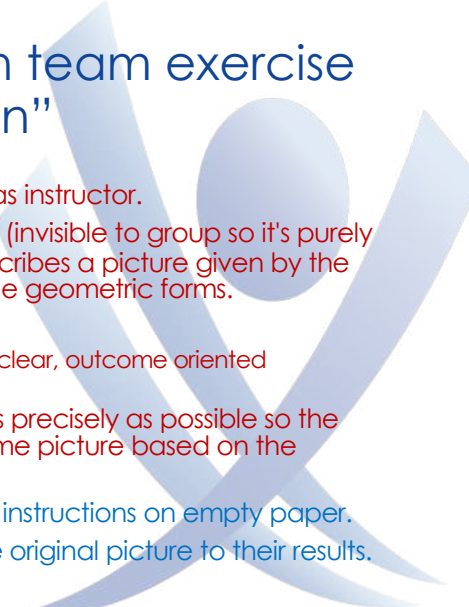



8


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Communication in team exercise “behind the screen”

- One group member is selected as instructor.
- This person gets behind a screen (invisible to group so it's purely verbal communication) and describes a picture given by the trainer which is made up of simple geometric forms.
- Goal:
 - Show relevance and difficulty of clear, outcome oriented communication
- Goal is to describe the picture as precisely as possible so the listeners are able to draw the same picture based on the instructions.
- Group has to draw following the instructions on empty paper.
- When finished they compare the original picture to their results.





9


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Communication in team exercise “behind the screen”





10


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Reflection of communication in team exercise

- Contextualization of exercise –relevance of clear communication for collaborative tasks.
- Group reflects on exercise and identifies important points/difficulties/qualities of communication that are beneficial based on the prior experience.

Slides adapted from Erasmus+ CBHE Ready for Business - REBUS



11


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Teamwork

- Izašao je konkurs za posao. U konkursu je navedeno da osoba mora posjedovati kompetencije timskog rada.
- Napisati nekoliko rečenica (jedan kratki paragraf) kojim biste opisali svoje kompetencije timskog rada prilikom apliciranja za posao.



12