

# VR4 Skills

## Toolkit of scenarios for VR environment

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# VR4 Skills

SCENARIO  
INTERCULTURAL  
EFFECTIVENESS

# DAY 1

## Scene 1: Introduction

Sarah: (Entering the International Relations Office with a smile) Good morning Everyone!

Colleague 1: Morning, Sarah. Ready for another busy day?

Sarah: Absolutely. Let's see what's on the agenda today.

## Scene 2: Meeting International Students

Sarah sits down with a group of International Students who are struggling to adapt to the new cultural environment

**Sarah:** (Warmly) Hello Everyone!. Thank you for meeting with me today. I understand that transitioning to a new cultural environment can be challenging. How are you all feeling?

**International Student 1:** (Frustrated tone) I just don't get why everyone here does things differently

**Sarah:** (with empathy) I hear you. It's completely normal to feel that way when adjusting to a new culture. Can you tell me more about what specific challenges you are facing?

**International Student 2:** (Anxiously) I'm struggling to keep up with my coursework because I don't understand what's expected of me in class. The teaching style is so different here.

**Sarah:** (Understanding) That sounds tough. It's important to remember that each culture has its own academic expectations and communication style. We can work together to help you navigate these differences

**International Student 3:** (Hesitantly) I feel like I don't belong here. It's hard to connect with my classmates because of the language barrier and cultural differences.

Sara (Encouraging) Building connections takes time, but I'm here to support you.

**International Student 4:** (Warily) I'm worried about making friends. It seems like everyone already has their own social circles, and I'm struggling to find my place.

**Sarah:** (Assuring) You are not alone in feeling that way. Many students experience similar challenges when starting university.

What should Sarah do to help the students? Here are three possible approaches she can take:

## Option 1: Individualized Support

### Sub-option 1.1 Individual Support

**Sarah:** We can schedule one-to-one meetings to address your specific challenges and provide personalized guidance and support.

**International Student:** (Relieved) That sounds great. I feel like I could use some individual attention to really understand everything.

**Sarah:** I'll make sure to set up appointments that work for both of us.

Consequences (displayed at the end of this option scene) The individualized support allows Sarah to address each student's unique challenges effectively, providing tailored solutions; Students feel valued and supported, leading to increased confidence and motivation to succeed; Sarah builds stronger relationships with the students, fostering trust and open communication; Sarah might become overwhelmed with the workload of scheduling and conducting individual meetings, leading to burnout or decreased effectiveness in providing support; Due to exhaustion or time constraints, Sarah may not be able to provide the same level of attention and care to each student, resulting in inconsistent support experiences.

### Sub- option 1.2 Flexible Communication Channels

**Sarah:** In addition to one-to-one meetings, we can also utilize email or a messaging platform for ongoing communication to address your questions and concerns promptly.

**International Student (Appreciative):** That would be helpful, especially when I have urgent questions outside of scheduled meetings.

**Sarah:** I'll ensure that we have open communication channels for continuous support.

Consequences (displayed at the end of this option scene) Students can seek support at their convenience, leading to

timely assistance and reduced frustration. Flexible communication channels provide continuous support, fostering a supportive environment for students. Sarah's responsiveness demonstrates her commitment to addressing students' needs, enhancing trust and satisfaction. But on the other hand Sarah may become overwhelmed by the volume of communication, leading to delays or oversights in responding to students. Moreover, without face-to-face interaction, there's a risk of misunderstanding or misinterpretation of information, affecting the effectiveness of support. Students may rely too heavily on digital communication, neglecting opportunities for in-person interaction and support.

### Sub-option 1.3: Peer Tutoring

**Sarah:** We can connect you with peer tutors who have excelled in similar courses and can provide academic assistance tailored to your needs.

**International Student (Curious):** Having support from someone who has been through the same courses would be beneficial.

**Sarah:** I'll find suitable peer tutors for you and facilitate the tutoring sessions as needed.

Consequences (displayed at the end of this option scene) Peer tutoring offers personalized assistance, enhancing students' understanding and academic performance. Building relationships with peer tutors fosters a sense of community and belonging among students. However, the effectiveness of peer tutoring may vary depending on the tutor's skills and availability, potentially leading to inconsistent support experiences. Students may become overly reliant on peer tutors, diminishing their independence and problem-solving skills. Coordinating peer tutoring sessions may consume additional time and resources, potentially straining Sarah's workload.

## Option 2 Group Study Session

### Sub- option 2.1. Study session

**Sarah:** We can organize group study sessions where you can collaborate with other International students facing similar challenges

International Student (Excited) I think that would be really helpful. It's comforting to know I'm not the only one struggling.

**Sarah:** We'll coordinate the sessions and make sure they're productive for everyone involved

Consequences ((displayed at the end of this option scene) Group study sessions provide a supportive environment where students can share experiences and learn from each other; Students feel a sense of belonging, reducing feelings of isolation and increasing motivation to excel academically; Sarah facilitates productive group discussions and ensures that each session meets the needs of the participants

### Sub- option 2.2 Facilitated Discussions

**Sarah:** During the group study sessions, we can incorporate facilitated discussions on cultural adjustment strategies and academic challenges to ensure everyone benefits from shared insights. International Student (Interested): That sounds valuable. It would help us focus on specific issues and learn from each other's experiences.

**Sarah:** I'll prepare discussion topics that address common concerns and guide the sessions to maximize their effectiveness.

Consequences Facilitated discussions promote deeper engagement and learning among participants, encouraging collaborative problem-solving and knowledge sharing. Sarah enhances the effectiveness of group study sessions by providing structure and direction, facilitating meaningful exchanges among students. Without effective facilitation, certain participants may dominate discussions, hindering the participation of others. Lack of structure or guidance may result in discussions veering off-topic, reducing the effectiveness of the sessions. Sarah may encounter challenges in managing conflicts or disagreements during discussions, potentially leading to tension or discomfort among participants.

### Sub-option 2.3 Guest Speakers

**Sarah:** We can invite guest speakers, such as faculty members or alumni, to share their experiences and provide advice during the group study sessions.

**International Student (Excited):** Hearing from experts and experienced individuals would provide valuable insights.

**Sarah:** I'll arrange for guest speakers to attend our sessions and ensure they cover topics relevant to your academic and cultural adjustment.



Consequences Guest speakers offer diverse perspectives and expertise, enriching the learning experience and inspiring students to overcome challenges. Sarah enhances the quality of group study sessions by incorporating external perspectives and expertise, fostering a dynamic and enriching environment for participants. However, securing guest speakers may be challenging due to scheduling conflicts or availability, potentially disrupting planned sessions. Guest speakers may not always address topics directly relevant to students' needs or interests, diminishing the impact of their presentations. Coordinating guest speaker sessions may require additional time and resources, posing logistical challenges for Sarah and the participants.

### Option 3 Cultural Mentoring Program

**Sarah:** we can implement a cultural mentorship program pairing international students with domestic students who can provide guidance and support

**International Student:** (Intrigued) That sounds interesting. It might be nice to have a peer who understands the local culture and can help me to navigate it.

**Sarah:** I'll check the feasibility of such a program and keep you updated on our progress

Consequences ((displayed at the end of this option scene) The cultural mentorship program promotes cross-cultural understanding and fosters meaningful connections between international and domestic students; International students receive valuable insights and support from their mentors, helping them integrate into the local community more smoothly; Sarah collaborates with university stakeholders to launch the program successfully, demonstrating her commitment to supporting students success.

### Option 4 Dropping out

**Sarah:** Well, if you feel that way, dropping out might be the best choice. It's important to prioritize your mental health and well-being.

**International Student:** Oh... I see. Maybe you're right. I'll think about it some more. (student leaves looking dejected)

Consequences (displayed at the end of this option scene) The student feels discouraged by Sarah's lack of support and guidance, leading to a sense of isolation and hopelessness. Without exploring alternative solutions, the student may drop

out impulsively, missing out on opportunities for academic success and personal growth. The negative reinforcement from Sarah reinforces the student's doubts and undermines their confidence in seeking help from the university in the future.



# VR4 Skills

SCENARIO  
INTERCULTURAL  
EFFECTIVENESS 2

# DAY 2

The office hums with activity as Sarah, diligently attends her duties.

A hesitant knock at the door draws her attention.

Emilio, a student, stands outside, looking troubled.

**Sarah:** (warmly) Emilio, please come in. How can I help you?

Emilio enters the office, visibly distressed, and takes a seat.

**Emilio:** Thank you, Sarah. I'm having some serious issues with my group project. You see, my teammates come from diverse cultural backgrounds, and while that's usually a strength, it's causing significant friction now. We just can't seem to agree on anything, and our project is suffering because of it.

Sarah listens attentively, nodding in understanding.

**Sarah:** I see Emilio. Cultural differences can indeed present unique challenges, especially in collaborative settings like your group projects. Could you provide more insight into specific cultural dynamics at play here?

Emilio hesitates, then opens up about the underlying cultural misunderstandings and communication barriers within his group. He explains how differing approaches to teamwork, decision-making, and conflict resolution have led to tension and impeded progress on their project

**Sarah:** Thank you for sharing that, Emilio. Understanding the root causes of the problem is first step towards finding a solution. Now let's explore some possible approaches

### Option 1 Facilitate Cultural Dialogue Sessions

**Sarah:** Emilio, I believe organizing facilitated dialogue sessions would be the best approach in this situation. It will provide a structured environment for you and your teammates to express your cultural perspectives and find common ground

**Emilio:** (skeptically) Are you sure that's the right way to go? Won't it just lead to more arguments and disagreements?

**Sarah:** I understands your concerns, Emilio, but I believe open and respectful dialogue is key to overcoming cultural differences. By addressing these issues head-on, we can foster mutual understanding and ultimately strengthen your team's collaboration

**Emilio:** (reluctantly) Alright, if you think it's the best option, let's give it a try.

Consequences (displayed at the end of this option scene) The facilitated dialogue sessions initially lead to heated debates and increased tension among Emilio and his teammates. However, as they gradually begin to find common ground and develop a deeper appreciation for their cultural differences, Eventually, they are able to resolve their conflicts and successfully complete their project, but not without enduring significant stress and setbacks along the way

### Option 2 Team Building Activities

**Sarah:** Emilio, I suggest arranging team- building activities tailored to address your group's specific challenges. These activities will help promote trust, empathy, and effective communication among your teammates, fostering a stronger sense of unity and collaboration.

**Emilio:** That sounds interesting. How do you think it will help us overcome our cultural differences?

**Sarah:** By engaging in interactive exercises and problem- solving tasks together, you'll have the opportunity to build rapport and develop a deeper understanding of each other's strengths and communication styles. Through shared experiences, you can break down barriers and cultivate a more cohesive team dynamic.

**Emilio:** (optimistically) I like the sound of that. Let's give it a try

Consequences (displayed at the end of this option scene) The team building activities prove to be highly successful in fostering trust, cooperation, and mutual respect among Emilio and his teammates. As they work together to overcome various challenges, they develop stronger bonds and gain a deeper appreciation for their cultural differences. With improved communication and a newfound sense of unity, they are able to collaborate more effectively and successfully complete their project, achieving both personal and academic success.

### Option 3 Peer Mediation

**Sarah:** We can ask for help of a trained peer mediator to facilitate constructive discussions and negotiations between you and your teammates.

**Emilio:** (intrigued) How exactly would that work?

**Sarah:** The mediator would serve as a neutral third party, guiding the group towards mutually acceptable solutions and

helping you navigate your cultural differences more effectively. By providing a structured framework for communication and conflict resolution, peer mediation can help you address your concerns in a constructive and respectful manner.

**Emilio:** That sounds like it could really help us move past our differences. Let's give it a try

Consequences ((displayed at the end of this option scene) With the assistance of a trained peer mediator, Emilio and his teammates engage in productive discussions and negotiations aimed at resolving their conflicts. The mediator facilitates open communication and encourages each member to express their perspectives and concerns openly. Through this process, the group gains a deeper understanding of each other's viewpoints and learns to appreciate their cultural differences. With tensions diffused and a renewed sense of cooperation, they are able to work together more effectively and successfully complete their project with minimal stress and friction.



# VR4 Skills

SCENARIO  
INTERCULTURAL  
EFFECTIVENESS 3



# DAY 3

Sarah and her colleagues from International Relations Office are sitting together and they are having a discussion about an event they need to organize. Unfortunately, there's no much time to organize an event and they have a limited resources to do it.

Sarah: (Examining the task at hand) Alright team, we've got a Staff week to organize with limited time and resources.

Narrator: (or displayed information) Sarah as leader of the group needs to make a decision how to effectively manage the team and organize an event. Here are her options:

### Option 1: Delegate tasks to her team members and trust their expertise.

**Sarah:** Alright team, let's divide and conquer. Jack, I need you to handle venue bookings and logistics. Emily, can you take care of reaching out to potential speakers and guests? And Mike, please oversee the promotion and marketing efforts.

**Jack:** Got it, I'll start looking into available venues right away.

**Emily:** Sure thing, I'll start drafting emails to invite speakers and guests.

**Mike:** No problem, I'll work on creating social media posts and spreading the word about the event.

Consequences ((displayed at the end of this option scene) By delegating tasks and trusting her team members' expertise, Sara fosters a sense of ownership and empowerment among her colleagues. The event planning process becomes more efficient, with each team member contributing their unique skills and ideas. However, there might be a risk of miscommunication or misunderstanding among team members if tasks are not delegated clearly, leading to confusion and potential delays in the event planning process. So, Sarah in order to show her leadership skills

### Hold a Briefing Meeting

**Sarah:** Alright team, before we dive into our tasks, let's have a quick briefing meeting to ensure we're all clear on what needs to be done.

**Jack:** Sounds good, Sarah. It'll help us understand the big picture.

**Emily:** Agreed. I think clarifying expectations from the start will prevent any misunderstandings later on.

**Mike:** I'm all for it. A briefing meeting will ensure we're aligned on our goals and responsibilities.

Consequences ((displayed at the end of this option scene) Ensure everyone is on the same page regarding their responsibilities. But it may take some time initially, potentially delaying task execution.

## Establish Clear Communication Channels

**Sarah:** Let's establish clear communication channels to keep everyone in the loop. Jack, can we set up a Basecamp channel specifically for this project?

**Jack:** Sure thing, Sarah. I'll create the channel and invite everyone to join.

**Emily:** Should we also schedule regular check-ins or have an open-door policy for any questions or concerns?

**Mike:** I think both could work. Scheduled check-ins will keep us accountable, and an open-door policy ensures we address issues promptly.

Consequences ((displayed at the end of this option scene) On one hand it minimizes misunderstandings and ensures quick resolution of any issues. But, constant communication might consume additional time, affecting productivity.

### Option 2: Take full control of the project to ensure everything goes smoothly.

**Sarah:** I'll take the lead on this one. I'll assign tasks and oversee every aspect of the event to ensure it's a success.

**Amy:** But Sarah, we have skills and ideas to contribute too. We can work together more effectively if we share the workload.

Consequences ((displayed at the end of this option scene) Sarah's decision to take full control leads to resentment and disengagement among her team members. They feel sidelined and undervalued, resulting in decreased morale and productivity. Sarah becomes overwhelmed trying to micromanage every aspect of the event, leading to unnecessary stress and exhaustion. Despite her efforts, the event lacks the creativity and diversity of ideas that could have been achieved through collaboration.

### Option 3: Collaborate closely with one team member while excluding the others.

**Sarah:** Amy, I think you and I should handle this together. John, you can assist us if needed.

**John:** Wait, why am I being excluded? We're a team, aren't we?

**Sarah:** Trust me, this is the best approach.

Consequences (displayed at the end of this option scene) Sarah's decision to exclude certain team members creates tension and division within the group. The excluded members feel marginalized and unappreciated, leading to a breakdown in trust and communication. The event planning process becomes disjointed and inefficient, with key tasks overlooked or poorly executed. Ultimately, the event suffers from a lack of cohesion and teamwork, reflecting poorly on Sarah's leadership abilities.

#### Option 4: Prioritize Essential Tasks

**Sarah:** Alright team, we need to prioritize. Let's focus on securing the venue and confirming the speakers first. Everything else can wait until we have those key elements in place.

**Jack:** Understood, I'll prioritize venue options and start reaching out for availability.

**Emily:** Makes sense, I'll work on securing commitments from potential speakers before we move on to other tasks.

**Mike:** Sure thing, I'll hold off on marketing efforts until we have more concrete details to promote.

Consequences ((displayed at the end of this option scene) By focusing on the most critical tasks first, Sarah ensures that key aspects of the event are addressed promptly, maximizing the limited time and resources available. There's a risk of neglecting important but less urgent tasks, potentially compromising the quality of the event in the long run. So, Sarah has to decide what to do to avoid neglecting them.

### 4.1 Conduct a Task Priority Analysis

**Sarah:** Before we start, let's conduct a quick analysis to prioritize our tasks. Jack, what do you think should be our top priority?

**Jack:** Securing the venue should be our main focus. Everything else hinges on having a location confirmed.

**Emily:** Agreed. Once we have the venue, we can move on to securing speakers and promoting the event.

**Mike:** Makes sense. I'll prioritize tasks based on their dependencies and importance to the overall event.

Consequences ((displayed at the end of this option scene) Definitely it helps in identifying critical tasks and allocating resources accordingly. But may lead to overlooking tasks that seem less urgent but are still important in the long run.

### Set Clear Deadlines for Each Task

**Sarah:** Let's set clear deadlines for each task to ensure we stay on track. Jack, when do you think you can have a list of potential venues ready?

**Jack:** I'll aim to have it by the end of the day tomorrow, Sarah.

**Emily:** I'll make sure to reach out to speakers within the next two days to secure their commitments.

**Mike:** I'll start drafting the marketing plan and aim to have it finalized by the end of the week.

Consequences ((displayed at the end of this option scene) It ensures tasks are completed in a timely manner, preventing last-minute rushes. On the other hand, it may increase pressure on team members and result in stress if deadlines are too tight.

### Regular Progress Reviews

**Sarah:** We need to schedule regular progress reviews to ensure we're meeting our deadlines. How does everyone feel about a weekly check-in meeting?

**Jack:** That works for me, Sarah. It'll help us stay accountable and address any issues early on.

**Emily:** Agreed. Weekly meetings will give us a chance to discuss any roadblocks and adjust our plans if needed.

**Mike:** Sounds good to me. It'll also give us an opportunity to celebrate our achievements and keep morale high.

Consequences ((displayed at the end of this option scene) It allows Sarah to monitor the progress of essential tasks and intervene if necessary. However, it also requires additional time for meetings, potentially taking away from actual task

execution.

### Option 5: Streamline Event Format

**Sarah:** Team, we might need to streamline our event format to make this work. Let's focus on core activities and trim any unnecessary frills.

**Jack:** That makes sense, we can look for a venue that offers all-inclusive packages to save time on coordinating multiple vendors.

**Emily:** Agreed, we can limit the number of speakers or panel discussions to keep the agenda concise and manageable.

**Mike:** I see your point, but let's make sure we're not sacrificing the wow factor that will attract attendees and make the event memorable. We need to find the right balance between efficiency and impact.

Consequences ((displayed at the end of this option scene) By simplifying the event format or scaling down certain aspects, Sarah can ensure that the event remains manageable within the constraints of time and resources. There's a risk of compromising the overall impact or appeal of the event if key elements are sacrificed in the interest of streamlining.

#### 5.1 Focus on Core Objectives

**Sarah:** Let's focus on our core objectives to streamline the event format. What are the essential elements we can't afford to compromise on?

**Jack:** I think the keynote speeches and networking opportunities are non-negotiable. They're what attendees value the most.

**Emily:** Agreed. We can scale back on extraneous activities but must ensure the quality of our main sessions.

**Mike:** We should also prioritize attendee engagement and interaction to make the most of our limited resources.

Consequences ((displayed at the end of this option scene) Focusing on core objectives ensures the event remains ali-

igned with its primary goals, maximizing impact despite limited resources. But, Streamlining too much may result in sacrificing elements that could enhance the event experience, potentially reducing attendee satisfaction.

## 5.2 Simplify Registration and Check-in Processes

**Sarah:** How can we simplify our registration and check-in processes to streamline the event?

**Jack:** We could use online registration forms and QR code check-ins to speed up the process and reduce waiting times.

**Emily:** We should also provide clear instructions and signage to guide attendees through the registration and check-in process seamlessly.

**Mike:** Agreed. A smooth registration experience sets the tone for the rest of the event and ensures attendees start off on the right foot.

Consequences ((displayed at the end of this option scene) Simplifying registration and check-in processes reduces wait times and improves attendee experience, enhancing overall event efficiency. However, Implementing new registration and check-in processes may require investment in technology or resources, potentially increasing costs and complexity.

## 5.3 Opt for Pre-packaged Services

**Sarah:** Considering our time constraints, should we opt for pre-packaged services where available?

**Jack:** That might be a good idea, Sarah. It'll save us time on negotiations and coordination.

**Emily:** As long as we maintain control over the quality and customization, I'm on board with pre-packaged services.

**Mike:** Agreed. Let's look for packages that offer flexibility and align with our event objectives.

Consequences (displayed at the end of this option scene) Pre-packaged services save time on negotiations and coordination, allowing for quicker execution of tasks and potentially reducing costs. Lack of customization options with pre-packaged services may result in a less unique or tailored event experience, potentially impacting attendee engagement.



# VR4 Skills

SCENARIO  
INTERCULTURAL  
EFFECTIVENESS 4



# DAY 4

At the university corridor Sarah meets two students who are in conflict and argue with each other

Sarah: (Approaching the two students in conflict) Hey, I heard there's been some tension between you two. Let's talk it out and find a solution together.

John: (Frowning) Well, it's just that Paul here doesn't seem to value my input during our group projects.

Paul: (Crossing his arms) And John tends to steamroll over everyone else's ideas without even considering them.

Sarah: I see. It sounds like there's some miscommunication going on. How about we take a moment to discuss what's been happening?

John and Paul try to explain the situation. Sarah wants to help them, but she should decide what to do and how she can help students.

### Option 1: Remain neutral and facilitate a dialogue between the students to find common ground.

**Sarah:** So, let's start by each sharing our perspective on what happened.

**John:** Well, I felt like my ideas weren't being taken seriously.

**Paul:** And I felt like you weren't listening to my suggestions either.

**Sarah:** I understand where both of you are coming from. Let's see if we can find a compromise that works for both of you.

Consequences (displayed at the end of this option scene) By remaining neutral and facilitating open communication between the students, Sarah helps them understand each other's perspectives and find common ground. They work together to resolve their differences amicably, fostering mutual respect and understanding. Sarah earns praise for her empathetic approach and conflict resolution skills, strengthening her relationships with the students and fostering a more inclusive and harmonious environment.

### Option 2: Take sides based on her personal biases or preferences.

**Sarah:** Alright, I'm siding with Tom here. I think they have a valid point and John should consider their perspective more seriously.

**John:** That's not fair! You're just taking their side because you agree with them.

**Sarah:** Well, that's just how I see it.

Consequences (displayed at the end of this option scene) Sarah's decision to take sides exacerbates the conflict between the students, deepening their animosity towards each other. The student whose side Sarah takes feels validated but the other student feels unfairly treated, leading to increased tension and hostility. Sarah's biased approach undermines her credibility as a neutral mediator and damages her relationships with both students, making it harder to resolve the conflict.

### Option 3: Ignore the conflict and hope it resolves itself over time.

**Sarah:** (Avoiding the conflict) Oh, I have to run to another meeting. Let's talk about this later when things have calmed down.

**John:** But we need to resolve this now!

**Paul:** I'm sure you two can work it out on your own.

Consequences ((displayed at the end of this option scene) By avoiding the conflict and brushing it aside, Sarah allows tensions to simmer beneath the surface, potentially escalating into a larger problem in the future. The unresolved conflict creates a toxic atmosphere within the international relations office, affecting morale and productivity. Sarah's lack of intervention undermines her role as a leader and mediator, eroding trust and confidence in her ability to handle interpersonal conflicts effectively.



# VR4 Skills

SCENARIO  
INTERCULTURAL  
EFFECTIVENESS 5

# DAY 5

Sarah faces her final challenge, determined to prove her abilities. She is presented with a series of complex tasks and tight deadlines. As she works, her stress levels begin to rise, threatening to overwhelm her. It's been a long and tiring week, but she still has a final project report to submit. Unfortunately the deadline is approaching and her level of stress is increasing. So what should she do:

## Option 1. Push herself to work harder, ignoring her stress levels in pursuit of perfection.

**Sarah:** I'll just power through and work late if I have to. It's important to get everything done perfectly.

**Colleague:** Sarah, you look exhausted. Maybe you should take a break and come back to this later.

**Sarah:** I can't afford to take a break right now. There's too much to do.

Consequences ((displayed at the end of this option scene) Sarah's decision to push herself beyond her limits results in burnout and decreased performance. She becomes overwhelmed by stress and exhaustion, leading to decreased productivity and effectiveness. Despite her efforts, Sarah struggles to meet deadlines and maintain quality standards, risking her reputation and credibility as a leader. Her health and well-being suffer as a result of chronic stress, impacting her long-term success and happiness.

Sarah is tired and wants to leave her job. But her colleague- Nico comes with some suggestions. What should Sarah do?

### 1.1 Implement time management techniques.

**Sarah:** Maybe you're right. I should organize my tasks better. I'll prioritize what's urgent and important.

**Nico:** That sounds like a good idea. Breaking things down might make it feel more manageable.

Consequences ((displayed at the end of this option scene) Sarah gains valuable insights and support from her mentor, enabling her to develop better coping strategies for managing stress. With a clearer understanding of her strengths and weaknesses, she becomes more resilient in handling challenging situations.

### 1.2 Seek support from a mentor or coach.

**Sarah:** You know what? I'll reach out to my mentor for some advice. They might have some strategies to help me cope with this workload.

**Nico:** That sounds like a wise move. They can offer some valuable insights and support.

Consequences ((displayed at the end of this option scene) By prioritizing tasks and managing her time effectively, Sarah is able to maintain a sense of control over her workload. She experiences reduced stress and improved productivity, allowing her to meet deadlines with higher quality work

### **Option 2: Take short breaks to recharge and manage her stress levels effectively.**

**Sarah:** Alright, I'll work for an hour, then take a ten-minute break to clear my mind. That way, I can stay focused and productive without burning out.

**Colleague:** That sounds like a good plan. Remember to take care of yourself.

**Sarah:** Thanks, I will.

Consequences ((displayed at the end of this option scene) Sarah's decision to prioritize self-care and take regular breaks allows her to manage her stress levels effectively. She feels more refreshed and focused, enabling her to tackle tasks with renewed energy and clarity. By taking time to recharge, Sarah maintains a healthy work-life balance and avoids burnout. Her productivity and effectiveness improve, leading to better outcomes and increased satisfaction in her work. In order to get better results she can also:

#### **2.1 Incorporate mindfulness or relaxation techniques during breaks.**

**Sarah:** I think during my breaks, I'll try some deep breathing exercises or maybe listen to calming music to help me relax.

**Nico:** That's a great idea. Taking a moment to reset can make a big difference.

Consequences ((displayed at the end of this option scene) Sarah's mindfulness practices during breaks help her to recharge and stay focused. She experiences reduced tension and increased mental clarity, resulting in higher productivity and overall well-being.

#### **2.2 Delegate specific tasks related to the project report.**

**Sarah:** Maybe I should delegate some of these tasks to lighten my load. It's better than trying to do everything myself.

**Nico:** Absolutely. We're all in this together, Sarah. Let us know what you need help with.

Consequences ((displayed at the end of this option scene) By delegating tasks, Sarah is able to distribute the workload more evenly among her team members. This not only reduces her stress levels but also fosters a sense of collaboration and teamwork. The project progresses smoothly, and deadlines are met with quality outcomes.

### **Option 3: Delegate some tasks to her colleagues to alleviate the pressure on herself.**

**Sarah:** I'll just power through and work late if I have to. It's important to get everything done perfectly.

**Mark:** Sarah, you look exhausted. Maybe you should take a break and come back to this later.

**Sarah:** I can't afford to take a break right now. There's too much to do.

Consequences ((displayed at the end of this option scene) Sarah's decision to delegate tasks lightens her workload and promotes teamwork and collaboration. Her colleagues appreciate the opportunity to contribute and support each other, leading to increased morale and productivity. With tasks distributed among multiple team members, the quality of work improves, and deadlines are met more efficiently. Sarah's effective delegation skills enhance her reputation as a capable and considerate leader, earning respect and admiration from her colleagues.

In order to improve her life and work, Sarah suggests:

#### **3.1 Establish clear communication channels for task delegation.**

**Sarah:** I need to communicate better. Let's have a meeting and figure out who can take on what tasks.

**Paulina:** Sounds good. Clear communication will ensure everyone knows what they're responsible for.

Consequences ((displayed at the end of this option scene) Clear communication ensures that tasks are delegated effectively, minimizing misunderstandings and delays. Sarah's colleagues feel valued and empowered, leading to increased motivation and productivity within the team.



### 3.2 Provide ongoing support and feedback to delegated tasks.

**Sarah:** I'll make sure to check in regularly with everyone who's helping out. Offering support and feedback will keep things on track.

**Paulina:** That's thoughtful of you, Sarah. It'll help us all work more effectively as a team.

Consequences ((displayed at the end of this option scene) Sarah's ongoing support and feedback help her colleagues to perform at their best. As a result, tasks are completed with greater efficiency and accuracy. The success of the project reflects positively on Sarah's leadership skills, enhancing her reputation within the team and organization.



# VR4 Skills

LEADERSHIP  
SCENARIO

DAY 1

**VR4**  
Skills

## Scene 1: Staff Meeting

Sarah strides into the International Relations Office, greeted by the hum of activity as her colleagues prepare for the day ahead.

**Colleague 1:** Good morning, Sarah. Ready to tackle another day of challenges?

**Sarah:** Absolutely. But first, let's gather everyone for our weekly staff meeting.

Sarah gathers her team around the table, ready to discuss strategies and address any emerging issues.

## Scene 2: Addressing Staff Concerns

**Sarah:** (Addressing the team) Good morning, everyone. Before we dive into today's agenda, I want to open the floor for any concerns or updates from each of you.

**Colleague 2:** (Raising hand) Sarah, I've noticed an increase in the number of inquiries from international students regarding mental health support. It seems like the transition to a new country is taking a toll on their well-being.

**Sarah:** Thank you for bringing that up. It's crucial that we prioritize the mental health and well-being of our students. Let's brainstorm ways we can enhance our support services in this area.

**Colleague 3:** (Nodding) I agree. Perhaps we could organize workshops or seminars on coping strategies for cultural adjustment and stress management.

**Sarah:** That's a great idea. Let's explore potential partnerships with counseling services on campus to provide additional resources for our students.

## Scene 3: Empowering the Team

Sarah turns to her team, her expression determined yet encouraging.

**Sarah:** I'm confident that together, we can address these challenges and continue to provide exceptional support to our international students. Each of you plays a vital role in ensuring their success and well-being.

**Colleague 4:** (Smiling) Thanks, Sarah. It's reassuring to know that we're all working towards the same goal.

**Sarah:** Absolutely. Let's leverage our strengths, collaborate effectively, and stay proactive in our approach. Together, we can make a real difference in the lives of our students.

What should Sarah do to empower her team? Here are three possible approaches she can take:

### Option 1: Training and Development

**Sarah:** We'll invest in training and development opportunities for our staff to enhance their skills in supporting international students.

**Colleague 1:** (Enthusiastically) That sounds fantastic. I've been wanting to learn more about cross-cultural communication strategies.

**Sarah:** I'll coordinate with HR to organize workshops and seminars tailored to our team's needs.

Consequences:

Investing in staff training and development enhances the team's capacity to provide effective support to international students; Staff members feel valued and empowered, leading to increased morale and job satisfaction; The office cultivates a culture of continuous learning and professional growth, positioning them as leaders in international student support.

### Option 2: Team Collaboration

**Sarah:** Let's foster a culture of collaboration where everyone's ideas and input are valued.

**Colleague 2:** (Eagerly) I love that idea. We have such a diverse team with unique perspectives to contribute.

**Sarah:** I'll schedule regular brainstorming sessions where we can collectively problem-solve and innovate.

Consequences:

Promoting team collaboration fosters creativity and innovation, leading to the development of more effective support strategies; Staff members feel engaged and motivated, resulting in increased productivity and job satisfaction; The office cultivates a supportive and inclusive work environment, strengthening team cohesion and morale.

### Option 3: Recognition and Appreciation

**Sarah:** Let's make a conscious effort to recognize and appreciate each other's contributions.

**Colleague 3:** (Smiling) It would be nice to feel acknowledged for the hard work we do.

**Sarah:** I'll implement a system for peer-to-peer recognition and celebrate milestones and achievements as a team.

Consequences:

Recognizing and appreciating staff contributions boosts morale and motivation, leading to higher job satisfaction and retention rates; Staff members feel valued and respected, fostering a positive work culture and enhancing team cohesion; The office becomes known for its supportive and collaborative environment, attracting top talent and enhancing its reputation in the university community.

### **Option 1: Individualized Support**

*Scene: International Relations Office, Sarah's Office*

Sarah sits at her desk, reviewing her schedule for the day. As she looks over the agenda, she notices several appointments marked for one-on-one meetings with international students. With a warm smile, she prepares herself for the day ahead, knowing that each meeting presents an opportunity to make a difference in the lives of these students.

In her first meeting, Sarah welcomes a student who expresses frustration with adapting to the new cultural environment. With empathy in her voice, Sarah listens intently as the student shares their challenges. She reassures them that their feelings are valid and offers practical advice on navigating cultural differences.

In another meeting, Sarah meets with a student struggling to keep up with coursework due to unfamiliar teaching styles. Taking a collaborative approach, Sarah works with the student to develop strategies for academic success, including seeking out additional resources and communicating with professors.

Throughout the day, Sarah meets with several more students, each with their own unique concerns and struggles. With patience and understanding, she provides individualized support, addressing each student's needs with care and attention.

At the end of the day, Sarah reflects on the conversations she's had and the progress made. Despite the challenges, she feels grateful for the opportunity to support these students on their journey and looks forward to continuing to make a difference in their lives.

## Option 2: Group Study Session

Scene: International Relations Office, Common Area

Sarah gathers a group of international students in the common area of the office, arranging chairs in a circle to facilitate discussion. As the students settle in, Sarah begins the session by inviting each student to share their experiences and challenges.

As the discussion unfolds, Sarah encourages students to share tips and strategies for academic success, fostering a sense of collaboration and camaraderie. Students exchange ideas, offer support, and bond over shared experiences, creating a supportive and inclusive environment.

Throughout the session, Sarah facilitates the conversation, ensuring that each student has the opportunity to participate and contribute. She offers guidance and encouragement, steering the discussion towards productive outcomes.

As the session comes to a close, Sarah thanks the students for their participation and encourages them to continue supporting each other outside of the group. With a sense of pride, she watches as the students leave the office, knowing that they've formed connections that will help them succeed in their academic journey.

## Option 3: Cultural Mentoring Program

Scene: International Relations Office, Meeting Room

Sarah meets with university stakeholders to discuss the implementation of a cultural mentoring program. Together, they brainstorm ideas for recruiting mentors and matching them with mentees, ensuring that each pair is well-suited to support one another.

After the meeting, Sarah reaches out to potential mentors, inviting them to participate in the program. She provides training and resources to help them effectively support their mentees, emphasizing the importance of empathy, cultural sensitivity, and active listening.

As the program launches, Sarah oversees the matching process, carefully pairing mentors and mentees based on shared interests and backgrounds. She checks in regularly with participants, ensuring that the relationships are progressing smoothly and addressing any issues that arise.



As the program gains momentum, Sarah witnesses the positive impact it has on both mentors and mentees. International students feel supported and empowered, while domestic students gain valuable leadership and communication skills. With a sense of satisfaction, Sarah knows that the program will continue to foster cross-cultural understanding and support student success for years to come.



# VR4 Skills

LEADERSHIP  
SCENARIO 2



DAY 2

**VR4**  
Skills

## Scene 1: Leadership Introduction

**Sarah:** (Entering the International Relations Office with a confident demeanor) Good morning, Team! Another day to make a positive impact in our international community.

**Colleague 1:** Good morning, Sarah. Ready to lead the way?

**Sarah:** Absolutely. Let's review today's agenda and see how we can enhance our support for our international students and foster cross-cultural understanding.

## Scene 2: Empowering Team and Leading by Example

Sarah gathers the team for a morning briefing, emphasizing the importance of proactive leadership and empathy in their interactions with international students.

**Sarah:** (Addressing the team with warmth) Team, I want to remind us all of the crucial role we play in supporting our international students. As leaders in the International Relations Office, it's imperative that we approach each interaction with empathy, understanding, and a commitment to fostering inclusivity.

**Colleague 2:** (Enthusiastically) Absolutely, Sarah. Our students rely on us for guidance and support, especially during challenging times.

**Sarah:** (Nodding) Precisely. Let's keep that in mind as we go about our day. Now, let's discuss any potential challenges or opportunities we foresee and how we can best address them together.

## Scene 3: Handling a Sensitive Situation

Sarah is approached by a distressed international student who is experiencing discrimination on campus.

**International Student:** (Emotionally) Sarah, I don't know what to do. I've been experiencing discrimination from some of my peers, and it's making it hard for me to focus on my studies.

**Sarah:** (Expressing concern) I'm sorry to hear that you're going through this. Please know that you're not alone, and we take matters like this very seriously.

Sarah takes immediate action, initiating a confidential investigation into the incident and providing the student with resources for support and advocacy.

**Sarah:** (Reassuring) We will do everything in our power to ensure that you feel safe and supported on our campus. Your well-being is our top priority.

What should Sarah do to lead effectively in this situation? Here are three possible approaches he can take:

### Option 1: Implementing Diversity and Inclusion Workshops

**Sarah:** We will organize workshops and training sessions on diversity, inclusion, and cultural sensitivity for both students and staff.

**International Student:** (Relieved) That sounds like a step in the right direction. It's important to educate everyone about these issues.

**Sarah:** Agreed. I'll work with our team to develop a comprehensive program and ensure that it addresses the needs of our diverse community.

Consequences:

The workshops foster a culture of respect and understanding on campus, leading to increased awareness of cultural differences and a reduction in discriminatory behavior; Students and staff feel empowered to speak out against discrimination and actively contribute to a more inclusive environment.

### **Option 2: Establishing a Student Support Task Force**

**Sarah:** We will create a task force comprised of students, faculty, and staff to address issues related to student well-being and inclusivity.

**International Student:** (Impressed) That's a proactive approach. It's reassuring to know that our concerns are being taken seriously.

**Sarah:** Absolutely. I believe that involving the entire community in problem-solving will lead to more effective solutions and a stronger sense of unity.

Consequences:

The task force facilitates open dialogue and collaboration among stakeholders, resulting in the implementation of targeted initiatives to support international students and promote inclusivity; Students feel empowered to actively participate in decision-making processes and advocate for their needs.

### Option 3: Strengthening Support Services

**Sarah:** We will enhance our support services for international students, including counseling, mentorship, and legal assistance.

**International Student:** (Grateful) That would make a huge difference. Knowing that there are resources available to help us navigate challenges is reassuring.

**Sarah:** Absolutely. Our goal is to ensure that every student feels supported and equipped to succeed during their time with us.

Consequences:

The expanded support services provide students with access to the resources they need to address a wide range of issues, including discrimination, mental health concerns, and academic challenges; International students feel valued and supported by the university, leading to increased retention rates and overall satisfaction with their educational experience.

### Option 4: Ignoring the Issue

**Sarah:** Well, these things happen. I'm sure it'll blow over soon enough.

**International Student:** (Disheartened) But I don't feel safe on campus anymore. I need help.

**Sarah:** (Dismissively) I'm sure it's not as bad as you think. Just try to focus on your studies and ignore the negativity.

Consequences:

The student feels unsupported and marginalized by Sarah's lack of action, leading to increased feelings of isolation and vulnerability; The university's reputation suffers as word spreads about its inadequate response to discrimination, potentially resulting in decreased enrollment and negative publicity.



# VR4 Skills

LEADERSHIP  
SCENARIO 3



DAY 3

**VR4**  
Skills

## Scene 1: Introduction

**Sarah:** (Entering the International Relations Office with a confident smile) Good morning, Team!

**Colleague 1:** Morning, Sarah. Ready to tackle today's challenges?

**Sarah:** Absolutely. Let's dive in and see how we can make a difference today.

## Scene 2: Managing Office Operations

Sarah gathers her team for a quick morning briefing to discuss the day's tasks and priorities.

**Sarah:** (Addressing the team) Good morning, everyone. Today, we have several important tasks on our agenda. First, we need to follow up on pending visa applications for incoming international students. Second, we have a meeting with the university administration to discuss potential collaborations with partner institutions abroad. And third, we need to finalize preparations for the upcoming cultural exchange event next week.

**Colleague 2:** It sounds like a busy day ahead. How do you suggest we prioritize these tasks?

**Sarah:** (Strategically) Let's start by addressing the urgent matters first, such as the visa applications, to ensure that our incoming students have a smooth transition. Then, we can allocate time for the administrative meeting to explore new opportunities for international partnerships. Finally, we'll dedicate the remainder of our day to refining the details of the cultural exchange event to ensure its success.

What should Sarah do to effectively manage the office and lead her team? Here are three possible approaches she can take:

### Option 1: Delegating Responsibilities

**Sarah:** We'll divide the tasks among ourselves based on each team member's strengths and expertise. Colleague 3, can you follow up on the visa applications and ensure all necessary documentation is in order? Colleague 4, please prepare the agenda and any relevant materials for our meeting with the university administration. And Colleague 5, let's work together to finalize the logistics and promotion plan for the cultural exchange event.

**Consequences:** Delegating responsibilities allows Sarah to leverage her team's skills and expertise effectively, maximizing productivity and efficiency; Team members feel empowered and valued when entrusted with specific tasks, fostering a sense of ownership and accountability; Sarah maintains a clear oversight of all activities and can provide support and guidance as needed, ensuring that each task is completed successfully.

### Option 2: Team Collaboration

**Sarah:** Let's approach today's tasks as a collaborative effort. We'll brainstorm ideas together, share updates and insights, and support each other every step of the way. By working as a cohesive team, we can achieve our goals more efficiently and effectively.

**Consequences:** Encouraging team collaboration fosters a supportive and inclusive work environment where ideas are freely exchanged and collective problem-solving is encouraged; Team members feel motivated and engaged when working together towards a common goal, leading to increased productivity and job satisfaction; Sarah strengthens her leadership skills by facilitating teamwork and nurturing a positive office culture, earning the trust and respect of her colleagues.

### Option 3: Professional Development

Sarah: Let's take some time today to invest in our professional development. We'll schedule a brief training session to enhance our knowledge and skills in areas relevant to our work, such as intercultural communication or international student support services. By continuously improving ourselves, we can better serve the needs of our diverse student population and stay ahead in our field.

Consequences: Prioritizing professional development demonstrates Sarah's commitment to excellence and continuous learning, inspiring her team to strive for growth and self-improvement; Team members gain valuable insights and tools that they can apply to their daily tasks, enhancing their effectiveness and job satisfaction; Sarah fosters a culture of innovation and adaptability within the office, positioning her team for long-term success in a rapidly changing global landscape.

Delving deeper into each of the tasks Sarah and her team are undertaking and explore the scenarios further.

### Option 1: Delegating Responsibilities

#### Scenario: Follow-up on Visa Applications

Colleague 3, tasked with following up on visa applications, encounters a complication with a student's documentation.

**Colleague 3:** (Concerned) Sarah, I've run into an issue with one of the visa applications. The student's financial documents seem to be incomplete, and we're having trouble verifying their funds.

**Sarah:** (Supportive) Let's review the documents together and see what we can do to resolve this. Can you reach out to the student and request any missing information or clarification?

**Colleague 3:** (Relieved) Yes, I'll contact the student immediately and guide them through the process. Hopefully, we can sort out the documentation before it causes any delays.

Consequences:

By addressing the issue promptly and providing guidance to the student, Sarah and her team ensure that the visa application process proceeds smoothly, minimizing potential delays for the student.

Colleague 3 gains experience in handling complex situations and develops problem-solving skills under Sarah's guidance, enhancing their professional development.

Sarah demonstrates effective leadership by offering support and solutions, reinforcing her team's confidence in her leadership and fostering a collaborative work environment.

## Option 2: Team Collaboration

### Scenario: Brainstorming Ideas for International Partnerships

Sarah and her team gather around a conference table to brainstorm potential collaborations with partner institutions abroad.

**Sarah:** (Facilitating the discussion) Let's explore different avenues for international partnerships. What are some key areas or regions we should focus on?

**Colleague 4:** (Eagerly) I think we should prioritize partnerships with universities in emerging markets, such as Southeast Asia or Latin America. There's a lot of potential for cultural exchange and academic collaboration in those regions.

**Colleague 5:** (Building on the idea) We could also look into joint research initiatives or student exchange programs to foster deeper connections with our partner institutions.

**Sarah:** (Encouraging) Those are excellent suggestions. Let's create a list of potential partners and assess their compatibility with our goals and values. We can then reach out to them to explore opportunities for collaboration further.

Consequences:

Through collaborative brainstorming, Sarah and her team generate innovative ideas and strategies for expanding the university's international partnerships, tapping into new markets and opportunities for growth.

Team members feel empowered and engaged when their input is valued and incorporated into decision-making processes, fostering a sense of ownership and commitment to the shared goals.

Sarah demonstrates her leadership skills by facilitating productive discussions and encouraging creativity, strengthening the bonds within her team and enhancing their collective problem-solving capabilities.

### Option 3: Professional Development

#### Scenario: Intercultural Communication Training

Sarah organizes a training session on intercultural communication for her team to enhance their skills in supporting international students.

**Trainer:** (Leading the session) Today, we'll explore strategies for effective intercultural communication and discuss common challenges faced by international students. Let's start by reflecting on our own cultural biases and how they may influence our interactions with students from diverse backgrounds.

**Sarah:** (Engaged) It's essential for us to be mindful of our cultural assumptions and to approach each interaction with sensitivity and empathy. By understanding the cultural context of our students, we can better support their academic and personal success.

**Colleague 2:** (Sharing insights) I've noticed that language barriers can sometimes hinder communication with international students. Are there specific techniques we can use to overcome this challenge?

**Trainer:** (Providing guidance) Absolutely. We'll explore strategies such as active listening, using visual aids, and simplifying language to ensure clear and effective communication, regardless of language proficiency.

### Consequences:

The intercultural communication training equips Sarah and her team with practical skills and tools to navigate cultural differences and support international students more effectively, enhancing the quality of their services.

Team members gain a deeper understanding of the importance of cultural sensitivity and empathy in their interactions with diverse student populations, fostering a more inclusive and welcoming environment.

Sarah demonstrates her commitment to professional development and continuous learning, setting a positive example for her team and reinforcing a culture of excellence within the office.



# VR4 Skills

DIGITAL SKILLS  
SCENARIO



## Adopted method for implementing scenario number 5 in VR

### Scenario Task 1 in VR Space (Connecting a Computer to the Ethernet Network)

Objective: As an office manager responsible for IT processes, the participant's task is to restore network functionality in the office by configuring the Ethernet connection and setting the IP address on one of the staff computers, allowing the team to continue working.

*Task Scenario Description:*

**Briefing:** You start the day with a report from the team that one of the key computers in the office has lost network connection. Your task is to quickly diagnose and resolve the issue to avoid disrupting office work.

Identifying and Diagnosing the Problem: You first need to locate the problematic computer; to do this, analyze the network diagram highlighting the computer and its location. Then, use the diagnostic computer to confirm the issue.

#### Connecting the Ethernet Cable:

The course participant goes to the office room where the malfunctioning computer is located. It turns out the problem is due to the Ethernet cable not being connected. The participant then finds the Ethernet outlet on the wall and selects an Ethernet cable from three available options used for connecting network infrastructure and computer equipment. They proceed to choose the appropriate port for connection on the computer panel. This action requires approaching the computer and selecting the correct port through interaction using VR controllers.

Configuring the IP Address: Now that the physical connection has been restored, you open the network configuration panel on the computer. Using the interactive VR keyboard, you enter the correct settings for the IP address, subnet mask, and default gateway according to the information in the network diagram document.

Testing and Completing the Task: After configuration, you check the connection using the ping command to the company server (as per the network diagram). Upon receiving a positive result, you report the completion of the task to the team, who can now continue working. Your effective management and problem-solving skills are crucial for the smooth operation of the office.

### VR Scene Description

Environment: A realistic, modern office furnished with computers, printers, and other office equipment. The walls are adorned with subtle corporate graphics.

Interactive Objects:

■ Ethernet Cable: A realistically modeled cable that needs to be picked up and connected to the appropriate ports on the computer and the wall.

■ Network Outlets: Outlets located on the wall and on the computer panel. Office

Computer: A standard office computer with a visible Ethernet port. The computer screen serves as an interface for entering network settings.

■ Network configuration panel: It appears on the computer screen after the Ethernet cable is connected. It includes options for configuring the IP address, subnet mask, and default gateway. The panel also allows for running network diagnostic commands.

Special Effects:

- Audio Interactions: Each successful interaction, such as connecting the cable or entering the correct settings, is confirmed with a sound or signal.

## **Scenario Task 2 in VR Space (Diagnosing and Connecting the Printer)**

Objective: As the person managing the office operations, you are tasked with diagnosing and resolving the issue with a printer that is not printing. Your tasks include correctly connecting the printer to the computer using a USB cable and replenishing the paper.

### **Task Description:**

Mission Start: You start in the office with a report from the team that important documents cannot be printed on time due to unknown issues with the printer. Your task is to intervene quickly.

Diagnosing the Problem: The first step is to go to the office room with the malfunctioning printer. It turns out that the printer is not connected. You need to choose the appropriate connection cable from three available options. To do this, you should examine the ports on both the printer and the computer, and select the correct ports and the appropriate cable.

Resolving the Paper Issue: After connecting the printer to the computer, a message about a paper shortage appears on the printer's screen. You need to open the printer tray and replenish the stack of paper. The paper is located on a nearby shelf, and positioning it requires the use of VR controllers.

Testing the Printer: After resolving both issues, you go to the computer to test the printer by selecting the option to print a test page. Successfully printing the test page confirms that the printer is now fully operational.

Completing the Task: After successfully completing the mission, you report the task's completion to the team, who can now continue working on important documents. Your effectiveness and quick action have been appreciated by the entire team.

### **VR Scene Description**

Environment: A spacious, well-lit office with various workstations, including computers and printers.

Interactive Objects:

- USB Cable: A physically realistic USB cable that the player must pick up and connect to the appropriate ports on the printer and computer.
- Printer: A modern office printer with a clearly marked USB port and a paper tray.
- Stack of Paper: A stack of white paper for the printer that the player must precisely place in the printer tray.
- Computer: An office computer with a screen where the option to print a test page

Special Effects:

- Audio Interactions: Sounds of connecting the USB cable, replenishing paper, and initiating printing add realism to the task.

### Scenario Task 3 in VR Space (Setting Up a Simple AdHoc Network Using a WiFi Interface)

Objective: As the person overseeing the proper functioning of computer equipment, your task is to set up a simple AdHoc network using a WiFi interface for two laptops, utilizing the appropriate device. You need to choose between a wireless router, a switch, and a hardware firewall, then correctly connect the selected device and configure the IP addresses on both laptops.

#### Task Description:

Choosing the Device: You begin in a room with available devices: a wireless router, a switch, and a hardware firewall. Your first task is to select the device that will work best for setting up the AdHoc network. The correct answer is the wireless router.

Connecting the Router: After selecting the router, you need to find the appropriate port on the device and connect the network cable to the outlet in the wall. This task also requires choosing the correct connection cable from the three used for networking connections.

Analyzing the Network Diagram: Next, you receive a network diagram that you must analyze to understand how to configure the IP addresses for the two laptops so that they can communicate in the AdHoc network.

Configuring IP Addresses: You proceed to configure the laptops. On each laptop, you open the network settings and manually configure the IP addresses according to the network diagram. This task requires an understanding of the basics of network configuration and IP addressing.

Testing the Connection: After configuring the IP addresses, you test the connection between the laptops by checking if they can “ping” each other. Successful tests confirm that the AdHoc network is functioning correctly.

Completing the Task: After successfully setting up and testing the network, you receive a notification of task completion. Your skills and knowledge allowed for a quick and effective establishment of the AdHoc network.

#### VR Scene Description

Environment: A technical room with a desk featuring various networking devices (wireless router, switch, hardware firewall) and two laptops. The walls are neutral, adorned with several network diagrams for decoration. On the desk, there are connection cables (one of which needs to be used for the exercise). A sheet of paper with the network diagram is placed on the desk. Interactive Objects:

- Networking Devices: Wireless router, switch, hardware firewall—each with clearly marked ports and sockets.
- Network Cable: A physically realistic cable that needs to be connected appropriately.
- Laptops: Two interactive laptops on which the player must configure the network settings.
- Network Diagram: A virtual document containing the information necessary for proper network configuration.

#### Special Effects:

- Visual Hints: Elements that are currently relevant to the task gently pulse to draw the player’s attention.
- Sounds: Realistic sound effects for connecting cables and typing on the computer keyboard enhance immersion.

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