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SOFT SKILLS AS A TOOL FOR CREATIVITY IN RURAL AREAS PROJECT

2020-1-FR01-KA204-079841

1) NAME AND DESCRIPTION OF THE TOOL

Leadership. Creativity department.

This is a group tool in which we will work on the different leadership styles, as well as their impact on teamwork and on the results of the organisations.

The facilitator will put the group in context: we are the creative department of a famous advertising company and a well-known car brand has asked us to develop the company's image, which should serve both as a logo and to be reproduced in merchandising elements.

We will already have an image as a reference of what we want to achieve (at least approximately) by our creative teams, so we will give clues to help participants.



We will divide the participants into groups of 4-5 members and give them each a Lego box or similar construction set, with enough pieces in different colours to build the mascot.

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2) OBJECTIVES OF THE TOOL

- Discover leadership styles and how they are reflected in the work of organisations.
- Understand the impact of leadership on teams
- Develop shared leadership

3) CONNECTION OF THE TOOL SKILL

Emotional Intelligence consists of two areas: intrapersonal and interpersonal, but both are clearly and closely connected. This dynamic will show individual contributions and behaviours in the face of a collective challenge, but it will also establish connections, strategies, alliances and ways of working that can threaten the team's outcome.

Factors such as active listening, empathy, the assumption of external strategies or the effective communication of one's own strategies form part of an exercise in which emotional management is placed at the service of collective leadership.

4) RESOURCES & MATERIALS

One Lego box (or similar construction set) for each group of 4-5 participants



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5) IMPLEMENTATION OF THE TOOL

We will give a Lego box to each group and give them 20 minutes to build a figure that responds to our client's request. We will start by giving some clues:

- versatile so that it can be used to appear on merchandising products (key rings, T-shirts, dolls...).
- dynamic and pleasant for all audiences.
- wild, but not violent

After these first instructions, we will let the teams start working on their first sketches.

We can answer their questions with "yes" or "no"... although we won't say that they can do them. This way we will see to what extent they take certain instructions for granted, whether they ask for help, whether they ask for more information...

After about 4-5 minutes, we will give more clues or instructions.

- we only want one model per group
- that has warm colours
- that is an animal

At this point, it is quite possible that some of the groups have not listened to us, because they are so engrossed in their task that they are not attentive to outside information, including data as important as that given by the client.

We can already see at this point how the different groups work. Some will work together, in others someone will take the lead and others will step aside, in others there will be one member directly taking control, and in others the team will simply not exist and may even be making two parallel prototypes.

We can give more instructions in the next few minutes. After 20 minutes, ask each group to choose a spokesperson to present their creation in front of all the participants, to name it, to explain the creative process and to "sell" the model they have designed.

At the end, we will ask the teams to choose the winner, and only then will we show the image of our model, which had been the reference from the beginning, though no one of the participants knew it.



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6) WHAT TO LEARN

- The effect of different styles of learning
- Active listening, effective communication and interpersonal skills
- Service orientation as a key element of empathy.

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