



Professional reconversion to ensure a better professional future

2022-1-ES01-KA220-ADU-000085069

HANDS-ON LEARNING ACTIVITIES BOOKLET: Leadership



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



This document was created under the Creative Commons licence:
Attribution-Noncommercial-Share Alike (CC BY-NC-SA).

All or part of this document may be used, copied, and disclosed provided that the origin is mentioned, it is not used commercially, and its licence is not modified.

All rights reserved.

© Copyright 2023 ConvertYourFuture

Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Information

Project	Convert your future Professional reconversion to ensure a better professional future
Project N°	2022-1-ES01-KA220-ADU-000085069
Work Package	3 - Hands-on learning activities booklet
Date	30/11/2023
Type of Document	BOOKLET
Language	English
Editors	Eduardo Isla, Cristina Liqueste, Manuel Carabias Herrero, Flavia Chiarelli, Eirini Theochari, Maria Malliora, Marek Lukáč, Klaudius Šilhár, Sophie Pérez Poveda, Guillaume Henri, Rita Silva Varisco, Rachele Meda, Alice Quitadamo

Consortium



Index

4.5 Leadership.....	4
Activity 1	4
Activity 2	7
Activity 3	9

4.5 Leadership

Activity 1

Activity title	DYNAMICS OF THE BUS
Topic	Development of active and effective listening skills.
Aim	To improve participants' ability to listen effectively and understand the information presented to them.
Target group	Adults learners
Duration	1 hour
Objective/ Learning objectives	• To understand the importance of active listening in leadership and effective communication. • To practise active and effective listening through a group dynamic.
Needed materials	• A short story about a bus driver and his fare. • A surprise question at the end of the story. • A large space for the group. • Paper and pencil for the participants
Steps for implementation	The game consists of asking the audience to listen carefully to the story you are about to tell, because at the end they will have to answer a question. The story is as follows: "Imagine you are driving a bus. Initially, the bus is empty. At the first stop, five people get on. Three people get off the bus at the next stop and two get on. [Usually, people start doing mathematical calculations of how many passengers are on the bus]. Further on, ten people get on and four get off. Finally, at the last stop, another five passengers get off."

The question is: What shoe size does the bus driver use?

Usually, the participants in the game say that it is impossible to know the answer. In that case, repeat the statement as many times as necessary until they get the answer, which they will only get if they listen carefully to the statement.

STEPS FOR PRESENTIAL IMPLEMENTATION

1. Introduction (5 minutes): Presentation of the topic and objectives of the workshop.
2. Exercise (40 minutes):
 - Read the bus driver's story and his passage to the participants. Ask the surprise question at the end of the story.
 - Repeat the story as many times as necessary until participants understand the surprise question.
 - Encourage participants to listen carefully and with concentration.
3. Discussion (10 minutes):
 - Ask participants about their experience of the exercise.
 - Discuss the importance of active listening in effective communication and leadership.
4. Closing (5 minutes):
 - Summary of key concepts.
 - Evaluation of the workshop.

STEPS FOR ONLINE IMPLEMENTATION

Exercise (25 minutes):

- **Story Presentation:**
 - **Read the story:** Share the bus driver's story via screen share or read it aloud to participants, ensuring clarity and pacing.
 - **Interactive elements:** Use an online whiteboard or chat feature to list out key details from the story as it's being read, helping participants keep track.
- **Surprise question:** After presenting the story, ask the surprise question: "What shoe size does the bus driver use?"

	● Repetition & engagement: If participants don't understand immediately, repeat the story and use interactive tools like polls or breakout rooms to discuss initial reactions. Encourage participants to focus on details. ● Hints for online implementation: ○ Clear communication: Use a calm and clear tone to ensure that the story is heard correctly. ○ Visual aids: Share the text of the story or a summary on screen to help participants follow along. ○ Interactive features: Use the chat function for participants to submit their guesses or thoughts about the story. Discussion (20 minutes): ● Group reflection: Use breakout rooms for smaller group discussions or the main meeting room for a full group reflection. Ask participants about their experience and what strategies helped them understand the surprise question. ● Active listening: Facilitate a discussion on how active listening played a role in their experience. Highlight any challenges and how they were overcome. Closing (5 minutes): ● Summary: Recap the key concepts of active listening and its relevance to communication and leadership. Use shared slides or a summary document to reinforce the main points. ● Feedback: Conduct a quick online survey or poll to gather feedback on the workshop and participants' understanding of the exercise.
Method	Group dynamics and discussion.
Evaluation (questions)	● How well did the activity promote communication and collaboration among team members? ● What did you learn about the importance of active listening in effective communication and leadership?

	How can you apply what you have learned in your daily life?
Links/ References	Mind Tools. Active Listening: Hear What People are Really Saying. https://www.mindtools.com/CommSkill/ActiveListening.htm

Activity 2

Activity title/topic	Building Trust
Aim	To develop trust among team members and to help them understand the importance of trust in leadership
Target group	Adult learners
Duration	1,5 hours
Objective/ Learning objectives	- Understand the importance of trust in leadership - Learn how to build trust among team members - Develop effective communication skills
Needed materials	Building blocks, blindfolds

Steps for implementation	Steps: 1. Divide the team into groups of 3-4 members 2. Provide each group with a set of building blocks 3. Ask each group to build a tower as high as possible (20 minutes) 4. After 20 minutes, ask each group to explain how they built their tower and what challenges they faced during the process 5. Discuss the importance of trust in building a successful tower and how trust can be built among team members 6. Ask each group to build another tower in 25 minutes, but this time with blindfolds on 7. After 25 minutes, ask each group to explain how they built their tower and what challenges they faced during the process 8. Discuss how effective communication and trust played a role in the success or failure of the tower building with blindfolds on.
Method	This activity can be conducted using a hands-on approach with minimal lecture-style instruction. It is recommended that the facilitator provides clear instructions and allows participants to work independently to build their towers.
Evaluation (questions)	• Did the activity enhance your understanding of the importance of trust in building relationships? • Did you learn any new strategies for building trust in your personal or professional life? • Did the activity help you identify any areas where you may need to work on building trust? • How did the activity impact your ability to communicate and collaborate with others? • Did the activity provide a safe and supportive environment for discussing issues related to trust? • Would you recommend this activity to others as a way to improve their trust-building skills?
Links/ References	Covey, S. R. (2006). The speed of trust: The one thing that changes everything. Simon and Schuster. Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organisational trust. <i>Academy of Management Review</i>, 20(3), 709-734. Dirks, K. T. (1999). The effects of interpersonal trust on work group performance. <i>Journal of Applied Psychology</i>, 84(3), 445-455.

Activity 3

Activity title	Human Node
Topic	Leadership and team building
Aim	To promote participants' leadership skills, in particular the ability to lead a team through difficulties.
Target group	Adult learners
Duration	1 hour
Objective/ Learning objectives	● Improve participants' analysis and communication skills. ● Promote the ability to lead a team through difficulties. ● Foster collaboration and teamwork.
Needed materials	
Steps for implementation	● Icebreaker (Optional): Begin with a brief round of introductions or an ice-breaking activity to help participants get to know each other better. This can be as simple as sharing names and an interesting fact about themselves, or a quick game to break the ice. ● Form the circle: Ask all participants to form a circle, standing and holding hands in no particular order. ● Create the tangle: Without letting go of each other's hands, instruct participants to twist and turn themselves to form a tangled knot. Make sure to keep the group connected at all times. ● Select a guide: Choose one participant to stand inside the circle. This person will act as the guide who gives directions to untangle the knot. They must not physically touch or move the other participants but can only give verbal instructions.

	● Untangle the Knot: The guide inside the circle directs the participants on how to unravel themselves. Participants must listen carefully and follow the instructions. ● Adjust the strategy if needed: If progress is slow or the knot is difficult to solve, the guide can revise the instructions or make suggestions to change tactics. ● Repeat as needed: After the tangle is solved, choose a new participant to act as the guide and repeat the activity, forming a new tangle each time.
Method	The activity uses an active, participatory learning method, in which participants must work together to solve a problem. Furthermore, the activity requires the participant within the entanglement to take a leadership role, giving instructions and encouraging team members.
Evaluation (questions)	● What were the main difficulties encountered during the activity? ● How did you work with the other participants to solve the tangle? ● What strategies did you use to guide the other team members?
Links/ References	● "The Leadership Challenge" di James M. Kouzes e Barry Z. Posner (https://www.leadershipchallenge.com/) ● Lencioni, P. (2002). The Five Dysfunctions of a Team: A Leadership Fable. San Francisco: Jossey-Bass.



CONVERT YOUR FUTURE



Co-funded by
the European Union