Creative soft skills

Supporting artists in developing creative skills

The Creative Soft Skills Training Toolkit

creativesoftskills.eu

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Creative soft skills Training toolkit

PROJECT PARTNERS

ROZET

CULTURAL CREATIVE INDUSTRY CLUSTER

Kulturanova

RINOVA

Sineglossa creative ground

XAMK South-Eastern Finland University of Applied Sciences

materahub

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Principal keywords

- ▪ **arts & society**
- ▪ **Innovation**
- ▪ **Circle**
- ▪ **Hackaton**
- ▪ **Certification**
- ▪ **Awareness**
- ▪ **Improvement**

Creative soft skills

The project

Creative Soft Skills is an Erasmus+ project aiming to produce a methodology to identify, strengthen and recognize artists' soft skills and facilitate the connection between artists at the early stage of their career and the labour market through the certification of creative soft skills.

What is this toolkit for?

The scope of this toolkit is to define and describe soft skills and share a methodology on how artists can develop the soft skills needed to facilitate the beginning of their career and how these skills can be recognised through a qualification. The toolkit will explain:

• **SECTION 1**
what soft skills are, their importance and impact in the entrepreneurial and artistic fields
• **SECTION 2**
training methodologies, activities and tools needed to enhance creative soft skills

It is based on the experience of the Creative Soft Skills partners during the research and development phase of the project including Hackathons engaging artists for project based work and training activities.

What is this toolkit for?

This toolkit has been developed for:

- artists of any kind of art (from visual to classical arts) at the early stage of their career or those interested in applying their art in new contexts
- organizations dedicated to training, developing and promoting sustainable competitiveness through creative soft skills.

How does the toolkit work?

The toolkit will propose activities and tools to improve creative soft skills and provide also case studies that demonstrate how such activities have been applied.
Users are therefore invited to "play" with the activities and tools provided.
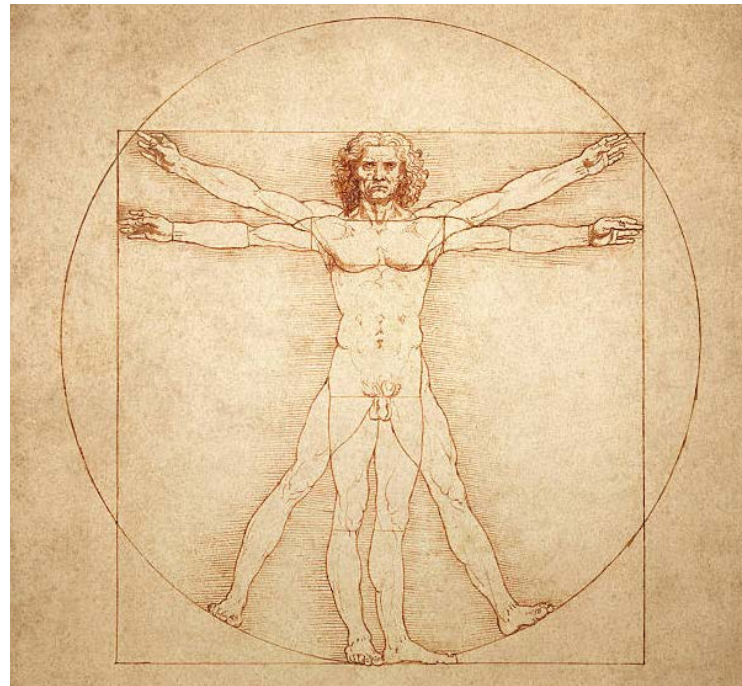
![Creative soft skills logo]

Section 1
What are Creative Soft Skills?

Led by XAMK

Arts & society

Arts and culture are not new to society. They have been around as long as man-kind, in one form or the other. It is actually a fairly new phenomena to identify arts and culture separately, distanced from their contribution inherently embedded into everyday life. In the past, it wasn't unusual to find scientists that were as much artists, viewing both art and science as equally important to understand and describe the universe and its order. Leonardo da Vinci and Pythagoras were both scientists, engineers and artists. It was natural for them to describe the world through both lenses.

As today's society is becoming increasingly complex, we talk more and more of the need for more 'multi-disciplinary thinking' and 'doing' as something to strive for. Perhaps we are, to some extent, at the end of leaning on purely vertical specialization. Something often called T-shape thinking in design. We need horizontal views in order to see if we are actually digging in the right direction, seeing the forest for the trees and addressing questions that have meaning. Like a painter who might work close to the canvas to work on details, needs to, every now and then, take a step or two back to see if the whole picture works. Or a symphony orchestra's conductor that needs to simultaneously distinguish each instrument of the orchestra, while hearing the performance of the whole orchestra.

Perhaps it is time we stop segregating the arts to something "artists do", and "non-artists" merely spectat

What Creative Soft Skills

There are numerous studies and articles aiming to define creative soft skills. Just googling gives you an overwhelming amount.

Instead of getting swamped in the definitions or theoretical frameworks, let's have a look at this exemplary list of creative soft skills, whilst remembering that each one of us can have our own intuitive understanding of what they are and which ones are important.

| ■ arts & society | **Keywords:** Art philosophy; Arts & science; Art history. |

CREATIVE SOFT SKILLS

Soft skills are personal attributes needed for success

Soft skills are a combination of people skills, social skills, communication skills, character or personality traits, attitudes, career attributes, social intelligence, and emotional intelligence quotients.
These skills enable employees to;
• navigate their environment • work well with others • perform well • achieve their goals
It 's important to recognize soft skills and facilitate the connection between people and the labour market. Soft skills concern everyone at the early stage of their career. Regarding art and science this phenomenon is very relevant.

EXAMPLES OF SOFT SKILLS

• Networking
• Respect
• Motivating to development
• Passion and self-motivation
• Ethics
• Self-awareness
• Integrity
• Communication
• Persuasion
• Self motivation

• Trustworthiness
• Emotional intelligence
• Complex problem solving
• People management coordinating with others
• Judgment and decisionmaking
• Service orientation
• Negotiation
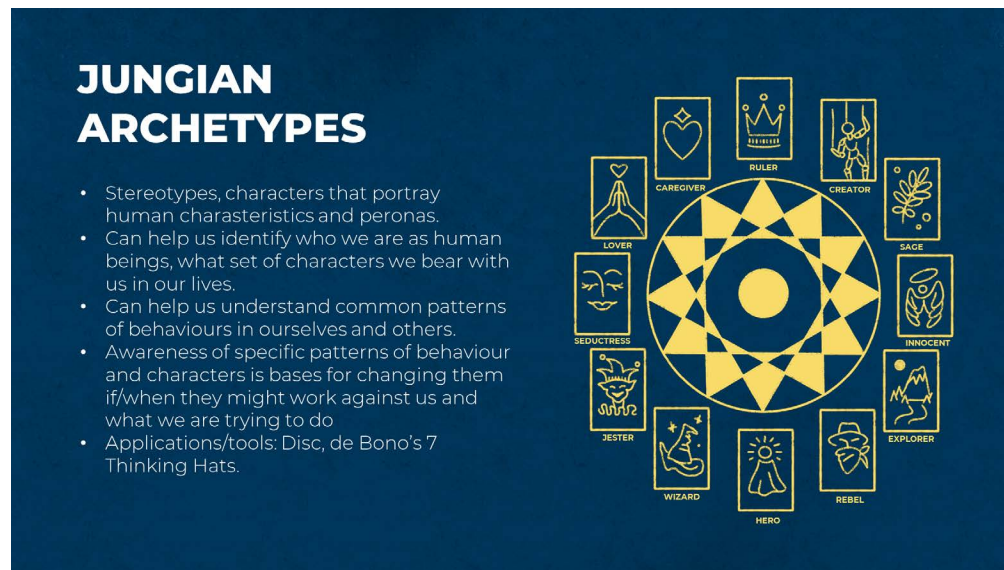• Cognitive flexibility
• Personality

Jungian Archetypes

As work is increasingly based on our potential to create and innovate, it automatically connects us to who we are as living persons, personalities and what kind of values and beliefs we have.

One of the best known theories that seeks to illustrate this are the Jungian archetypes. The term "archetype" means original pattern in ancient Greek. As proposed by Carl Jung, they are universal, primal symbols and images that derive from the collective unconscious. These twelve primary types represent the range of basic human motivations. Each of us tends to have one dominant archetype that dominates our personality.

Still to this day they are used as a theoretical framework in many personality tests, like the Disc profile assessment test that measures four main traits: Dominance (D), Influence (I), Steadiness (S) and Conscientiousness (C).

It is important to remember, that these tests can at best only provide generalizations on anyone's character or personality, and results change and evolve in time and according to circumstances, just like we as human beings. They can however be fun and thought evoking tools in a journey to learn more about one's own strengths, and to find points for development.

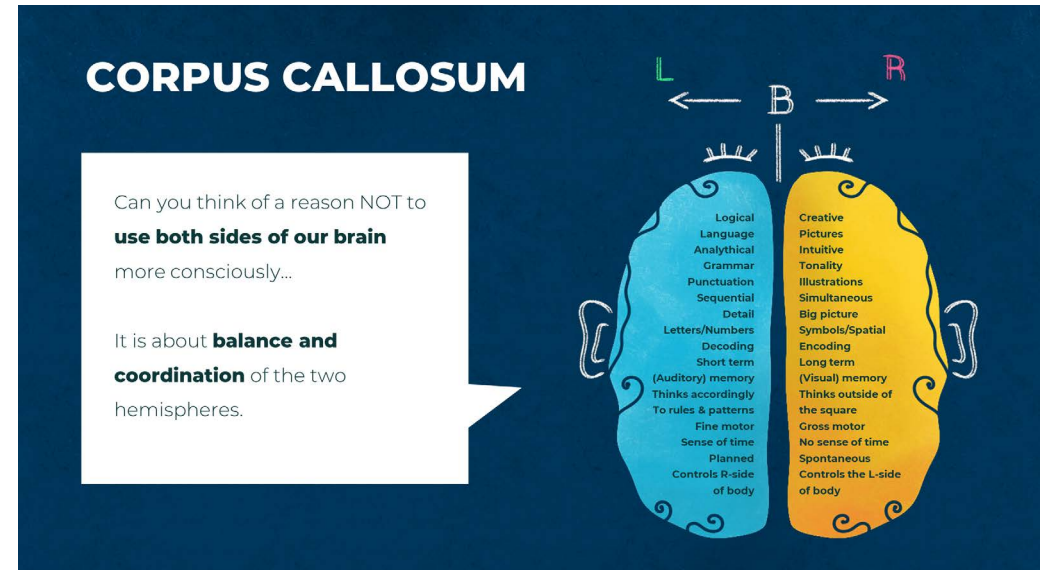## Rational VS Intuitive Knowledge

Our awareness and perception of reality is a combination of both sides of the brain, where the left one is in command of our so-called rational thinking, and the other one of information coming through our senses. Both sides of the brain work in symbiosis, and affect our awareness and thinking.

Specific art-forms also combine the two different brain hemispheres. For example harmony and melody are commanded by the right brain hemisphere whereas rhythm by the left hemisphere. Practicing music for example seems to strengthen the connection between the two hemispheres.

We all use both sides of our brain simultaneously. We sense the world around us through all of our senses and interpret this information into what we perceive as our reality. Everything around us has some form, some sound, color and smell, whether we are aware of them or not.

JUNGIAN ARCHETYPES

- Stereotypes, characters that portray human charasteristics and peronas.
- Can help us identify who we are as human beings, what set of characters we bear with us in our lives.
- Can help us understand common patterns of behaviours in ourselves and others.
- Awareness of specific patterns of behaviour and characters is bases for changing them if/when they might work against us and what we are trying to do
- Applications/tools: Disc, de Bono's 7 Thinking Hats.

CORPUS CALLOSUM

Can you think of a reason NOT to **use both sides of our brain** more consciously...

It is about **balance and coordination** of the two hemispheres.

Logical
Language
Analytical
Grammar
Punctuation
Sequential
Detail
Letters/Numbers
Decoding
Short term
(Auditory) memory
Thinks accordingly
To rules & patterns
Fine motor
Sense of time
Planned
Controls R-side of body

Creative
Pictures
Intuitive
Tonality
Illustrations
Simultaneous
Big picture
Symbols/Spatial
Encoding
Long term
(Visual) memory
Thinks outside of the square
Gross motor
No sense of time
Spontaneous
Controls the L-side of body

Keywords:
Jungian archetypes; 12 archetypes; Disc test; Personality test; Profile. assessment test

Keywords:
Left-right brain hemispheres; Brain; Creativity; Neuroscience.

■ **Innovation**

Understanding the Connections between Creativity and Innovation

Innovation is embedded in the work of artists and creatives. There is a need for them to develop their entrepreneurial competences as well as their creative skills.

Since 2016, the European Commission has been promoting the **ENTRECOMP framework**, which brings together the 15 key entrepreneurial competences that can be developed in formal or non-formal training settings.

If you compare our Creative Soft Skills set of skills to the ENTRECOMP framework, you will find that they touch on similar competences, such as those related to creativity, self-awareness or learning through experience.

Tutors, trainers, and mentors should support artists and creatives in their development through both pathways, as they complement each other.

Keywords:
Innovation; enterprise; entrepreneur; intrapreneur; ENTRECOMP.
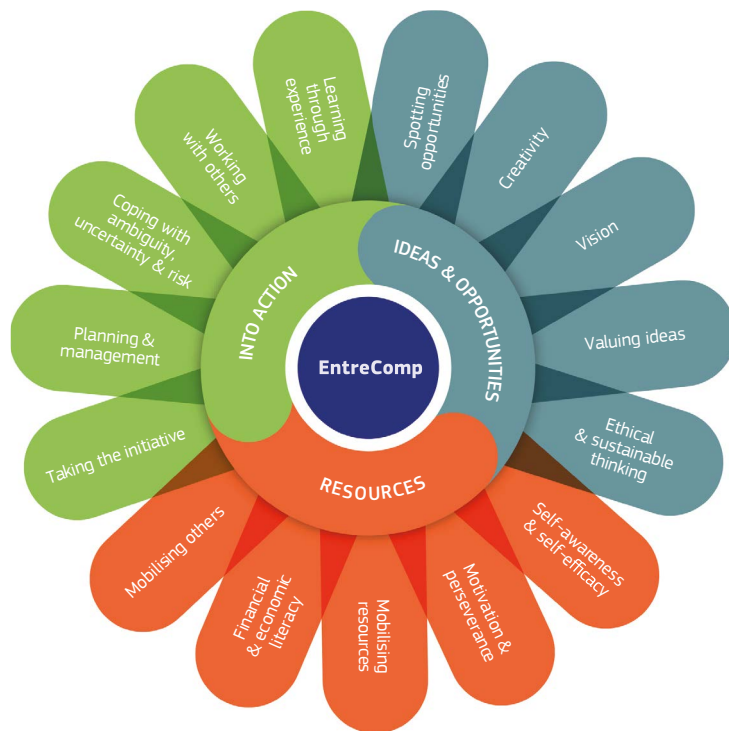
## Understanding the Connections between Creativity and Personal Development

An additional framework to consider when working on Creative Soft Skills development is LIFECOMP, the new 2020 European Framework for Personal, Social and Learning to Learn Key Competences.

Its three branches of skills complement those of ENTRECOMP from the different perspective of building meaningful life and coping with complexity.

It allows artists and creatives to unleash their dynamic potential, self-regulate their emotions, thoughts, and behaviours.

Keywords:
People skills; Social skills; Learning skills; Personal development; LIFECOMP
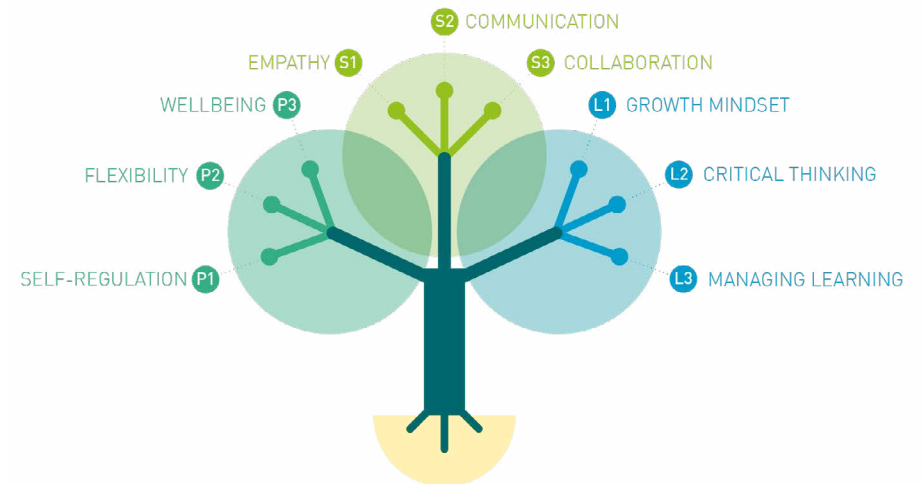
LifeComp tree of competences describes nine competences that are structured in 3 intertwined competence areas. Personal area: P1 self-regulation - awareness and management of emotions, thoughts and behaviour; P2 flexibility - ability to manage transitions and uncertainty, and to face challenges; P3 wellbeing - pursuit of life satisfaction, care of physical, mental and social health, and adoption of a sustainable lifestyle. Social area: S1 empathy - the understanding of another person's emotions, experiences and values, and the provision of appropriate responses; S2 communication - use of relevant communication strategies, domain-specific codes and tools depending on the context and the content; S3 collaboration - engagement in group activity and teamwork acknowledging and respecting others. Learning to learn area: L1 growth mindset - belief in one's and others' potential to continuously learn and progress; L2 critical thinking - assessment of information and arguments to support reasoned conclusions and develop innovative solutions; L3 managing learning - The planning, organising, monitoring and reviewing of one's own learning.

Links: https://ec.europa.eu/jrc/en/publication/entrecomp • https://entrecompeurope.eu/

Links: https://ec.europa.eu/jrc/en/lifecomp

Creative soft skills

Section 2
The creative Soft Skills Training Programme

Led by SINEGLOSSA

The Creative Soft Skills training program is divided into **two parts** and **six steps**.

The Methodology

The Creative Soft Skills methodology aims to strengthen artists' employability, through a training program that identifies, improves and certifies those skills which characterize the artistic processes.
The methodology is therefore directed to artists of any kind of art, in particular those at the early stage of their career or those interested in applying their art in new contexts, and to organizations dedicated to training and promoting artists, providing activities, tools and tips to develop creative soft skills.

Keywords:
Creative soft skills; Artists' employability; Identify; Improve and certify your soft skills.

PART1
AWARENESS

Goal To make artists aware of their creative soft skills

STEP 1 SELF-ASSESSMENT
In which artists reflect on their creative soft skills

STEP 2 COLLECTING EVIDENCE
In which artists collect evidence of their creative soft skills

STEP 3 SELF-ASSESSMENT (II)
In which artists compare abstract perception with practical experience

STEP 4 ASSESSMENT
In which the level of competence of the artists with respect to each skill is certified

PART2
IMPROVEMENT

Goal To strengthen the creative soft skills of the artists

STEP 5 CREATIVE SOFT SKILLS TRAINING
In which artists practice their creative soft skills

STEP 6 ASSESSMENT
In which the level of competence of the artists with respect to each skill is certified

Part 1 Awareness

STEP 1: Self-assessment

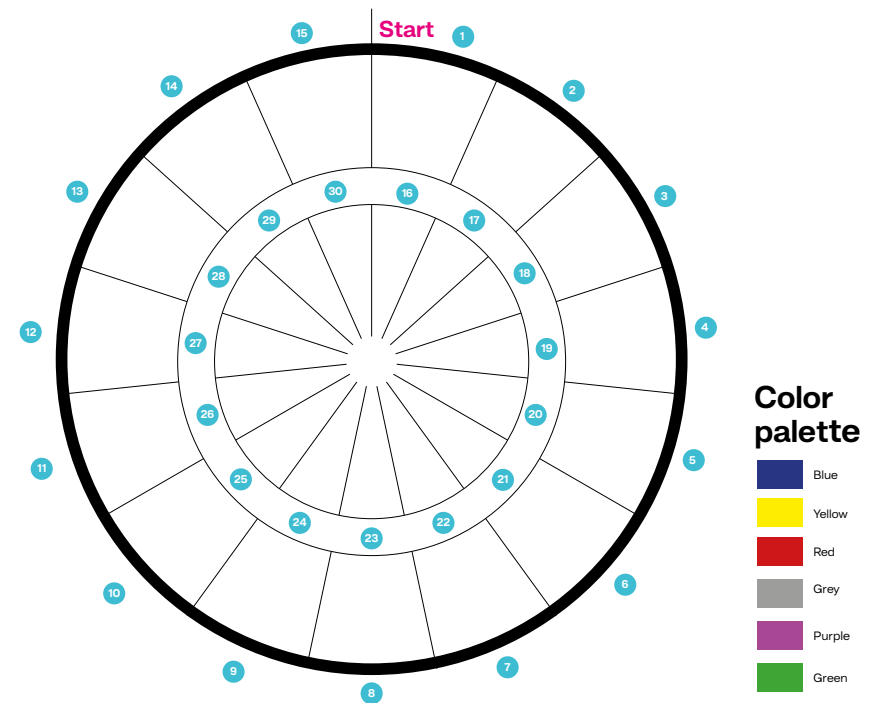**Estimated time:**
30 minutes

Creative Soft Skills Circle

The Creative Soft Skills Circle is a tool to help learners reflect on their creative soft skills. It allows them to see which creative soft skills they possess, need to strengthen or acquire.
It is not a definitive view of who they are. It is an overall picture that allows learners to see and explore their creative soft skills, some of which they may be less good at or do less often.

The Creative Soft Skills Circle
Self assessment tool for artists

Color palette

- Blue
- Yellow
- Red
- Grey
- Purple
- Green

Download the Creative Soft Skills Circle here https://drive.google.com/file/d/1UTKj0IZDlkfmEj98iGAyW50WqdPe-ugm/view?usp=sharing
See how the Creative Soft Skills Circle works here
https://www.youtube.com/watch?v=ac-6wGnSLjE
Download the Tips for Trainers guide here
train the trainer link

■ Circle

The Creative Soft Skills Hackathon

Estimated Time: 1-2 days

■ **Hackaton**

STEP 2:
Collecting evidence

The Creative Soft Skills hackathon is our framework on how to practice creative soft skills and make them visible.

Before you start...

- **Tutoring-** The CSS hackathon is, first and foremost, a training activity: ensure that the participants receive constant support, assigning a tutor to teams

- **Number of participants-** No more that 25 to give enough space to teams.

- **The challenge-** Should be real and engaging. Be careful not to choose a challenge that is too technical: the goal is to encourage young artists to use their creative skills to solve a problem of a cultural or social nature.

- **Reward-** Prizes are always effective! Use your imagination, it does not necessarily have to be monetary!

- **Location-** Stimulate creativity with a location and setting that is light, airy and informal, with physical tools such as boards, sticky notes, plasticine, anything else your imagination suggests!

- **Timing-** Be good timekeepers for each step, use timers and plan frequent breaks. Outputs can be presented in a creative way; for example a live pitch, podcast, video etc.

Understand your target groups

- **Young professionals** can be inspired by interacting with established professionals in a peer to peer context

- **Activities** will attract different target groups for different reasons; inspirational entertainment, upskilling etc...

- **Encourage** participants to reflect and share their creative soft skills prior to the hackathon, using the Creative Soft Skills Circle.

- **If case of a younger learners**, it may be more appropriate to start with training activities to equip them with skills to carry out the hackathon experience

The Creative Soft Skills Hackathon

Structure and tools

STEP 2:

1. Team building: Break the ice!

Estimated time: 30 minutes

Goal: Establish a climate of collaboration and trust within the team. Have fun!

Output: Encourages a more cohesive team with empowered individuals.

Tips

- **The ideal number is 4 to 6 members per team:** too few can have trouble finding a common ground, too many can inhibit the quieter team members
- **Be creative in choosing the criterion:** something fun can establish a playful and relaxed atmosphere
- **The challenges work better when linked to a prize and the prize works better when contextualized:** it does not need to monetary
- **To break the ice you need to have fun!** The team-building activity must be easy to understand, playful, and engaging

RESOURCES: https://teamexercises.info/

2. Challenge: Walk in someone else's shoes!

Estimated time: 45 minutes

Goal: Understanding the key aspects of the challenge.

Output: Determining the problem/obstacle.

Tips

- **Encourage the teams to formulate the questions in order to verify the factual reality and not their preconceived notions** (e.g. ask "why they have never used new technologies" not "Would you like to have a visitation tour with augmented reality?")
- **Encourage the teams to use all the senses to understand the challenge, especially with respect to less technical aspects, such as values**: on which keywords does the client seem to "light up"?

RESOURCES: www.ideo.org

The Creative Soft Skills Hackathon
Structure and tools

STEP 2:

3. Ideate: Have the idea

Estimated time: 45 minutes

Goal: Generate an original idea that meets the needs of the challenge.

Output: The idea, expressed in a setence that indicates what I do and how I do it.

Tips

- **Hinder easy solutions by inserting one or more disruptive elements in the brainstorming** (e.g. inject a random word to associate with the topic)
- **Hinder the "one take" effect, stimulating the generation of multiple ideas**
- **Hinder rational thinking:** brainstorming must exercise the creative part of the brain
- **Hinder the predominance** of charismatic personalities, facilitating the involvement of all members
- **Facilitate the involvement** of the entire team in choosing the topic

RESOURCES: www.ideo.org

4. Design: Build the idea!

Estimated time: 1 hour

Goal: To structure the idea into a project focusing on.

Output: To identify target audiences, actions and resources needed, sources of income or results.

Tips

- The design phase can be the most difficult for the artists, but it is also one of the most important from the educational point of view: customize tools used in a creative way, use analogical materials, e.g sticky notes/posters/practical exercises

RESOURCES: www.servicedesigntool.org

The Creative Soft Skills Hackathon
Structure and tools

STEP 2:

5. Rapid prototype: Shape the idea!

Estimated time: 30 minutes

Goal: To Transform the project into a physical 'object'.
Output: To facilitate the testing phase

Tips

- Regardless of the nature of the topic (product or service), the aim of prototyping is to create something physical that a potential user can "touch", so as to facilitate the next phase: testing
- The most important feature of a prototype is functionality: encourage teams not to focus on design/aesthetics but on creating an "object" with which users can interact

RESOURCES: www.ideo.org

6. Test: Stress the idea!

Estimated time: 60 minutes

Goal: Identifify the project's strengths and weaknesses.
Output: Understanding if the project/product works.

Tips

- The goal of testing is to test functionality, not convince the users of the concept!
- Encourage the teams to guide the testers as little as possible, give answers instead of asking questions, wait for spontaneous questions
- Encourage the tester to talk while he/she is using the prototype: what does he/she feel?

RESOURCES: www.ideo.org

The Creative Soft Skills Hackathon
Structure and tools

STEP 2:

7. Iterate: Once more, with feeling!

Estimated time: 30 minutes

Goal: Improve the product.

Output: Understanding if the project/product works

Tips

- Facilitate the involvement of the whole team in identifying the main problem, for example getting each member to assign a score of 1 to 5 to each weakness, and adding up all the scores.

RESOURCES: www.ideo.org

8. Pitch: Don't sell the idea, tell the idea!

Estimated time: 60 minutes

Goal: Present the project in an effective and attractive way
Output: Project presentation of maximum 10 minutes

Tips

- Encourage teams to use all the information acquired in the previous stages, especially:

  • The pitch must "listen" to the client, leveraging on the things that excite them and speaking a language that they understand (PHASE 2)

  … The pitch should highlight the strengths identified during testing (PHASE 6)

- It is not only the projects that are evaluated, but also people! Encourage the teams to "be present" in the pitch, adding their own introduction, a reference to their skills and previous experiences, etc.

RESOURCES: www.ideo.org

The Creative Soft Skills Hackathon
Structure and tools

9. The end: And the winner is...

Estimated time: 10 minutes

Goal: Provide feedback and add a fun element to drive the hackathon experience

Output: Teams are stimulated to participate in the hackathon and it is an opportunity for peer to peer review

Tips

- All teams must receive feedback on their project: help the client create a comment about each of the projects, which highlights the strengths and weaknesses of all the main aspects. To facilitate the client's evaluation, you can prepare a card in which to assign a score and/or comment on the following aspects:

    1. Coherence of the project to the challenge (need, target audience, resources, timing)
    2. Project feasibility
    3. Project presentation
    4. Project team

- Depending on the context and theme of the hackathon, the aspects to be evaluated can be freely chosen by the organiser

RESOURCES: www.ideo.org

STEP 2:

Have a look at how Rozet ran their Creative Soft Skills Hackathon in the Netherlands

" This morning I didn't know anyone in this room and I could not imagine that I would go home with the feeling that, I not only know them now, but I know what we would be able to do together. This way of working is really inspiring."

Participant Inspiratie Jam @ Rozet in Arnhem, The Netherlands / Dec. 2020

https://www.youtube.com/watch?app=desktop&v=Zw3UODzwn0w&fbclid=IwAR08eE_empgu7OKHFBc-q1nIboMFoh34-c6Lvunu2rPC_dN6OG0bicsHvC

CHECK OUT THE CREATIVE SOFT SKILLS PODCAST AND LEARN MORE ABOUT THE HACKATHONS

STEP 3:
Self assessment (II)

Estimated time:
30 minutes

- Review your Creative Soft Skills Circle after experiencing the Hackathon and outputs produced or actions carried out that prove competence with respect to the dominant skills.

- Which creative soft skills can you enhance and strengthen?

The Creative Soft Skills Circle
Self assessment tool for artists

Color palette

- Blue
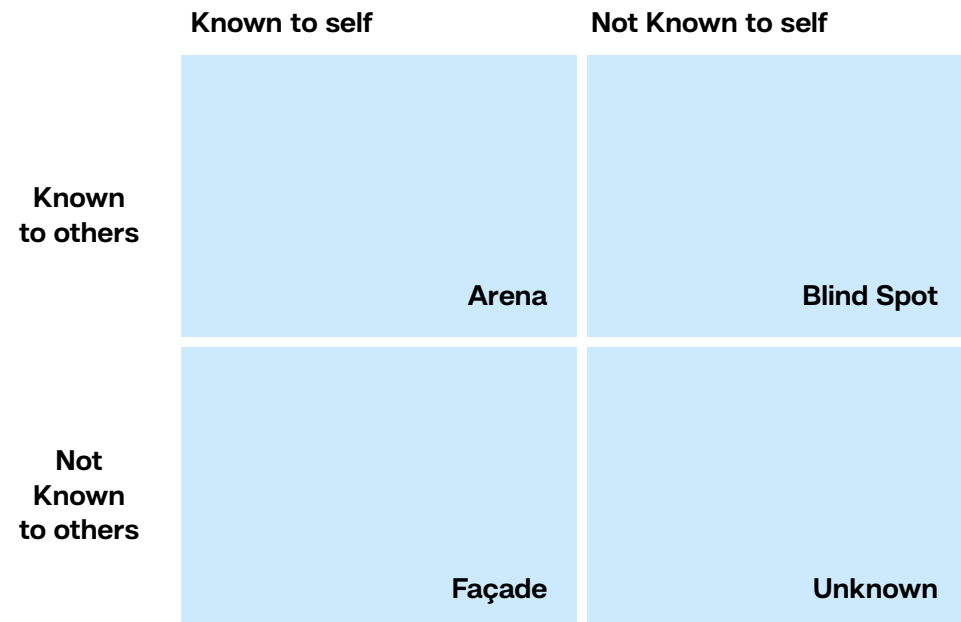- Yellow
- Red
- Grey
- Purple
- Green
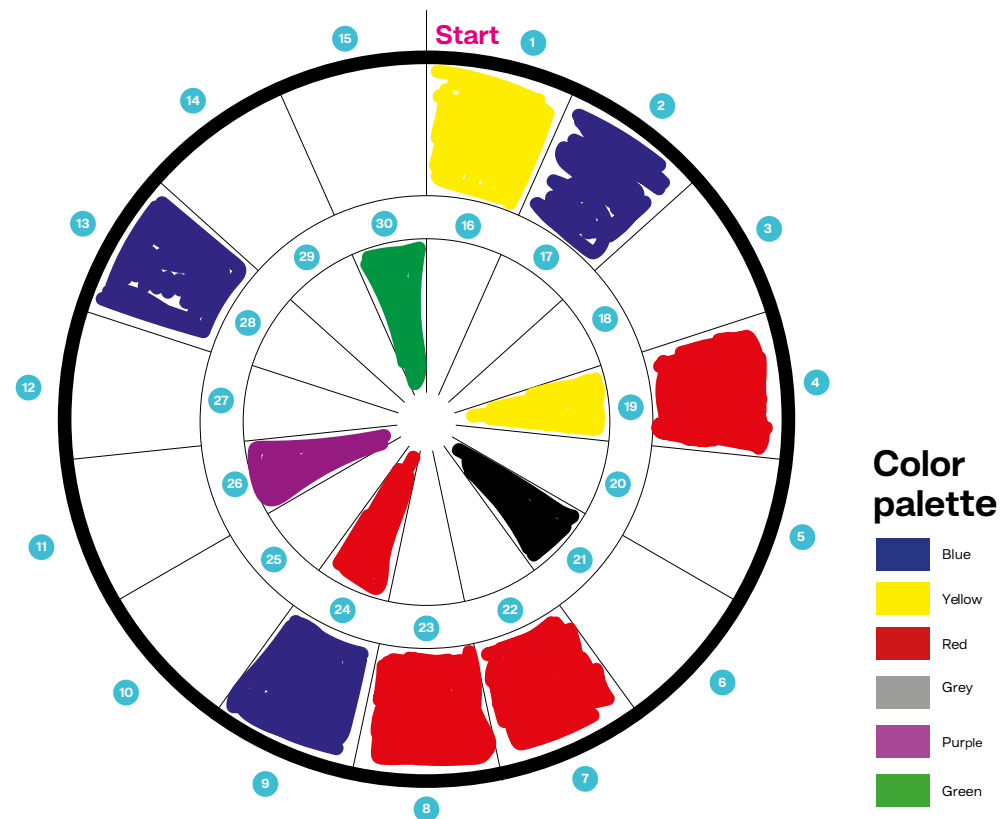
- Developing soft skills within a creative practice is a journey that could stress learners from a personal perspective. The language and concepts might be new, learners might struggle to recognise themselves in one or more skills and accept it.
- Creating a safe environment supports learners in sharing their abilities, reflecting on themselves (and feeling supported in sharing this) and being open to the unknown, including knowing themselves.
- An active listening approach supports the collection of inputs, events, words witnessed during the training.
- A progression track sheet would support the collection of evidence to be shared with the learner while providing constructive feedback. An effective way to assess is to record significant circumstances, dynamics, performances, the body language shown, words adopted, but also details describing the 'how' a certain task has been accomplished by the learner.
- A 1:1 feedback session can be used to share these inputs with the learner pointing out progress (how it started, how it is now) and exploring his/her awareness and recognition.
- Assessment has a two-step dynamic: input from the educator/mentor and the learners' acceptance. If the learner is struggling to recognise his(her development, there might be the need to stimulate the overall reflection on the skill itself.
- As a practical tool to introduce the assessment feedback, the Johari Window can be used. A visual tool that supports adults in understanding themselves and their relationship with others.

Active listening, personal development, feedback, Johari Window

STEP 4:
Self assessment (II)

■ **Improvement**

	Known to self	**Not Known to self**
Known to others	Arena	Blind Spot
Not Known to others	Façade	Unknown

Links: The Johari Window: https://www.wisc-online.com/learn/general-education/oral-interpersonal/oic21819/the-johari-window-screencast

Part 2 Improvement

STEP 5: Creative Soft Skills Training activities

Estimated time:
4-8 Hours

- **"If you don't have something to work on, work on yourself – there is always work to be done".**

- **Follow the activities below to strengthen, acquire, your weak or missing creative soft skills.**

■ **Awareness**

Problem solving

Title: Mix up of playing cards
Format: Group work
Delivery: offline
Time: 15 mins

Description
- Stimulates team building and problem solving:
- Divide your working group into teams of four to six participants.
- Give each team two decks of cards that are randomly mixed together.
- Tell the group to sort them out in some order without talking.
- While they are working on the task, after a few minutes, change the way they order the cards within a certain timeframe.
- Ask them teams to share what methods they used to accomplish the task

Why?!
This activity works well both individually and with a mentor

Credits:
www.ziekedocenten.nl

Problem solving

STEP 5:

Title: Six Thinking Hats
Format: Group work
Delivery: Online / Offline
Time: 45 mins incl. 10 mins discussion

Description
Explore different ways to solve problems. Sometimes good ideas come in unusual packages. Learn a creative and focused style of brainstorming called parallel thinking

"Let ideas flow—no idea is too crazy or far-fetched!"

- "Try on" different coloured hats, which represent different ways of approaching the same problem, parallel thinking to find the best solution.
- Each thinking role is identified with a colored symbolic "thinking hat." that help to focus and redirect thoughts.

White Hat - The facts, just the facts

Yellow Hat - Brightness and optimism

Black hat - Risks and problems

Red hat - Feelings and intuition

Green hat - Creativity

Blue hat - The games master

Why?!:
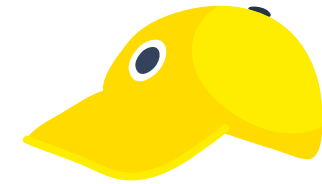This activity relates theory and practice together

Credits:
https://www.debonogroup.com/services/core-programs/six-thinking-hats/

White Hat
The facts, just the facts

Yellow Hat
Brightness and optimism

Red hat
Feelings and intuition

Green hat
Creativity

Black hat
Risks and problems

Blue hat
The games master

Learning to learn

STEP 5:

Title: Creative Lenses
Format: Group work (minimum 2 participants)
Delivery: Online / Offline
Time: 30+ minutes

Description
This exercise opens the mindset of the learners, motivating them to be more exploratory and think critically.

- Ask your learners to list as many possible uses for a common simple object, such as a brick, an umbrella, a paperclip, a newspaper.
- Give your learners a time constraint, for example 5 minutes. After this period write all the uses on the board.
- Vote the most original, useful, funny use. Discuss the way of voting the ideas.
- You can repeat the exercises 2 or 3 times, changing objects.

Why?!
This activity can open up more creatively to solutions and promote out-of-the-box thinking, perfect for artists/creatives

Credits
https://ec.europa.eu/jrc/en/publication/entrecomp-playbook
EntreComp Playbook (adapted from Creative Huddle)
https://www.creativehuddle.co.uk/post/the-alternative-uses-test

Idea	Description	Sketch
1		
2		
3		
4		

Title: 1 Minute Paper Reflections
Format: Individual
Delivery: Online / Offline
Time: 1 - 5 minutes

Description
- Present one question for brief reflection after a learning activity.
- Ask for concise answers in writing
- As needed, follow up on comments. Be sure to summarize and respond to any important questions or issues that arise in the students' responses.

Tips:
This spontaneous writing activity activity can be used to
- assess understanding
- promote confidence in writing
- decompress high-anxiety topics
- self reflection after group/experiential learning

Why?!
This activity is a great way to self-reflect individually

Credits
https://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html

Leadership

STEP 5:

> **Title:** Island Survival
> **Format:** Group work (4-16)
> **Delivery:** Online / Offline
> **Time:** 30-60 minutes

Description
group that their airplane just crashed on an uninhabited land and that the airplane will explode within ten minutes. In the airplane there are fifteen objects of which just three objects can be taken out.

(graphic representation if possible)
- a box of matches
- a crate of beer
- a crate of twelve bottles of water
- five warm sweaters
- first aid kit
- transistor radio
- an axe
- a gun with twenty bullets
- a bag with twenty-five magazines
- inflatable lifeboat for 4 persons
- compass
- anti-insect spray
- sewing kit
- flashlight
- a bag with five big blankets

- Within 10 minutes the group has to unanimously decide which three objects will be taken out of the airplane: if they don't make a unanimous decision, the airplane will crash, and they will have nothing at all.

- Once chosen they have to explain why they chose them and how they will use them.

- If their explanation is convincing, tell them that they made a good choice and that they are living safe for a few weeks on the island. Otherwise, give them another 5 minutes to choose another set of objects.

- Now tell them an airplane is flying over the island: they have 10 minutes to decide how to use the three objects to build a distress beacon.Once agreed, they have to explain how.
- If their explanation is convincing, tell them that they made a good choice and they are safe! Otherwise, give them another 5 minutes to choose another way to use the objects.

• Start a discussion about the experienced:

- Was it easy to come to a unanimous decision together? What happens when you have to make an important decision in a short time, and no one takes the lead? What happens when someone imposes his/her choice, without listening to the others?
- **Variation:** After the fantasy exercise is played you can tell the team to make real decisions in the same manner. So also come to a decision within ten minutes.
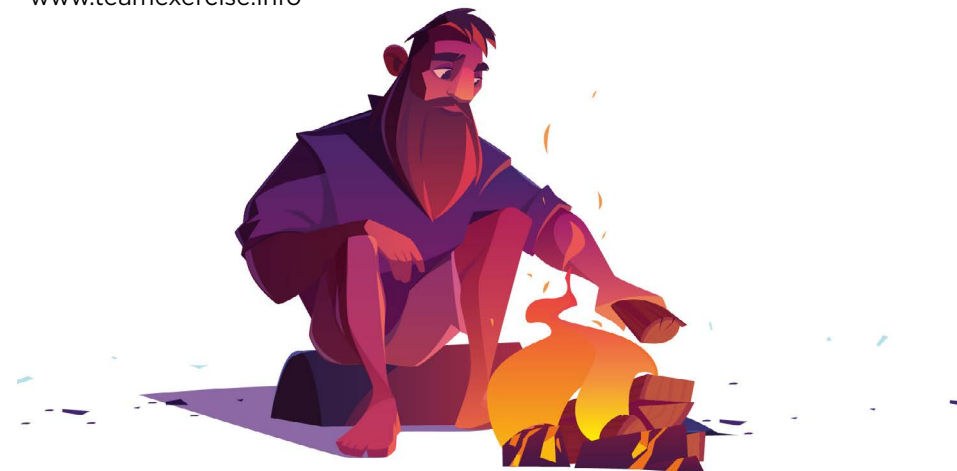
Tips:
When the group is big you can arrange it into smaller groups with around five persons

Why?!
This activity provides leadership to everyone not just the recognised leader

Credits:
www.teamexercise.info

Leadership

STEP 5:

Title: On Scene
Format: Group work (minimum 6 participants)
Delivery: Online / Offline
Time: 60 minutes

Description
To re-enact a challenging scenario to devise different behavioural strategies and interventions.
The twist that this structure brings relies on the person who introduced the scenario becoming the 'director', while the others become the 'actors'. This allows the director to playfully experiment with strategies, behaviours and interventions.

- Form groups of six to eight people
- Invite the group to identify a suitable challenge they are facing (2 min).
- The person who introduced the challenge becomes the Creative Director of the play.
- The other group members become Actors.
- Working together, they will decide roles, props, lines and length of the play (5-10 mins).
- They will explore different ways in which the story can unfold based on different decisions and different behaviours.
- The play begins! The Creative Director can offer feedback/make suggestions/add lines and change parts of the play.
- Encourage group work to identify variations of behaviours, timelines, and dialogue to see what happens unfolds as the play unfolds.
- Invite the group to reflect on what they learned from the play, first individually then in their groups. What did they notice? What surprised them? (5 min)

Why?!
This activity has a creative dimension with helpful metaphors

Credits
The Liberators' Liberating Structures

Creative thinking

STEP 5:

Title: Funmingo Game
Format: Group Work (3-15)
Delivery: Online / Offline
Time: 5-15 mins

Description: Time is short! There's no time for questions or second thoughts, participants just have to act!

Round #1: Say "You will have 60 seconds to use anything in your room to build… a zoo"

Round #2: Say "You will have 30 seconds to find… something green/ something that you love/something hard"

Round #3: Say "You're an inventor who combines items (like yours) to solve big problems. Explain what you will make, and what problem it will solve: You will have 45 SECONDS to speak and you must use ALL 3 THINGS you found!"

Round #4: Time for an epic crossover. ALL of you will take turns telling a story… together! Each of you will be called on again, but when the name changes, you stop talking and the next person continues where you left off!

You each have 20 SECONDS!

This is the beginning of the story: A hungry mob of toddlers is coming at you. How do you defend yourself and distract them with your 3 items?

Use other challenges!:

Round #1 …a salamander

Round #2 … something blue / something that was made by someone you know / something special

Round #4 This is the beginning of the story: You're a spy that has just been caught with your items in a house you broke into. Make up a reason why you are here.

Why?!
    This is a game of instinct that stimulates competitiveness and a peer to peer learning dynamic to identify creative solutions.

Credits
    www.funmingo.games **to play online**

Title: Creative Campaign
Format: Group work (minimum 4 participants)
Delivery: Online / Offline
Time: 60 mins

Description
1. Split the group in teams of 2 or 3 people. Each team has 5 minutes to create a slogan for a potential campaign for the Creative Soft Skills project (or any other project, you choose).
2. Write all the slogans on display and ask learners to vote for the one they prefer. The favourite slogan chosen by the teams is the one everybody works on.
3. Each team will work on three different aspects of a creative campaign (based on three different media of the trainer's choice, such as 1. create a jingle, 2. design a poster and 3. produce content for an Instagram campaign)
4. The teams are given 45 minutes to develop each aspect of the campaign using the given media.
5. At the end of the 45 minutes each group presents their project to the facilitator who adopt the role of the client

Why?!
    This is a strategic activity that also considers the audience
Credits
    https://creus.projectlibrary.eu/tools-resources-for-peer-mentors/

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Communication

Title: Misunderstanding
Format: Group work 2+
Delivery: Online / Offline
Time: 20 - 30 minutes

Description
This game is effective for finding new ways to communicate around barriers. It also helps build problem-solving skills and effective communication strategies.

What you'll need:
• Chairs
• Various objects

How to play:
• Have two people sit back-to-back. Person A has an object and must describe it (without explicitly saying what the object is) to person B. Person B must then draw it based on person A's description.

Tip:
• For larger groups, make it a competition by deciding which team created the most accurate drawing in a set amount of time.

Why?!
   Using one channel of communication (verbal) facilitates focus

Credits
   https://www.userlike.com/en/blog/communication-games

Title: Crazy Comic
Format: Group work 3+
Delivery: Online / Offline
Time: 30-40 minutes

Description

What you'll need:
• Pencils
• Paper

How to play:
• Depending on how many team members you have, divide them evenly into groups. Each group will create their own comic strip.
• Each person is responsible for drawing one frame of the strip, so the comic's length is based on how many people are in each group (for example, three people make a three-frame comic). Assign a set amount of time for each team to discuss what the comic will be about, what each person will draw, and so on.
• The team will begin drawing at the exact same time without any interaction, so everything must be discussed in detail beforehand. The team is also not allowed to see what the other members are drawing. When time is up, have the teams gather to look at and discuss their comics.
• The most effective teams organize themselves with minimal help from leaders. This is an excellent game for teams to practice vision cohesion across components.

Tip:
• This game also works well with teams separated across offices or working remotely. They can work verbally over the phone or Skype to create the comic.

Why?!
   Helps tackle visual communication

Credits
   https://www.amazon.com/dp/B001MJ0E68?ref_=kcr_store_sample

Self Awareness

STEP 5:

Title: Coaching Wheel
Format: Individual
Delivery: Online / Offline
**Time:** 20-30 minutes

Description
- It is extremely important to be totally honest with yourself as you complete this exercise. The 8 sections in the wheel represent various areas of our life. It encourages us to consider all areas of life. Imagine the center of the wheel as 0 and the outer edge as 10. Rank your level of satisfaction within each area of your life between 0-10. Then use the markings to draw a curved line in each box to visually create a wheel. (Like the image above.) The outline will give you a visual idea of possible rough spots in your wheel of life. It's good to narrow down to three areas you want to focus your energy. Although we would all love to have a perfect 10 in all areas, that is not what it is about. The most important thing is to have balance in one's life. Even having a 10 in one area can create imbalance in other areas of your life.
- Look at the shape of your wheel. What did you notice? Which areas would you like to work on most in your own life? How does one area impact another?

Why?!
Because it works well both individually and with a mentor

Credits
https://www.coachingwithnlp.co/coaching-wheel/
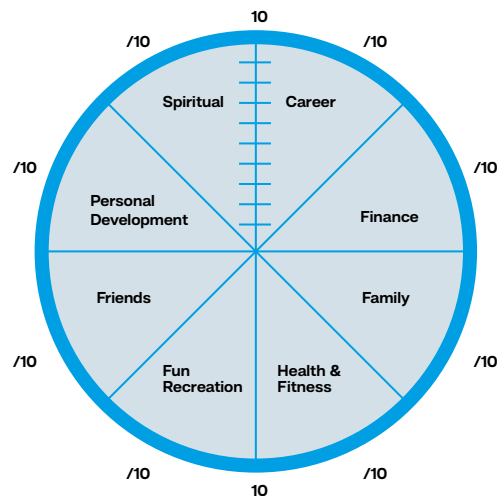
Title: STAR
Format: Individual
Delivery: Online / Offline
Time: 60 minutes

Description
The STAR method helps to gain insight into people's competencies by analysing a practical example for this on four elements:
S = Situation: what was the situation/context in which the example took place.
T = Task: in this situation, what was the task that the person involved was faced with or the role conception that the person involved himself had?
A = Action: what was concretely said and done?
R = Result: how did the other person react and what was the end result?

For example start with:
I want to talk about your ability to […]. In the […] you mentioned [evidence] at […]. Would you like to talk about this situation or would you like to bring in another example showing that you can name […]?

Ask about the SITUATION: 'What preceded it?' or 'With whom did you do this' or 'What was your role?'
Ask about the TASK; 'What was your function' or 'Why exactly did you have to do this' or 'Which long term goals did you have?'
Ask about the ACTION: 'What did you do' or 'How did you react' or 'Are there any follow-up actions, and if so which ones?'
Ask about the RESULT: 'What would you do differently next time?' or 'Have you experienced a similar situation afterwards? If so, what did you do differently then?' or Can you give an example where such an action went wrong?'

Why?!
Because it relates theory and practice together

Credits
https://reflectiesite.nl/star/#.YREw5i2Ql0s

There are many options to assess competencies gained during a creative soft skills training journey and certificate them.

STEP 6:

How to recognise learners' achievements with certification

Led by ROZET

Tracking skills development
The Creative Soft Skills Circle can measure literally the skills developed, strengthened and reinforced thanks to the repetition of its usage and a linear analysis of its results.

Attendance certification
For a more formal attendance certificate,the Youth Pass can be adopted, especially for artists at the early stage of their career attending educational pathways or recently graduated. It includes a description of the activity undertaken and the learning outcomes of the training experience. As a tool it could support the tracking of further development needs in a structured LifeLong Learning perspective within a non-formal setting. It combines personal development, active citizenship and employability levels at once. It is based on a self-assessment recognition of competencies process in discussion with a professional mentor from an accredited training provider and, at the end of the process, the organisation evaluates and releases the Youth Pass.

Formal certification
For a formal certificate that shows the EQF level and credits to be used in other learning pathways, both formal and non-formal, CLOCK your skills, the European branch based in the Netherlands, offers a reflective journey in recognising the skills developed and, in partnership with the Scottish Qualification Authority, issues certification at the appropriate EQF level. The certificate is a Professional Development Award in the Creative and Cultural Industries and it could be focused on Cultural Learning practices, covering all the artistic and

creative practices, and Business Development Support, covering management, financial and entrepreneurial competences. The process requires two qualified Peer Reviewers that support the candidate in presenting the skills acquired in a non-formal setting, to assess and reflect upon areas of development and next career steps in a joint professional exchange.
The Creative Soft Skills framework, methodology and training are suited for each option, allowing learners to freely decide on their certification requirements for professional development.

■ **Certification**

Keywords:
Improvement; Selfcare; Growth; Team; Open minded; Creative; Qualification; Certificate; Assessment; Non-formal.

Creative soft skills