



- **NAME OF THE TOOL**

- *Musical chairs*

- **DESCRIPTION OF THE TOOL**

- This is a group activity to be carried out indoors or outdoors. It consists of two parts: one in which the effects of misunderstood competitiveness within organisations will be shown; and another in which cooperation and shared leadership as an element of cohesion will be worked on.

- **OBJECTIVES OF THE TOOL**

- Please indicate at least 3 objectives:
- Differentiate between competition and collaboration
- Introduction to the concept “coopetition”, understood as collaboration between business competitors, in the hope of mutually beneficial results
- Understanding the concept of shared leadership
- To embrace the win-win principle

- **CONNECTION THE TOOL WITH THE SKILL**

- Please explain the connection of this tool with the skill and how this tool help to develop the skills:

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Although it is a dynamic exercise that can be understood as childish, it has a good effect among adults and, behind its simple implementation, hides a very useful reading for the purposes of the project.

The first part is linked to the old style of leadership, including the more or less lawful strategies to reach leadership positions within a win-lose framework. It reflects a clearly hierarchical structure in which one leader is above the rest.

The second part is aligned with the win-win concept and places each member of the organisation as an autonomous leader, although interdependent with the rest of the members. It is about developing shared leadership, in which each member is the protagonist of his or her own decisions, but needs to support and be supported by the rest in order for the common goal to be successfully achieved.

- **RESOURCES AND MATERIALS**

- Indicate the material needed to carry out this tool

As many chairs (minus one) as there are participants and a device that can play music.

- **IMPLEMENTATION OF THE TOOL**

- Explain the steps to implement the tool:

This game is played in a place with space. The chairs should be arranged in a circle. Each chair should be facing outwards so that the participants can sit on them.

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- The chairs are placed in a circle. There should be one chair less than the number of participants. For example, if there are 8 children, 7 chairs should be placed.
- Play the music while the participants rotate around the chairs.
- The music stops, at which point the participants should sit down on one of the chairs. Whoever is not seated is eliminated from the game.
- One chair is removed at each turn. If there are too many participants in the first rounds, two chairs can be removed in turn until there is only one chair and two participants left. The participant who manages to sit down wins the game.

At this point the facilitator will do a short "interview" with the winner to get to know his or her feelings and also the strategies he or she used to win at all costs.

Similarly, we will "interview" some of the losers to find out how they feel about being eliminated, whether they think it is fair and what they think of the winner. We will see that many of the answers, even in a humorous tone, will show the effects of competition in work teams, how it opens up quarrels among its members and the impact it has on organisations.

In the second part, we will ask participants to remove all chairs from the centre of the room and stand in a circle. Now we will not play a game where one wins and the others lose, but try to make sure that we all win in a collaborative game where everyone is responsible for the success of the mission by supporting each other.

The idea is to support the partner in front of us, using our knees as a "chair" to support him/her. At the same time, the partner behind us

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must do the same for us, so we have to trust that everyone will do their best for the group to win.



To do this, we will ask them to stand in a circle with their partner's back to them. Play the music and ask them to move forward, reducing the distances between them until they are minimal. Then we cut the music and ask them to "sit" on the knees of the partner behind them. If everyone does their job, the group will be supported and their hands will be free.

NOTE: A variant of the game for people with physical or visual disabilities is the musical ball, with the difference that players score points. The game of musical ball can help people with limited mobility or in wheelchairs to develop motor skills in the arms and hands. Children with visual impairments can also play this game. You can use a sound ball to help visually impaired participants pass the ball. Arrange participants in a circle and tell them to start passing the ball around the circle when the music starts. Play music for about 10-15 seconds and then stop the music. The participant who has the ball when the music stops gets a point. Participants start passing the ball again when the music restarts. Keep playing until one player reaches five points - that's the winner!

● **WHAT YOU LEARN**

- Please explain what they are going to learn with the practice of the tool. What are the benefits to be gained from practising this skill?
- The concept of shared leadership and its positive effect on both individual and organisational development.
- The importance of the individual weight of each member of the organisation in the final result. Sometimes the important thing is not to give the maximum possible on a personal level, but what the organisation needs from me to achieve the objectives.

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- The satisfaction of winning as a team. The need for all members of an organisation to assume their role and also to contribute their voice when it comes to making decisions.

