



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module - Leadership

Method - Leadership styles analysis

Class activities

Module 5 - Leadership

Class activity - Color Clash – Team Decision Simulation

Related method - Leadership styles analysis

Target group

Age - 25–50

Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

This method is designed for adults seeking deeper self-awareness and practical leadership growth through guided conversation. It is especially helpful for those lacking role models or self-confidence, providing space for clarity, empowerment, and reflective thinking.

Learning outcomes

By the end of this activity, participants will be able to:

- Identify how different leadership styles (colour-based) approach group decision-making.
- Practice team collaboration while respecting different communication and behaviour styles.
- Recognize their personal reactions to other leadership behaviours.
- Adapt their approach to achieve team goals more inclusively and effectively.

Duration

60–75 minutes

Materials and resources

Leadership colour cards (Red, Yellow, Green, Blue), Printed leadership dilemma scenarios (e.g., team conflict, planning under pressure), Flipchart paper or whiteboards for group notes, Coloured name tags or badges (optional), Timer and pens



Activity description

In this simulation, participants are assigned a specific **leadership colour** and grouped in **mixed-colour teams**. Each team receives a dilemma and must work together to reach a decision—while acting according to their assigned leadership style. The activity challenges participants to manage communication differences, balance dominant behaviours, and reflect on the value of style diversity in decision-making.

Detailed Implementation Steps

Introduction:

Start by reviewing the four leadership styles and their behavioural traits (Red = results-driven, Yellow = energetic, Green = empathetic, Blue = detail-oriented). Emphasize that all styles bring value—but when styles clash in teams, communication and cooperation can suffer. Introduce the activity as a “leadership laboratory” to explore these dynamics in action.

Main activity:

Distribute colour cards randomly to assign each participant a leadership style. If participants already know their real style, you can assign a different colour to push them out of their comfort zone. Create 3–4 small teams of 4–5 people, ensuring each has all four colours represented. Each team receives the same realistic leadership dilemma (e.g., team members disagree on priorities for a community event under time pressure). Teams discuss and decide on an action plan while staying in their assigned leadership style. For example, red pushes for quick results, Blue demands details, Green seeks harmony, Yellow wants enthusiasm and creative ideas. Each team briefly presents their decision, followed by a quick discussion of team dynamics:

What worked well?

What was frustrating or confusing?

Which styles dominated or got overlooked?

Conclusion and reflection:

Facilitator leads a group reflection: How did your assigned style affect the conversation? How does this relate to your real-life leadership behaviour? What might you do differently in future team settings? Participants complete a short-written reflection or share in pairs their key insight and how they’ll apply it in real contexts.

Assessment / Evaluation Method



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Trainers observe team interaction for signs of listening, inclusion, tension, and cooperation.

Participants reflect on their experience and identify what they learned about leadership dynamics.

Each participant gives one positive comment to a teammate based on how they contributed to the process.

Match traits to colour styles to reinforce learning.

Adaptation Tips

Use simplified versions of the colour descriptions and give behavioural cue cards to guide roleplay.

Use breakout rooms, digital scenario cards, and colour assignments in advance.

Run the simulation with triads, omitting one colour or doubling roles.

Add complexity with conflicting values or ethical trade-offs in the dilemma.

Module 5 - Leadership

Class activity - Style Mirror – Feedback Through Color Color Style Mirror – Feedback Through Color

Related method - Leadership styles analysis

Target group

Age - 25–50

Gender - All genders

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Learning outcomes

By the end of the activity, participants will be able to:

- Compare their self-identified leadership colour(s) with how peers perceive their style.
- Recognize blind spots and strengths revealed through peer feedback.
- Practise giving and receiving constructive, non-judgemental feedback.
- Outline one concrete behaviour-adaptation goal to improve inclusive leadership.

Duration

60 – 75 minutes

Materials and resources

Colour-style self-assessment quiz (paper or digital), Peer-feedback cards / forms, Envelopes or digital form links, Pens / markers, sticky notes, Flipchart / whiteboard, Quiet room with movable chairs



Activity description

Participants first assess their own leadership colour style, then receive short, anonymous feedback from several peers about the style they project. Comparing “inside” and “outside” views boosts self-awareness and highlights adaptation needs. The process strengthens feedback culture, emotional intelligence and inclusive communication.

Detailed Implementation Steps

Introduction

Start by reminding participants that leadership is experienced from the outside in (how we are perceived by others) as well as the inside out (how we believe we present ourselves). Go over the four color styles again in brief, highlighting the fact that each has its own advantages and disadvantages. Describe how the next exercise, Style Mirror, is a secure way to contrast those two viewpoints, gain a better understanding of oneself, and improve interpersonal impact. Present feedback as a gift: "We're shedding light on behaviours so that we can all become more inclusive leaders, not judging personalities." Reestablish the following ground rules: privacy, deference, interest, and the freedom to ask any question.

Main activity:

1. Find your inner colours

Distribute the digital link or the brief questionnaire in colour. Participants highlight their dominant and secondary colours, tally points, and respond intuitively. Promote immediate introspection: What caught me off guard? What have I always felt?

2. Hold up the mirror

Everyone gives three or four peers feedback in a silent manner or by using a digital tool. The writing is guided by prompts: "I see you primarily as a (colour) leader because; "One behaviour that could help you shine even more is..." o "A leadership strength I appreciate in you is..."

Sincere but polite remarks are ensured by placing feedback in designated envelopes or submitting it anonymously online.

3. Take ten minutes to reflect (Private Review).



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After withdrawing to a peaceful corner, participants read their digital summaries or open their envelopes and highlight any intriguing, contradicting, or confirming remarks. Ask them to observe their feelings without passing judgment.

4. Discussion for understanding (Small Group Debrief)

Create triads. After one person shares a significant confirmation and a significant surprise, the others just listen and ask two questions of gratitude (e.g., "How might that feedback help you adapt?"). Turn around until everyone has a chance to speak. Place a strong emphasis on active listening and refrain from offering advice; this allows the speaker to retain control.

Reflection and conclusion:

Form a circle with the entire group. Invite volunteers to share any themes they observed, such as "Blues felt validated for their structure" or "Many of us underestimate our Yellow energy." Emphasize the direct connections between feedback awareness and the skills of self-control, flexibility, and inclusive communication.

Lastly, ask each participant to write a one-sentence commitment that starts with "From tomorrow, I will..." and is based on a particular behaviour (for example, "pause and invite at least one Blue style colleague to add detail before closing decisions"). Urge them to share this intention with an accountability partner or to post it somewhere visible. Confirming that leadership develops via iterative reflection and that the mirror of today is merely the beginning of a longer path toward flexible, colour-savvy leadership.

Assessment / Evaluation Method

Self-reflection sheet – "What matched / differed from my self-view?"

Trainer observation – Openness, respectful language, emotional regulation.

Quick pulse check – Show of hands or digital poll: "Did feedback confirm your self-colour?"

Follow-up prompt – One-sentence commitment captured for later check-in.

Adaptation Tips

Keep all feedback anonymous; allow extra private reflection time.

Use Google Forms / Microsoft Forms for self-quiz and feedback; breakout rooms for triad talks.

Replace written forms with coloured cards + verbal "strength / suggestion

Module 5 - Leadership

Class activity - Leading in Color – Role-Based Challenges

Related method - Leadership styles analysis

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Learning outcomes

After completing this activity, participants will be able to:

- Demonstrate each colour-based leadership style (Red, Yellow, Green, Blue) in a live micro-scenario.
- Recognise the situational advantages and limitations of different behavioural approaches.
- Flex their own style consciously to meet team and task needs.
- Strengthen confidence in public speaking, delegation and rapid sense-making.

Duration

70 – 90 minutes (adaptable to group size).

Materials and resources

Colour role cards (one per participant, showing key behaviours and “stay-in-character” cues).

A set of short leadership “challenge briefs” (e.g., give project instructions, resolve a conflict,



inspire volunteers). Timer or bell. Observation checklist for peers (strengths shown, impact on group, areas to adapt). Coloured badges or lanyards (optional for quick visual cue).

Activity description

Participants take turns stepping into *one* colour style and leading a two- to three-minute micro-challenge in front of peers—while consciously exaggerating that style’s hallmark behaviours. Observers identify which traits were effective and which created friction. The exercise allows learners to “try on” unfamiliar approaches, building behavioural agility and empathy for other styles.

Detailed Implementation Steps

Introduction:

Explain that effective leaders must occasionally lean into styles beyond their comfort zone. Present the activity as a playful “leadership lab” where everyone experiments safely. Review the colour traits briefly to refresh memory.

Main activity:

Randomly give each participant a colour role card plus a leadership challenge brief. Provide five minutes of silent prep: participants outline how they will embody that colour (tone, body language, priorities). One by one, participants step forward, announce their challenge, and lead the group for 2–3 minutes in character. Examples:

Red: “Give a crisp action plan under time pressure.”

Green: “Mediate tension between two group members.”

Observers complete the checklist, focusing on visible behaviours and team impact—not acting skills.

After each round, learners share rapid feedback: “One behaviour that energised the group...”; “One tweak that could make this style even stronger...”; Rotate until everyone has led once.

Conclusion and reflection: (how to conclude and connect to the targeted competencies)

Conclusion & Reflection

Facilitator prompts discussion: Which style felt most natural or most difficult?; When might each style be the best choice?; Participants jot a takeaway: “When I sense situation X, I will consciously add behaviour Y from [colour] style.”

Assessment / Evaluation Method



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Observer checklists – measure clarity, engagement, adaptability.

Self-reflection logs – rate personal comfort and insight per colour.

Group debrief poll – quick show of hands: “Which style was most effective for motivating? For structuring?”

Facilitator notes – track behavioural range and peer-learning quality.

Adaptation Tips

Allow duo-leadership (two participants share a colour role) to reduce anxiety.

Use breakout rooms; each leader screen-shares a slide or virtual whiteboard to act out instructions.

Run simultaneous sub-groups with assistant facilitators, then reconvene for cross-group insights.

Introduce hybrid tasks where leaders must switch style mid-challenge when a new constraint is announced (e.g., sudden conflict → move from Red to Green).