

ONSCENE MINI PILOT

Collage Arts

Director of Research and Development

Dr. Denise Stanley

Collaborating with other professionals in the sector/industry

- **Creative Teams and Projects:** *limited time + wide range of people;*
- **Boundaries:** *creative, technical + financial;*
- **Good+Easy to get on *with*:** *minor problems;*
- **Compromise:** *Reaching agreement;*

Learning Soft Skills for the Creative Sector

- **Who for?** *Industry entrants;*
- **Understand?** *Roles and responsibilities/Big picture;*
- **Know?** *How professionals interact/When and who to speak to about what;*
- **Ability?** *How to contribute alongside a range of different people/Deliver your task effectively in a way that supports the contributions of others;*
- **Experience?** *Working on different projects and with different creative teams;*

Karen Whiteread, David Pope , Daniel Lawless and Philip Sherman

CREATIVE INDUSTRIES PROFESSIONALS ABOUT 'CRITICAL' SOFT SKILLS

PROFESSIONAL STANDARDS (behaviourist):

- Be punctual and well-prepared for making your contribution
- Adhere to time schedules and pre-arranged meetings
- Follow instructions without comment unless requested to comment
- Manage your own work-load
- Be hard-working
- Be aware of self-presentation including dress-codes and personal hygiene

PROFESSIONAL ATTITUDE (affective):

- Be enthusiastic
- Be ready to learn in all situations with and without your direct involvement
- Ask questions to appropriate people at the appropriate time
- Be open to gather work experience
- Be self-motivated
- Be confident as both practitioner and learner
- Develop self-awareness

PROFESSIONAL THINKING (cognitive):

- Use own initiative and go the extra mile if this adds value to the big picture
- Carefully listen to or read instructions to understand the context, content and process
- Learn the trade
- Reflect on experience and professional decision-making

PROFESSIONAL IDENTITY (constructivist):

- Develop a professional persona and manage self in accordance with professional protocols
- Manage professional relationships effectively
- Make a significant time investment and commit to building your career in the sector
- Develop personal networks and connections

ONSCENE Proposed Module:

- **Title:** *'Managing Individual Contribution in a Collaborative Creative Team'*;
- **Target:** *Industry Entrants;*
- **Levels:** 3, 4, 5 and 6
- **Hours of guided learning:**30
- **Credits:** 10

Key Learner Outcomes:

- Be punctual for appointments and arrive early in order to start the work on time;
- Be fully prepared to make the contribution required at the appropriate level (3-6);
- Be able to follow instructions with attention to detail and to only make comments when requested;
- Be able to make an individual contribution at the appropriate level (3-6 in a creative team following a brief;

ONSCENE Mini Pilot details

- Pilot ran on 18-20 November, 2013
- 5 Learners completed (1 non-starter)
- Schedule:

Monday **Briefing session (2 hours)**

Tuesday **Researching Art Director Brief (9 hours)**

Wednesday **Sourcing Artefacts/ Performance Review/Evaluation (9 hours)**

Mon-Wed **Self-directed learning (10 hours)**

Total =30 hours

The Art Director's Briefing:

- To research and source props to help create a scene set in Battersea, South London in November 1963 in a one-bedroomed flat, near the power station. A family consisting of a woman aged 25, a man aged 28, a boy aged 5 and girl aged 3.
- Artefacts from 40s, 50s and 60s or have similar shapes, styles, colours etc..
 - a) Ceramics e.g. a coffee pot;
 - b) Toys e.g. a teddy;
 - c) Glassware e.g. a decanter;
 - d) Women's clothing e.g. a dress, jewellery
 - e) Lifestyle e.g. a Penguin paperback, 45rpm 7" vinyl record from the period;
 - f) Visuals e.g. some film/TV archive footage or stills/photos from the period;

Instructions and Guidance 1

- **Be punctual-**

- arrive 10 minutes before the time that is given,

- do not do any activity the night before that means you will struggle to meet your time commitment; you need to arrive alert and ready for work;

- **Arrive fully prepared to make the contribution that is required of you-**

- read briefing documents carefully,

- check maps and journey-times for all locations and transport requirements to get there,

- prepare any questions that you need to ask in order to clarify any aspect of your contribution;

- make sure all your equipment is fully operational with spares, charged batteries, tripods, etc. as required;

- anticipate any issues and prepare to meet these; bring a notebook and pen or pencil; bring food/drink or cash to buy lunch;

- think about your clothing, hygiene and self-presentation so that others are comfortable to work alongside you in a public space;

- ensure that you have the appropriate bags to carry equipment or artefacts;

- ensure that you have a method to manage logistics and to keep in touch with your team in case of any issues or difficulties;

Instructions and Guidance 2

- **Follow instructions as given as efficiently and effectively as possible without comment unless asked for your opinion**
 - ensure that you know exactly what is required of you for every stage of your task;
 - ask questions to clarify, do not suggest, comment or challenge unless asked to contribute in this way;
- **Make an individual contribution to research and sourcing to meet an art direction/scenography brief**
 - research and identify artefact types and select a small range of options for use in relation to a specific brief;
- *****PLEASE NOTE:FOLLOW INSTRUCTIONS: All learners are required to blog about their activities, environment, strategies, time trial scores and achievements using their mobile phones on average every hour through the work schedule or independent work on Monday, Tuesday and Wednesday.**

Credits/Pressure reflect Industry Standards at Level 3

- Credits were allocated for the following:
- Punctuality in relation to every call time on the brief (10 credits for 10 minutes before exact call time, credits subtracted for each minute late; 0 credits for arriving at call time; immediate fail if late by 1 minute);
- Preparation (10 credits for each day judged by observers);
- Photographs of artefacts (10 photos from each research visit worth 20 credits);
- Artefact sourcing (30 credits-10 for each artefact);
- Blogging (5 credits for each blog posting-minimum 10 posts);

Support for Learners

- Denise (ONSCENE/Industry voice-briefing and de-briefing)
- Phil (Art Director-Briefing/Chocolate Factory -Monday 10.30-12;Tuesday 4.45pm-6pm; Wednesday from 3pm;)
- Kriss (Briefing, V & A Museum + 2 other museums, De-briefing, evaluation)
- Marie(Technical support, V & A Museum + 4 other museums, evaluation and facilitation throughout)
- **Other details:**
- Blogging facility up-and-running from Monday lunch-time.

Performance Review

- Initial Self-Assessment by Learner signed off/modified by Marie
- Self-Assessment at the end of Day 1
- Self-Assessment at the end of Day 2
- Overall Performance Feedback by Phil and Denise
- Level 3 Focus on procedures, individual actions and opportunities for group interaction

Training Evaluation: Learners' perspective

Strengths

- Good experience
- I want to be able to ask as many questions as I want and want others to not assume I know what I am doing
- Researching artefacts opened my eyes
- A realistic thing to do-good to be put under pressure. Work isn't always going to be delightful!
- Shows what I will have to do
- Learned some research skills

Weaknesses

- Meetings seem a bit long-a lot of talking
- Teamwork should be an outcome
- Need better communication among team
- Credits demotivating
- Preferred to research own places to source artefacts
- Done in a shorter time

Training Evaluation:

Staff perspective: Marie

Strengths

- Unique, exciting idea
- Learning outcomes fit for purpose
- At briefing - 3 learners were excited and 3 unsure or not engaged
- 5 rose to challenge and came fully prepared
- Last minute changes handled well by learners
- Learners were on task
- Learners determined to succeed and pilot produced a type of work ethic that is rare but critical to work in creative media
- Great experience for learners

Weaknesses

- Rules made Learners think unachievable
- Learner's didn't spend enough time doing their work in the V&A
- Some learners didn't do research to sufficient depth

Training Evaluation:

Staff perspective: Kriss

Strengths

- Good concept giving young people a taste of work in this area
- Hands-on made most of learners really enthusiastic
- Experience London and its resources visiting museums bartering in charity shops which they all enjoyed
- All committed and engaged with tasks and completed these within time
- Missing the midday call time was a huge learning for the entire group as instructions needed to be followed to the letter
- Time hanging around as others complete tasks and in meetings is typical of the industry and was also challenging
- Lots of discussion about teamwork and collaboration is an informal skills that is very important

Weaknesses

- Add some learning outcomes that are not just industry driven e.g. Collage's own
- Give a last minute assignment that adds to time pressure and is a 'wild card'

Training Evaluation:

Staff perspective: Phil

Strengths

- 5 people got involved, 3 really took to it
- Exciting for participants and they enjoyed visiting new places
- It highlighted that a group to magnificent museums and galleries must become a part of Collage's activities
- The pilot works well
- Duplicating the industry really makes good sense, especially the long day
- David linked the experience to his work experience
- Learners discovered that they mark themselves too high without room to learn

Weaknesses

- Did the learners get the most out of it or get wrapped up in a rush to finish?
- I'm not sure the learners understood that the pilot duplicated the industry, long day etc.
- Maybe make a slow part where learners have to sit around
- Then get an additional thing to buy via text 'on the road'
- We do need to debrief them individually so that they take in other perspectives on their contribution rather than as a group at the end of a long day
- Surprise change could be effective and intrinsic reward so that full attendance to the brief allows better access to credit and leads to a treat activity/location. A real reward as part of the course

Training Evaluation:

Learning design perspective: Denise

Strengths

- Expectations were clear if challenging and 5 learners met challenge
- Significant learning about boundaries between individual work and bigger picture
- Demonstrated learner perspective of performance very high in relation to low/medium industry performance
- Highlighted missed opportunities for collaboration within the process of creative work
- Transferability to other creative contexts

Weaknesses

- Significant barriers at pre-entry levels
- Blogging needed a self-reflection framework for learners to use
- Tutor relationships impact industry context learning negatively- need for industry standard feedback focusing on project not individual contributor (too much like formal education)
- No quality evaluation mechanism built in e.g. this could be supplied by a Mentor to problem-solve/ask questions of and probe engagement level etc.
- Only one slice of the creative project need to be develop 'slices' through a whole project but driven by capability to contribute WITH professionals and more experienced participants

ONSCENE: Soft skills units

- Priorities for Freelancers/SMEs /employees
- Two units within the module:: *‘Managing Individual Contribution in a Collaborative Creative Team’*;
- **Soft Skills Unit 7: Integrity, Reliability and Self-Management** (15 hours)
- **Soft Skills Unit 8: Communication, Teamwork and Professional Relationships** (15 hours)

Unit 7- Integrity, Reliability and Self-Management

Knowledge:

- Ethical boundaries
- Roles and responsibilities
- Work-flows in relation to bigger picture

Skills:

- Trustworthy
- Accountable for actions
- Follow-through with work tasks
- Punctuality and attendance
- Communicate regarding expectations, issues, problems, ability to deliver on task
- Accept changes and differences in approach without problems
- Manage own stress
- Take effective action and uses initiative appropriately
- Sets realistic personal and professional goals and makes decisions to further these goals
- Seeks feedback on all aspects of own performance
- Uses self-reflection for personal and professional development

Attitude:

- Enthusiasm for all aspects for a project
- Views learning as a continuous activity (life long learning)
- Work ethic (hard-working, self-motivated)

Unit 8- Communication, Teamwork and Professional Relationships

Knowledge:

- Intrapersonal aspects relevant to workplace
- Interpersonal aspects relevant to workplace
- Differences between role of friend and colleague
- Professional written communications

Skills:

- Active listening to understand the full brief
- Effective oral communication
- Get along with others
- Behave appropriately in a range of professional contexts
- Contribute effectively within a team
- Receive and give feedback positively with careful consideration
- Anticipate the next stages and the actions of others in relation to your own work
- Develop and manage effective professional relationships with colleagues, customers and consumers as appropriate
- Effective professional written communications using appropriate format and style of different media platforms
- Develop and up-date a professional network

Attitude:

- Acknowledge the contribution of others
- Respect cultural values of others
- View diversity as positive
- Ask considered questions to the appropriate people at the appropriate time and place
- Willingness to be flexible, make changes, adapt your contribution as required by the team, context, and any constraints

Transferability?

- Soft skills are essential in all areas of work
- Creative work can change from stagecraft or scenography to other creative areas
- Soft skills need to be embedded in Creative context
- Creative and innovative skills, imagination and the ability to articulate a creative vision are of little use without these other professional soft skills

Next Steps

- Complete the ONSCENE pro-formas
- Run a pilot at level 6 with graduates?
- Consider how to build a pathway from Level 3 apprenticeships to Level 6 within the industry as well as in HE.