



## **‘Train the trainers’ activity session template**

### **Day One: Session 1. Understanding and Defining the Competence**

#### **Targeted competences:**

Leadership

#### **Connection to programme competences or aims**

Defining of competence

Leadership is the use of individual skills to organize, coordinate and delegate tasks, providing constructive feedback, solving possible conflicts creatively and through dialogue. Leadership requires empathy, initiative and creativity, and the ability to express thoughts, ideas, feelings and emotions clearly and assertively.

#### **Learning outcomes for the session**

At the end of this session trainers will be able to:

- Define the competence of leadership.
- Identify the main elements of the competence of leadership.
- Describe different perspectives on the use of leadership, by referring to diverse leadership styles

#### **Pre-requisite learning/competence**

Experience of working/staying with students in non-formal (and informal) contexts.

#### **Resources**

Laptop and projector, access to academic literature on leadership



**Session duration**

2.5 hours

**Number of participants**

10-15

**Session description [structure, parts, activities]**

1. Welcome and ice-breaker activity: getting to know each other
2. Introduction to session and its learning outcomes - presentation by trainer
3. Brainstorming – sharing of brief experiences of leadership that students may have lived in their past
4. Identification of key common issues on leadership - small group discussion and visual representation of key features using cards (The “Metaphor of knowledge” cards by Fabbri & Munari can be used, or any other metaphoric cards, to integrate reasoning with iconic language).
5. Development of a shared definition of leadership and comparison with the DARE+ definition
6. Evaluation of the session

**Mode of evaluation**

15 min focus group discussion on achievement of learning outcomes



## Day One: Session 2. Developing the Dimensions and Levels of the Competence

### Targeted competence

Leadership

### Connection to programme competences or aims

Dimensions and levels of competence

### Learning outcomes for the session

At the end of this session trainers will be able to:

- Identify the main elements of the competence of leadership (continuing from first session)
- Review, revise and integrate the rubrics with dimensions and levels of the competence of leadership

### Pre-requisite learning/competence

Achievement of learning outcomes in Session 1 (learning outcomes 1 & 3).

### Resources

- Dare+ rubrics for competence of leadership
- Laptop and projector, access to academic literature on leadership, texts on diverse leadership perspectives

### Session duration

2.5 hours

### Number of participants

10-15



### **Session description [structure, parts, activities]**

1. The introduction to the session and the Intended Learning Outcomes (ILO) – presentation by the trainer
2. Activities in small groups to reflect and understand leadership metaphors:
  - Read aloud text(s) prepared (each group receives a text representing a type of leadership)
  - individually identify and write a «label» for that type of leader(ship) (ex. captain») and a related «core metaphor» (ex. «sailing»)
  - in each small group: share your label + metaphor and negotiate/choose the best one
3. Reflection on 4 leadership types - delegating, participating, selling, telling – in terms of core elements in: strategy, action, results
4. Activities in small groups to compare the results of the previous group activity with the dimensions and levels in the DARE+ rubrics (distributed by the trainer). Revision of the level descriptors to reflect own context and eventually integrate with information emerged from the discussion; sharing in a plenary session
5. Evaluation of the session by means of satisfaction questionnaire (short 5 points)

### **Mode of evaluation**

15 min focus group discussion on achievement of learning outcomes



## Day 2: Session 1. Activities to Develop the Competence

### Targeted competences:

Leadership

### Connection to programme competences or aims:

Output 4\_Design+ implementation IP

Output 7\_Design of Methodology

### Learning outcomes for the session

At the end of this session trainers will be able to:

- Select and adapt at least two training activities in context and with a view to the audience
- Organize and implement activities to develop the competence of leadership
- Evaluate the effectiveness of the session

### Pre-requisite learning/competence

Achievement of learning outcomes in Session 2

### Resources

- Dare+ rubrics for competence of leadership
- Laptop and projector, access to academic literature on leadership

### Session duration

4 hours

### Number of participants

10-15

### Session description [structure, parts, activities]



1. Introduction to the session and presentation of the expected learning outcomes
2. *Developing leadership through educational games*: participants are invited to use the educational software Vleader, in order to familiarize with it (the simulator will be used during local activities with students) and to increase awareness of own leadership behavior and their connection with leadership styles. The activity will be developed in 2 phases:
  - Individual trials with Vleader (Simulearn, 2007) different online scenarios using laptops. Each scenario simulates a meeting in which the learner/player is a new employee who navigates interactions with virtual employees, colleagues, and supervisors; each scenario provides tasks aimed at resolving situations with appropriate use of leadership
  - Each participant receives feedback at the end of each scenario, both in terms of business results achieved and in terms of leadership/climate results of the meeting of his/her own performance (results are calculated by the software depending on the behavior acted by the learner in all situations proposed, interpreted according to the framework of Leadership styles (Burns, 1978)
3. Feedback and reflection on the Vleader exercise. Participants are reflecting on two elements: results achieved in each scenario and leadership styles developed and interpreted within each trial.
4. *Comparison of different results and leadership styles*: Participants in pairs discuss different strategies used to resolve virtual situations, identify similarities and differences and reflect on causes and consequences. They reflect on leadership scores, understanding the principles of power, tension, ideas (the social system), to recognizing and influencing what is happening in a leadership situation.
5. Small group activity: summarising lessons learned from the two activities and possible implementation in trainers' local contexts.
6. Evaluate the session using the "Barometer": Participants are asked to move around the room. The trainer then tells the participants that one side of the room is "total agreement" and the other is "total disagreement". Then the participants choose a position according to their opinion and justify the position with a brief explanation.

### **Mode of evaluation**

15 min focus group discussion on achievement of learning outcomes