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SMILE SOFT-SKILLS CURRICULUM · MODULE 4

Leadership

Curriculum

SMILE Project: Action-Based “Leadership”
Curriculum for Young Migrants

English edition

Young migrants 18-30

Trainers and youth workers

Empowerment Through Skills · Inclusion Through Opportunity



SMILE · Support Young Migrants Integration in the Labour market in Europe
Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357 · October 2026





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SMILE SOFT-SKILLS CURRICULUM

LEADERSHIP

Module 4 · Curriculum · English edition



Support Young Migrants Integration in the Labour market in Europe (SMILE)

Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357

This document is the English edition of the SMILE curriculum for Module 4, “Leadership”, developed by the partnership of the Erasmus+ project “Support Young Migrants Integration in the Labour market in Europe” (SMILE). It is a faithful translation of the partnership's working document; the content has not been changed.



SMILE SOFT-SKILLS CURRICULUM • MODULE 4

SMILE Project: Action-Based “Leadership” Curriculum for Young Migrants

This document has been prepared in line with the core objectives of the **SMILE** project, with the aim of increasing the employability and social inclusion of young migrants. Instead of dull and theoretical definitions of leadership, it has been designed as an interactive “Leadership” training module that speaks directly to the challenges young people face in daily life, the initiatives they need to take and the dynamism of the labour market.

1. Module Summary: Leadership in Real Life

This module introduces leadership not as formal authority, a “manager” title or seniority, but as a **practical, learnable and ethical skill that can be demonstrated through everyday actions**. It has been designed specifically for young migrants who do not yet hold formal positions but who face situations requiring responsibility, cooperation and difficult decisions every day. Leadership is not a matter of “recognition”; it is made up of small but meaningful “micro-actions” such as supporting peers, communicating respectfully and acting fairly in multicultural environments.

2. Learning Outcomes (What Will We Achieve?)

- ✓ **Outcome 1:** Define leadership as an action-based and ethical soft skill that goes beyond hierarchy.
- ✓ **Outcome 2:** Understand the difference between “Authority (power)” and “Leadership (influence)” and explain the importance of this difference in work/education settings.
- ✓ **Outcome 3:** Recognise that leadership is not innate, but an ability that can be developed through practice, experience and reflection.
- ✓ **Outcome 4:** Apply inclusive and respectful leadership behaviours suited to multicultural environments.
- ✓ **Outcome 5:** Recognise the personal, cultural and structural barriers (language barriers, etc.) that young migrants face on the path to leadership.
- ✓ **Outcome 6:** Develop realistic and low-risk strategies for demonstrating leadership in daily life.
- ✓ **Outcome 7:** Transfer skills such as taking the initiative, problem-solving and responsibility to real work and education scenarios.
- ✓ **Outcome 8:** Discover personal strengths and identify concrete action steps for applying leadership in real life.

3. Curriculum Content and Youth-Focused Sessions

Total Duration: 3 Hours

Session 1: Understanding Leadership

45 minutes

- **Focus:** Leadership as a behaviour rather than a position. “Micro-leadership” in the workplace and in daily life.
- **Activity - Leadership Around Us:** Participants find and share examples of leadership “without a title” from daily life, school or internships.

Session 2: Leadership vs. Authority

30 minutes

- **Focus:** Power, responsibility and influence. Inspiring others and building trust without formal roles.
- **Activity - Who Holds Authority? Who Is Leading?:** Using simple case analyses, participants distinguish between characters who “exert pressure” and those who “lead”.

Session 3: Breaking Down Leadership Myths

35 minutes

- **Focus:** Breaking down myths that hold young migrants back, such as “Leaders are born”, “Leaders are extroverts” or “Leaders must speak the language perfectly”.
- **Activity - Myth or Fact?:** Challenging limiting personal beliefs and practising learning from mistakes.

Session 4: Leadership in Multicultural Environments

35 minutes

- **Focus:** The leadership expectations of different cultures, inclusiveness and intercultural awareness.
- **Activity - Case Study (Elena & Marco):** Developing inclusive and respectful solutions in a scenario involving a cultural misunderstanding.

Session 5: Barriers and Coping Strategies

35 minutes

- **Focus:** Structural barriers such as language insecurity, stereotypes (prejudices) and power imbalance.
- **Activity - What Is Holding Me Back?:** Participants share their own barriers anonymously/openly and find “low-risk” and ethical steps they can take despite them.

Session 6: Transfer to Real Life

20 minutes

- **Focus:** Integrating what has been learned into employment and community life.
- **Activity - My Leadership in Action:** Each participant identifies one concrete and realistic leadership action that they can apply in their life tomorrow.

4. Training Methodology and Approach

The training focuses on experiential learning, not only on theoretical knowledge. The key principles of the approach for educators are as follows:

Pedagogical Principle	Description of Implementation
Safe and Inclusive Space	Creating a respectful environment in which young people can speak without being judged.
Approach to Language Errors (Critical)	In order not to undermine young people's self-confidence, language/grammar errors made while they are sharing must never be corrected.
Focus on Behaviour	The focus is on observable actions and micro-initiatives rather than personality traits ("you are introverted", etc.).

5. Assessment and Self-Assessment

There are no exams or grading; assessment is aimed entirely at increasing young people's self-confidence and raising awareness (formative).

- **Assessment Criteria:** The participant's ability to identify leadership situations, explain leadership without authority and take on responsibility in the activities.
- **Practical Task:** The participant chooses a context (work, education) and briefly describes a situation that requires leadership, a realistic step they will take and the leadership skill they will use.

6. Materials Needed

This module has been designed to be simple enough to be implemented in any setting, without requiring any technological infrastructure:

- Trainer notes and session plans
- Elena & Marco Case Study text
- Short scenario cards (printed or oral)
- Self-assessment and action plan worksheets
- Flipchart/whiteboard, pens and paper

7. Practical Strategies for Vocational Education and Training (VET) Trainers

- Detach leadership from titles and encourage shared responsibility.
- When teaching, always use scenarios from the workplace and from real life.
- Frequently remind young people how their leadership skills will contribute directly to the process of finding a job (employability).
- Model inclusive leadership through your own behaviour as a trainer.

8. Key References

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