

MODULE 4 • TRAINER PRESENTATION

Leadership

Lead without a title: small, fair and realistic actions that help people move forward at work, in education and in your community.

3 hours

6 sessions

Ages 18-30

B1-B2 English

SMILE

Support Young Migrants Integration in the Labour market
in Europe

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



Empowerment Through Skills · Inclusion Through Opportunity

HOW WE WORK TOGETHER

Our agreement for this module



We never correct your language

Grammar mistakes are never corrected here. We listen to your ideas. Mix in words from other languages if it helps.



Your story belongs to you

You never have to share your migration story. Our examples use invented characters.



A safe space for everyone

Nobody is judged here. One voice at a time. Every question is a good question.



“Pass” is always OK

You can skip any activity or question. Take a break when you need one.



Actions, not labels

We talk about what people do, not what they “are”. No “you are shy”, no “born leader”.



Everyone gets a turn

We use rounds, so quiet voices are heard too. Speaking most is not the same as leading.

MODULE MAP

Six sessions, from ideas to action

01

Understanding leadership

Leadership as a behaviour, not a position. Micro-leadership. Activity: Leadership Around Us.

45 min

02

Leadership vs. authority

Power, responsibility, influence and trust. Activity: Who Holds Authority? Who Is Leading?

30 min

03

Breaking down leadership myths

Born? Extrovert? Perfect language? Activity: Myth or Fact?

35 min

04

Leadership in multicultural environments

Expectations, inclusiveness, intercultural awareness. Activity: Case Study (Elena & Marco).

35 min

05

Barriers and coping strategies

Language insecurity, stereotypes, power imbalance. Activity: What Is Holding Me Back?

35 min

06

Transfer to real life

Work, education and community life. Activity: My Leadership in Action.

20 min

LEARNING OUTCOMES

What will we achieve?

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

WHY THIS MATTERS

Employers want leadership. Titles come later.

61%



of employers name “leadership and social influence” a core skill for their workers. Only two skills are named more often.

1.4%

of employed young people born abroad (15-29) in the EU are managers (native-born: 1.8%). At your age, leadership rarely has a title.

4-33%

higher adult wages for US men who held leadership positions in high school, compared with similar men.

Employers look for leadership. You can show it long before you have a title.

Source: World Economic Forum, Future of Jobs Report 2025, p. 35 · Eurostat Ifsa_egaisedm, 2025, own calculation (SMILE research note) · Kuhn & Weinberger (2005), Journal of Labor Economics

01

SESSION 1 · 45 min

Understanding leadership

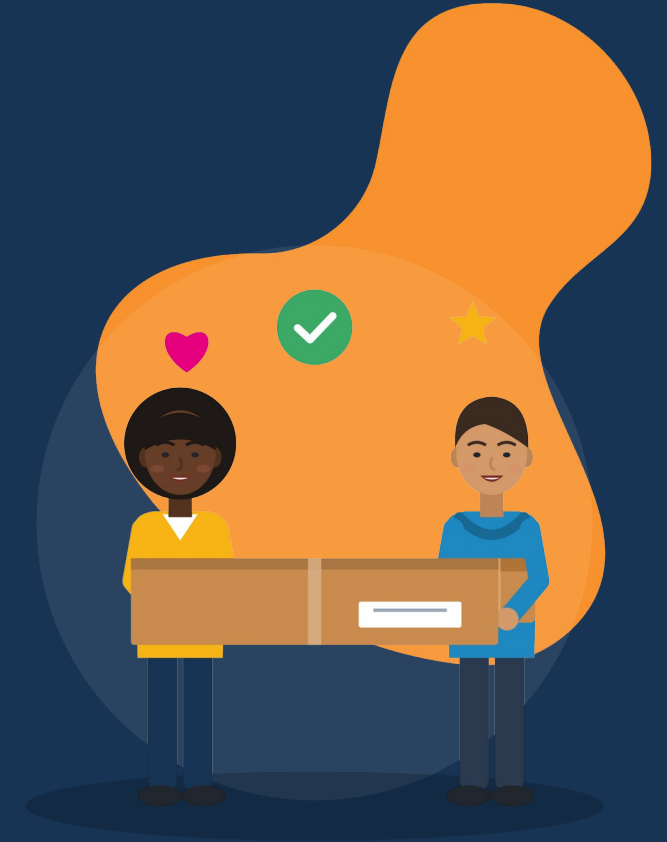
Leadership as a behaviour rather than a position: micro-leadership at work and in daily life.

Behaviour, not position

Micro-leadership

Claim and grant

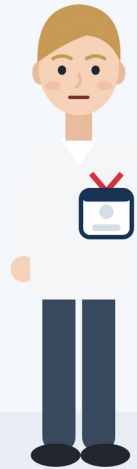
Leadership Around Us



LEADERSHIP AS A BEHAVIOUR

Leadership is something you do, not a title you have

Authority: a role others give you



Leadership: something you do



One without the other: some bosses only give orders; some new workers show a better way.

In short

- **Authority** is a title, a contract, a position. The supervisor who makes the rota has it.
- **Leadership** is helping people face a problem and move forward. Anyone, any level.
- **Micro-leadership:** a small, voluntary action that helps others or the team move forward, without a title.
- **Heifetz:** “Leadership is an activity.”
“Many people exercise leadership without much authority, sometimes without any.”

Source: Heifetz (1994), *Leadership Without Easy Answers* · quotes from an interview in Flower (1995) · micro-leadership: working definition for SMILE

MICRO-LEADERSHIP IN THE WORKPLACE AND IN DAILY LIFE

Micro-leadership: small actions that move people forward

proactive



Take the initiative

Act before someone asks, to make things better. Example: you prepare the handover note before the next shift asks.

voice



Speak up

Share an idea, a concern or a problem with someone who can act. Example: “The emergency exit is blocked by pallets.”

helping



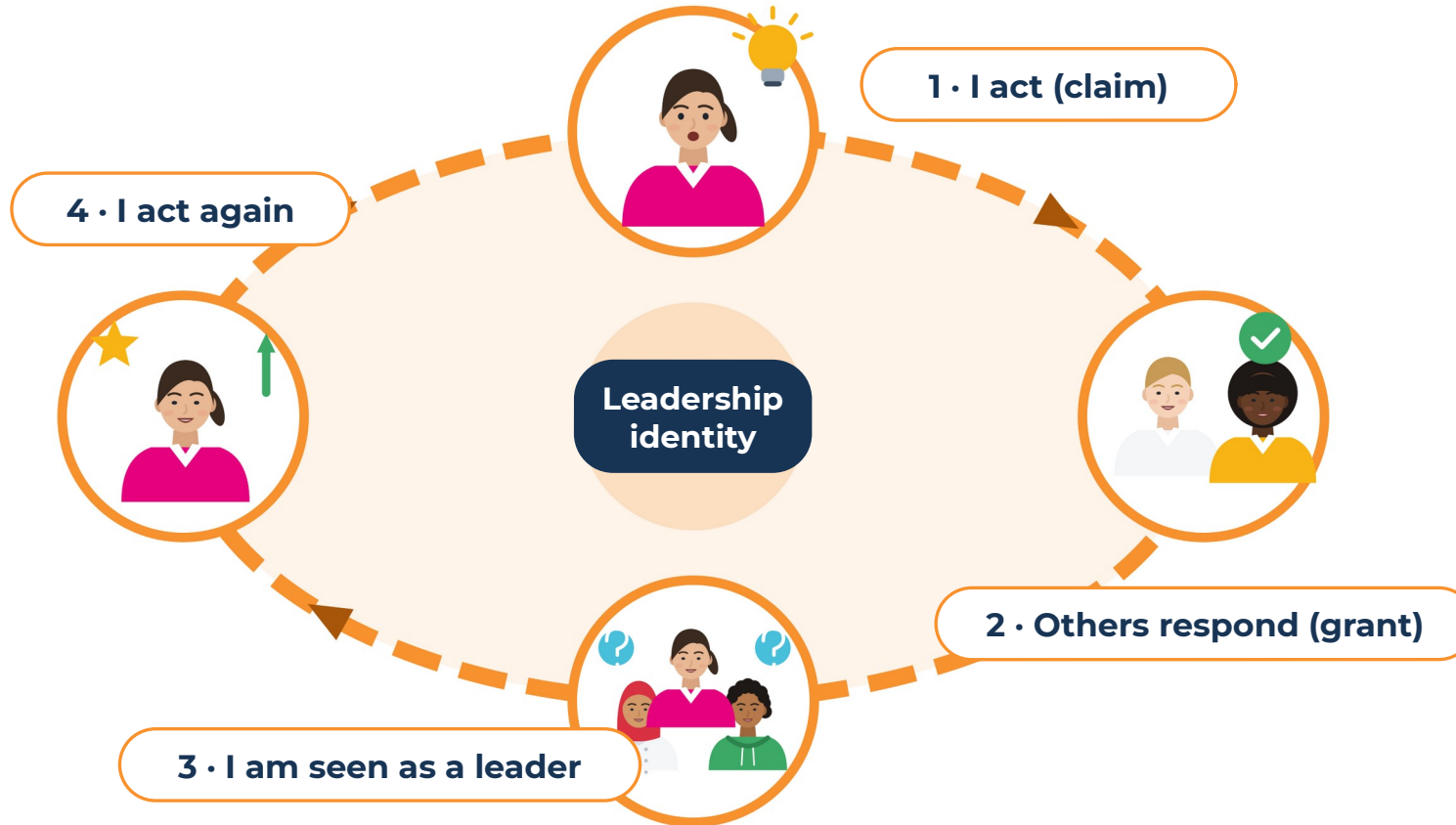
Help others

Support colleagues beyond your own task. Example: you show a new colleague where the protective gloves are.

Source: Proactive behaviour: Grant & Ashford (2008) · voice and silence: Morrison (2014) · helping and citizenship behaviour: Podsakoff et al. (2009)

HOW LEADERS ARE MADE

Claim and grant: how people become leaders



Round by round

- **I act:** I suggest, help or organise something.
- **Others respond:** they follow, accept the idea or ask me for advice.
- **I am seen as a leader:** next time, colleagues come to me first.
- **I act again,** with more confidence. If nobody grants, the claim fades: allies matter.

Source: DeRue & Ashford (2010), Academy of Management Review, 35(4): leadership identity is claimed and granted

DOCUMENTED: GLOBAL REFUGEE YOUTH CONSULTATIONS

Young refugees already lead, often without a title



Türkiye

Medical translators

Refugee youth act as medical translators to help older refugees access healthcare.



Germany

A homework club

Young refugees planned a peer homework club.



Greece

Clubs with local youth

Young refugees suggested common clubs with Greek young people.



Global

A voice in decisions

Participants asked for a refugee youth advisory council to advise UNHCR.

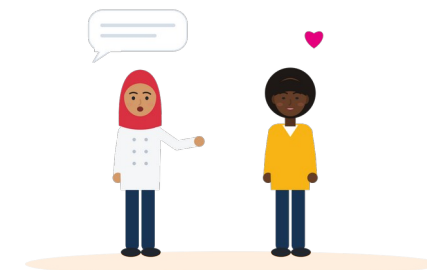
Source: UNHCR & Women's Refugee Commission (2016), *We Believe in Youth: Global Refugee Youth Consultations, final report*, PDF pp. 6, 11, 32

ACTIVITY

Leadership Around Us

TIME
25 min**GROUP**
Pairs, then whole group**MATERIALS**
Cards, pens, wall or flipchart with three columns**GOAL**
Find and share examples of leadership “without a title”**STEPS**

1. Think of one person you saw leading without a title: at school, at work, in an internship, in sport or in your community. It can be you.
2. In pairs, tell your example in a few sentences. Your partner writes it on a card in a few words, in any language.
3. Put the cards on the wall in three columns: take the initiative, speak up, help others.
4. Many cards fit more than one column. That is fine: talk about it.

**DEBRIEF**

- What did these people DO?
- Who granted them leadership?
- Which of these actions could you do next week?

02

SESSION 2 · 30 min

Leadership vs. authority

Power, responsibility and influence: inspiring others and building trust without a formal role.

Authority or leadership?

Sources of power

Who is leading?

Trust



AUTHORITY (POWER) AND LEADERSHIP (INFLUENCE)

Authority and leadership are not the same thing

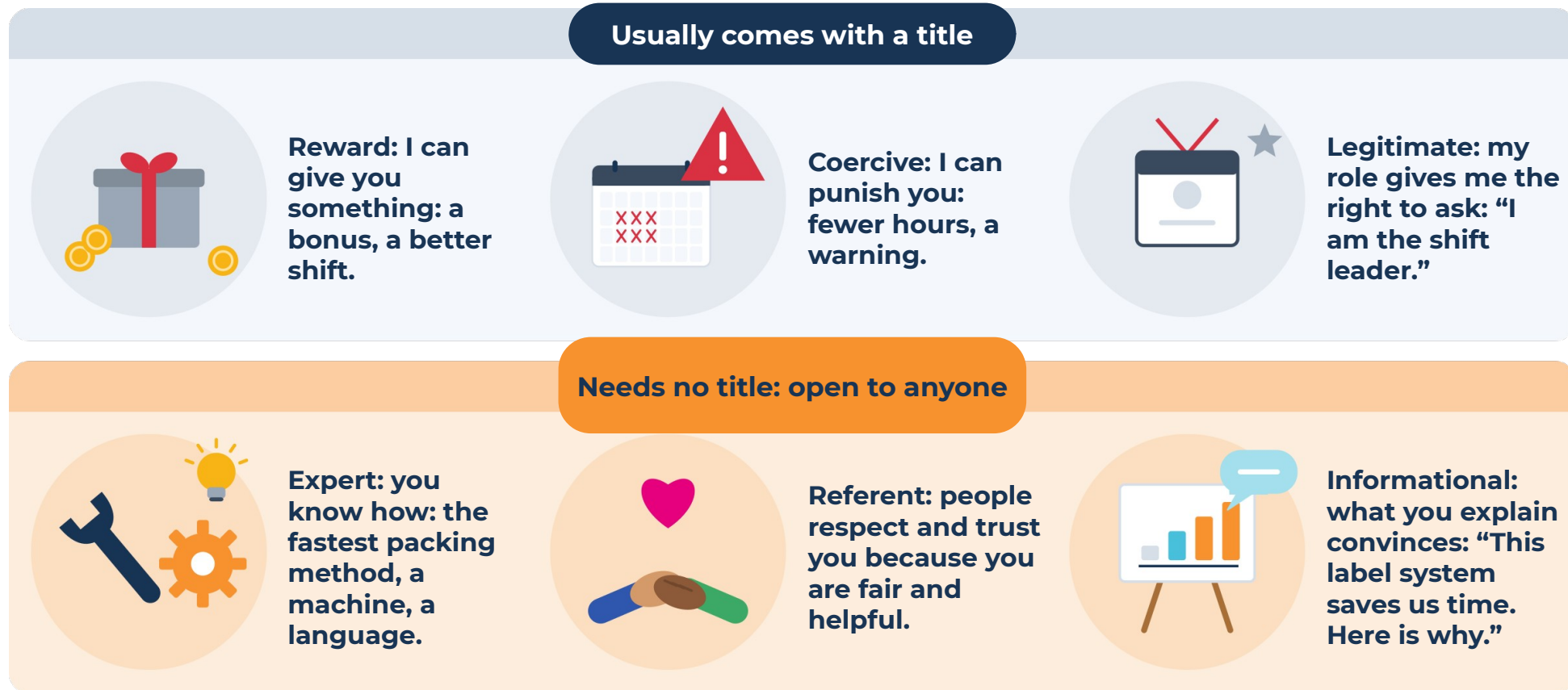


Left: has authority (a title) · Right: no authority · Top: leads · Bottom: does not lead

- **Authority** comes with a role: a title, a contract, a position.
- **Leadership** comes from what you do: people choose to follow.
- **Responsibility** is part of both: own your part, with or without a title.
- **Heifetz:** “Many people in positions of authority don't exercise leadership.”

POWER, RESPONSIBILITY AND INFLUENCE

Six sources of power: three need no title



Source: French & Raven (1959), bases of social power; informational power added by Raven (1965); summary in Raven (2008), *Analyses of Social Issues and Public Policy*, 8(1)

ACTIVITY

Who Holds Authority? Who Is Leading?

 **TIME**
20 min

 **GROUP**
Groups of 3

 **MATERIALS**
Case cards (next slide), pens,
paper

 **GOAL**
Tell apart the person who
“exerts pressure” and the
person who leads

STEPS

1. Each group gets the four case cards. Read one case at a time.
2. For each case, mark: Who has authority? Who is leading?
3. Which source of power does each person use? Is anyone putting pressure on others?
4. What did the person without authority risk? How did they make it less risky?
5. Plenary: each group presents one case in two minutes.



DEBRIEF

- Can a person have authority and also lead?
- What did the leaders do that anyone could do?

CASE CARDS (ILLUSTRATIVE, CONSTRUCTED)

Case cards: pressure or leadership?



The building site

The foreman shouts at workers who do not understand him and threatens to “send them home”. Dragan, a senior labourer, calmly repeats the instruction with gestures and checks that everyone understood.



The blocked exit, Rotterdam

Amir, 20, trainee on a temporary contract, sees pallets blocking an emergency exit. With a colleague he takes a photo and tells the team leader: “Maybe we can choose another place for the pallets.”



The shift swaps, Milan

In a hotel kitchen, the same two people always get weekend nights. Fatou, 23, a dishwasher, suggests a simple shared swap table. The head chef agrees because it saves him time.



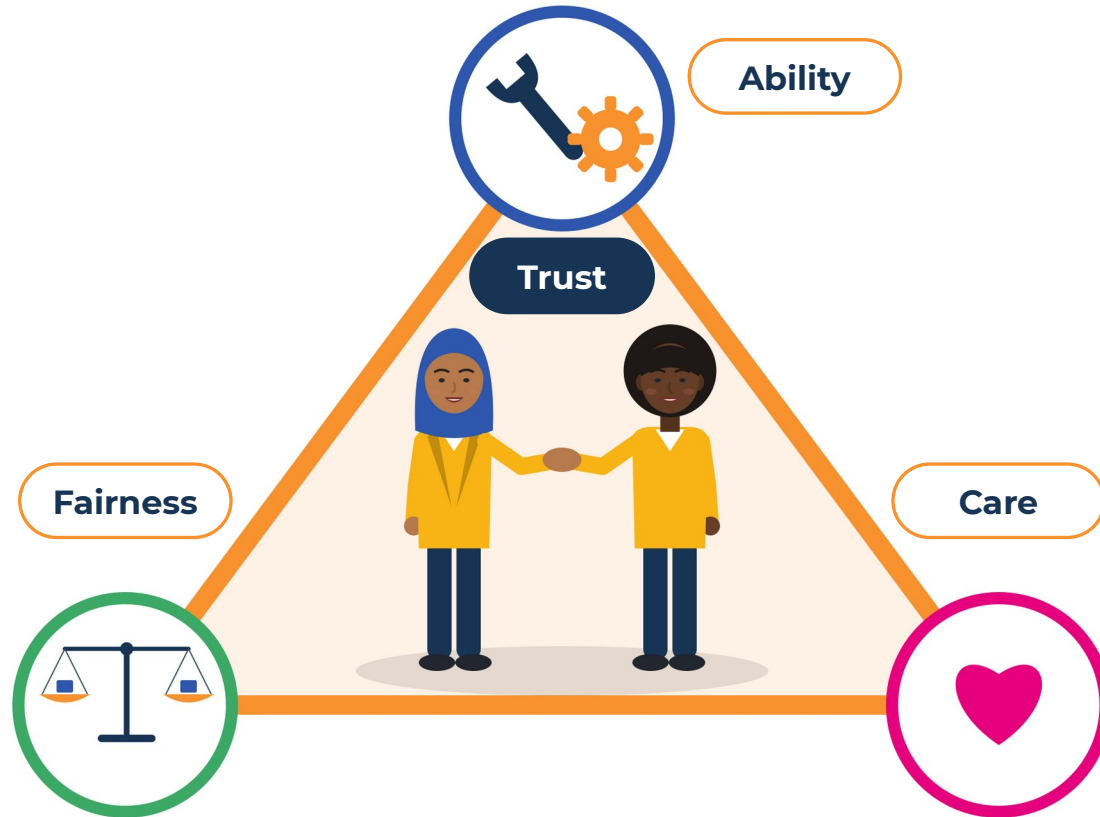
The late pay, Istanbul

Omar, 19, works informally in a textile workshop. The owner pays late. With two colleagues, Omar politely asks for a fixed payday and looks up free advice on workers' rights.

Source: Illustrative scenarios (constructed), grounded in: Eurostat Ifsa_etpgan 2025 (NL non-EU temporary contracts 44.9%) · Heifetz in Flower (1995) · Podsakoff et al. (2009)

BUILDING TRUST WITHOUT A FORMAL ROLE

Why people follow you without a title: trust



Three questions people ask

- **Ability:** can you do it? Show your skill in small tasks, step by step.
- **Care:** do you care about others? Help, listen, share information.
- **Fairness:** do you follow fair rules? Keep promises, give credit, no gossip.

Source: Mayer, Davis & Schoorman (1995), Academy of Management Review: ability, benevolence and integrity

03

SESSION 3 · 35 min

Breaking down leadership myths

“Leaders are born.” “Leaders are extroverts.” “Leaders must speak the language perfectly.” What does the evidence say?

Born or made?

Extroverts only?

Perfect language?

Learning from mistakes



ACTIVITY

Myth or Fact?

 **TIME**
35 min

 **GROUP**
Whole group (standing line),
then individual cards

 **MATERIALS**
Two signs: “Myth” and “Fact”;
myth slide; reflection cards

 **GOAL**
Challenge limiting personal
beliefs and practise learning
from mistakes

STEPS

1. Put a “Myth” sign on one side of the room and a “Fact” sign on the other.
2. Read a statement twice, slowly. Everyone moves to where they think it belongs.
3. Volunteers say why. Nobody has to explain. Then show the evidence.
4. Reflection card: “A belief that stopped me before” and “What I think now”.
5. Trainer shares one own mistake and what they learned from it.



DEBRIEF

- Which myth did you believe most?
- Who benefits if young migrants believe these myths?

MYTH OR FACT?

Five leadership myths and what the evidence says

✗ **“Leaders are born.”**

✓ Mostly made. In a twin study, genes explained about 30% of who held leader roles; 70% came from life experiences.

✗ **“Leaders must be extroverts.”**

✓ Extraversion helps only moderately. With proactive teams, less extraverted leaders who listened got better results.

✗ **“Leaders must speak the language perfectly.”**

✓ In 36 multinational teams, language level had only a weak effect on who was seen as a leader. Confidence mattered more.

✗ **“Leadership means having a title.”**

✓ “Many people exercise leadership without much authority, sometimes without any.” (Heifetz)

✗ **“The person who talks most has the best ideas.”**

✓ People who talk most are more often seen as leaders, even when intelligence and personality are the same. That is a perception, not proof.

Source: Arvey et al. (2006) · Judge et al. (2002) · Grant, Gino & Hofmann (2011) · Paunova (2017) · Heifetz in Flower (1995) · MacLaren et al. (2020)

MYTH 3 IN DETAIL: LANGUAGE

Perfect language is not the entry ticket to leading

What helps you



- In 36 multinational teams, confidence mattered more than English level for who was seen as a leader.
- Fear follows how fluent you THINK you are, not how fluent you are.
- About 3 in 10 young people born outside the EU (15-29) rate their host language as intermediate or lower.

Be honest: accent bias exists



- One study: SAME answers, foreign accent, less often recommended for a manager job.
- The reason: seen as less “politically skilled”, not as worse communicators.
- Other studies are mixed: one found less trust, a careful repeat found no effect.

Researchers say changing your accent is “very difficult”. A better strategy: show that you stand up for your team.

Source: Paunova (2017) · Neeley (2013) · Eurostat Ifso_21lang02, 2021, own calculation (29.8%) · Huang, Frideger & Pearce (2013), p. 1015 · Barlow et al. (2024)

ILLUSTRATIVE SCENARIO

One sentence, one photo

**Lina, 22**

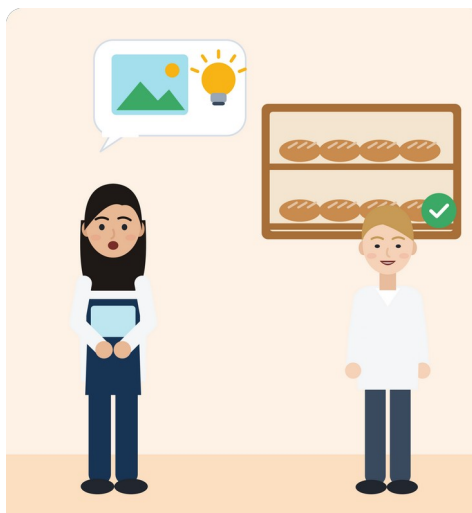
Apprentice in a bakery chain, Cologne

Bakery

Germany

Speaking up

Lina has an idea to reduce waste in the bakery. She thinks her German is “not good enough” for the team meeting. She prepares one sentence and one photo: “Ich habe eine Idee für weniger Abfall. Darf ich zeigen?” (I have an idea for less waste. May I show you?) Her manager asks her to try it for one week.



DISCUSS

1. What was more important here: perfect grammar or a clear idea?
2. What made her step low-risk?
3. Which one sentence could you prepare for your next meeting or class?

Grounded in: English level had only a weak effect on who was treated as a leader in multinational teams; self-confidence strengthened it (Paunova, 2017). Anxiety follows self-assessed fluency (Neeley, 2013).

SPEAK UP WITH THE LANGUAGE YOU HAVE

Phrases for ideas, imperfect language and mistakes



Proposing an idea

"I have an idea that could save us time. Can I show you?"

"What if we tried this for one week and then checked?"

"In my last job we did it like this. Maybe it could work here too?"



With imperfect language

"My German is still improving, so I will say it simply."

"Let me show you. It is easier with a picture."

"Did I explain that clearly? I can say it in another way."



Mistakes and credit

"I made a mistake with the order. Here is how I will fix it."

"This was Ahmed's idea. Thank you, Ahmed."

"Could you give me feedback on how I handled that?"

04

SESSION 4 • 35 min

Leadership in multicultural environments

Different cultures expect different things from leaders. Inclusive leaders make space for everyone.

Expectations

Inclusiveness

Elena & Marco

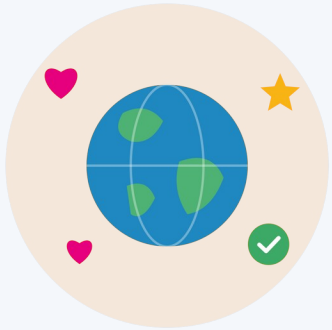
Respectful words



LEADERSHIP EXPECTATIONS OF DIFFERENT CULTURES

Some things work almost everywhere. Some need checking.

Valued in many cultures



- GLOBE, a study in 62 cultures: some aspects of inspiring, “transformational” leadership are valued almost everywhere.
- Inspiring leaders are role models, give energy, make people think and see each person.

Check the local rules



- How directly can I disagree with my supervisor?
- First names, or “Mr” and “Mrs”?
- Do I wait to be asked, or do I offer ideas?
- Is my silence respect, or does it look like “no initiative”?

Different expectations are not different values. Ask: “What do you expect from a new team member here?”

INCLUSIVENESS

Inclusion: I belong AND my difference is welcome

Fit in, but hide your difference



Inclusion: both dials up



Left out



Different, but outside



The star is what you bring: your language, ideas and experience.

Two dials

- **Belonging:** I am part of the team (top row).
- **Difference valued:** my language, ideas and experience are welcome (right column).
- **Anyone can turn the dials up,** not only the boss: ask the quiet colleague “What do you think?”, explain a key word to the newest person, thank people by name.

ACTIVITY

Case Study (Elena & Marco)

 **TIME**
30 min **GROUP**
Groups of 3-4, then whole group **MATERIALS**
Elena & Marco case text
(partner material), flipchart,
pens **GOAL**
Inclusive, respectful solutions
to a cultural
misunderstanding**STEPS**

1. Read the case aloud in short parts. Check key words together, with pictures if needed.
2. In groups: What happened? Facts only, no judging.
3. What did each person probably expect? What did each person feel?
4. Write two inclusive, respectful solutions: one for each person.
5. Check your solutions with the two dials: belonging and difference.
6. Plenary: what works almost everywhere, and what needs local rules?

**DEBRIEF**

- Was anyone “wrong”, or did they expect different things?
- Which sentence could have prevented the misunderstanding?

ILLUSTRATIVE SCENARIO · ALTERNATIVE TO THE PARTNER CASE

Alternative case: first names and silence

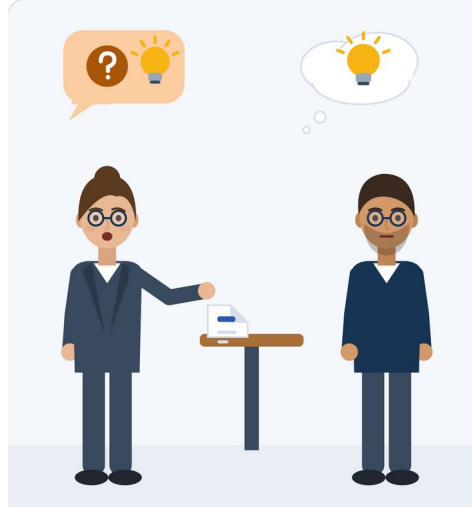
**Mehmet, 25**

New at a logistics company in Utrecht; internship before in Istanbul

Netherlands

Expectations

Mehmet's supervisor asks everyone to call her "Sanne". Every morning she asks the team: "Any ideas?" Mehmet stays silent out of respect and calls her "Mrs. de Vries". After two weeks, Sanne tells HR that Mehmet "lacks initiative".

**DISCUSS**

1. Whose behaviour was "wrong"? Or did they expect different things?
2. What could Mehmet do? Hint: ask about expectations.
3. What could Sanne do as an inclusive leader?

Grounded in: GLOBE (62 cultures): some leadership expectations are shared across cultures, others are culturally contingent (Den Hartog et al., 1999).

RESPECTFUL WORDS ACROSS CULTURES

Phrases for misunderstandings and inclusion

After a misunderstanding

"I think we misunderstood each other. What did you mean by that?"

"I see it a bit differently. Can I explain why?"

"Where I grew up this means something else, but I want to understand how it works here."

Including others

"We haven't heard from Maria yet. What do you think?"

"Do you need help with that? I can show you how I do it."

"Let's make sure everyone has the information. I'll write it in the group."

Asking about expectations

"What do you expect from a new team member here?"

"Is it OK if I suggest ideas in the meeting, or should I talk to you first?"

05

SESSION 5 · 35 min

Barriers and coping strategies

Language insecurity, stereotypes and power imbalance are real.
Find low-risk, ethical steps anyway.



Three kinds of barriers

Who gets the title?

Stereotype threat

What Is Holding Me Back?



PERSONAL, CULTURAL AND STRUCTURAL BARRIERS

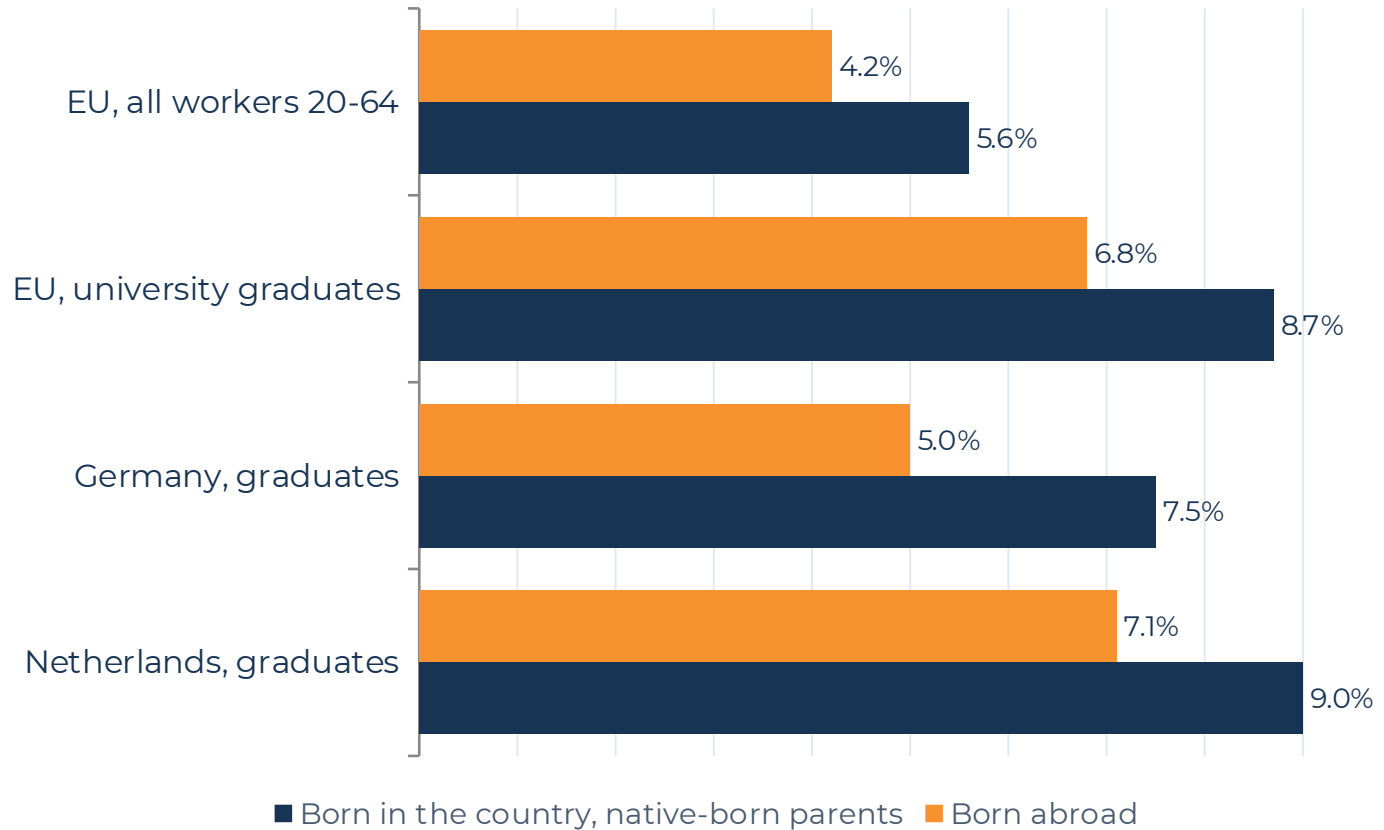
Three kinds of barriers: not all of them are yours



- **Personal:** fear of mistakes, self-doubt, “my language is not good enough”. Work on these step by step.
- **Cultural:** wait to be asked or offer ideas? How formal with the boss? Ask and learn the local rules.
- **Structural:** temporary or informal jobs, diplomas not recognised, discrimination, language requirements. Not your fault: these need allies, rights and support.

STRUCTURAL BARRIERS: POWER IMBALANCE

Who gets the manager title? Even with a degree, not equal



- **Share of workers who are managers (%).** Born abroad means fewer titles, also with a university degree.
- **Skills under-used:** 41.4% of non-EU graduates work below their level (nationals: 20.0%).
- **Less secure jobs:** 22.1% of non-EU employees are on temporary contracts (nationals: 10.7%).

Source: Eurostat Ifsa_egaisedm, 2025, employed 20-64, own calculation (SMILE research note) · Eurostat Ifsa_eoqgan and Ifsa_etpgan, 2025

STEREOTYPES AND PREJUDICE

When you feel judged: stereotype threat



Three counter-moves help

- **What it is:** the worry “they will think people like me are not serious” can make a capable person freeze.
- **Research:** a clear effect in experiments with immigrant students, much smaller in real test situations.
- **So:** freezing is a normal reaction to pressure, not proof that you cannot do it.
- **Prejudice is real:** 4.7% of workers born outside the EU report discrimination in their current job (native-born: 0.2%).

Source: Steele & Aronson (1995) · Appel, Weber & Kronberger (2015), $d = 0.63$, 19 experiments · Shewach et al. (2019), $d = -.14$ · Eurostat Ifso_21disc01, 2021, own calculation

ACTIVITY

What Is Holding Me Back?

 **TIME**
30 min

 **GROUP**
Individual cards (anonymous),
then groups of 3

 **MATERIALS**
Blank cards, a box, flipchart
“toolbox” poster

 **GOAL**
Find low-risk and ethical
steps you can take despite a
barrier

STEPS

1. Write one barrier on a card, in any language, without your name. You can also share it openly.
2. Mix the cards in the box. The trainer reads them aloud without names.
3. In groups, take 2-3 cards. Ask: What is in my control? Who could be an ally? What is the smallest safe step?
4. Check each step: is it low-risk, ethical and fair to others?
5. Put your best steps on the group “toolbox” poster.



DEBRIEF

- Which barriers are not your fault?
- Which small step gives you more control?

BE FAIR TO YOURSELF

Skills open doors, but they are not the whole story

What this skill can change



- Make your ideas and skills visible, even with imperfect language.
- Build trust: be fair, keep promises, give credit.
- Choose low-risk ways to speak up, alone or together with others.
- Name your informal leadership in your CV and interviews.

What it cannot fix alone



- Identical CV, different name: 55 of 100 got a positive answer with a Dutch name, 40 of 100 with a Turkish name.
- Recognition of diplomas, residence permits and the right to work depend on laws and offices, not on you.
- Discrimination is not your fault. It can be reported to an equality body, a union or an NGO.

Train your skills AND know your rights. Both are part of a fair start.

Source: Thijssen et al., 2021, JEMS (correspondence test, NL, applicants aged 23-25)

WHERE TO GET HELP

Official help points in the SMILE countries

	Country	Jobs and training	Diplomas and recognition	Unfair or unsafe work
	Türkiye	İŞKUR (iskur.gov.tr), Public Education Centres	YÖK denklik, MEB e-Denklik	Ministry of Labour (csgb.gov.tr), YİMER 157 helpline
	Greece	DYPA (dypa.gov.gr)	DOATAP (doatap.gr)	Labour Inspectorate, phone 1555
	Italy	Centri per l'Impiego, SIISL	CIMEA (free for protection holders)	Ispettorato Nazionale del Lavoro
	Germany	Agentur für Arbeit, Jobcenter, Jugendmigrationsdienste (12-27)	Anerkennung in Deutschland, IQ Netzwerk	Faire Integration (free, multilingual)
	Netherlands	UWV, werk.nl, your municipality	IDW (idw.nl)	Nederlandse Arbeidsinspectie, Juridisch Loket

Save the number or website of one help point in your phone today.

Source: Official websites, checked 1 October 2026 (SMILE research note, labour market)

06

SESSION 6 · 20 min

Transfer to real life

From this room to work, education and community life: one concrete step for tomorrow.

Real examples

Leadership on your CV

My Leadership in Action



DOCUMENTED PROGRAMMES AND ORGANISATIONS

Real examples: migrants and refugees leading change



Generation 2.0 RED

Greece

Grew out of an informal group of second-generation migrants. It reports that its campaigns led to Greek citizenship rights for the second generation.



UNIRE

Italy

Started by refugees as the first national network of refugees in Italy. Aim: refugees speak for themselves where policy is made.



New Dutch Connections

Netherlands

Training, coaches, buddies and stage evenings for employers. It reports 417 participants and at least 74 placements or jobs in 2025.



Jugendliche ohne Grenzen

Germany

Nationwide association of young refugees since 2005. Principle: people affected speak with their own voice. Youth conferences, school events.



Genç UPSHIFT

Türkiye

UNICEF and the Ministry of Youth and Sports: teams of young people develop ideas for social problems, with training and mentoring.



Melissa Network

Greece

Founded in Athens in 2014 with migrant and refugee women leaders, so that women “rebuild their lives, lead action, and foster inclusion”.

Source: Organisation websites, accessed 1 Oct 2026 (g2red.org, unirerifugiati.org, jogspace.net, melissanetwork.org) · New Dutch Connections, Jaarverslag 2025, pp. 7-8 · UNICEF Türkiye (2022)

ILLUSTRATIVE SCENARIO

This is not real work experience? Yes, it is.

**Yusuf, 19**

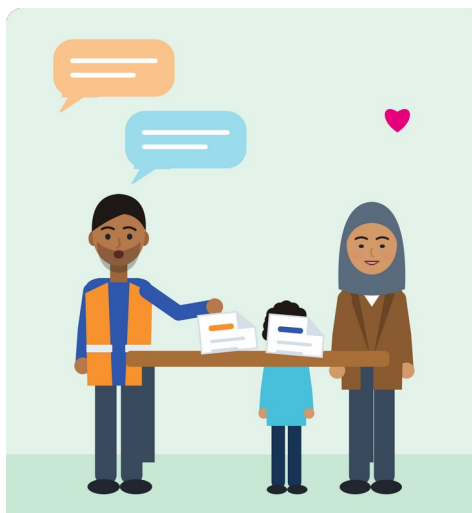
Volunteer at a community centre, Gaziantep

Volunteering

Türkiye

Your CV

Two evenings a week, Yusuf helps families fill in forms in Turkish and Arabic at a community centre. He thinks: “This is not real work experience.” His trainer helps him write a CV line: “Volunteer interpreter: supported around 20 families per month with appointments and forms; coordinated with two staff members.”



DISCUSS

1. Which leadership actions do you see in Yusuf's week?
2. How could he talk about this in a job interview?
3. What informal leadership do you have that is not on your CV yet?

Grounded in: interviewers look for “patterns of past leadership roles” (Arvey et al., 2006, p. 16); leadership experience at school had a wage return (Kuhn & Weinberger, 2005).

USE IT AT WORK AND IN INTERVIEWS

Phrases for interviews, teamwork and safety



In a job interview

"I don't have a manager title yet, but I have organised volunteers at a community centre."

"One example of when I took the initiative is this:"

"In the community centre, I coordinated volunteers and translated for families."



Organising and coordinating

"Who can take this task? I can do the first part."

"Let's agree: who swaps, and when? I'll put it in a list."

"Before we finish, can we check who does what?"



Speaking up about safety

"Sorry to interrupt. I think there is a safety problem here."

"I noticed the exit is blocked. Who should I tell about this?"

"Can we check this together before we continue?"

FREE EUROPEAN TOOLS

Make your skills visible



EU Skills Profile Tool

Describe your skills and experience in your language and English side by side. Arabic, Farsi, Pashto, Turkish, Ukrainian and more.



Europass

Free CV editor and profile in 31 languages. Use it to turn your skills profile into a CV.



ESCO skill names

Use the EU's own words for soft skills, e.g. “collaborating in teams and networks”, on your CV.



ENIC-NARIC

National centres that compare and recognise foreign diplomas. Refugees can be assessed even with missing papers.

ACTIVITY

My Leadership in Action

**TIME**
15 min**GROUP**

Individual, then a round with everyone

**MATERIALS**

Self-assessment and action plan worksheet, pens

**GOAL**

One concrete and realistic leadership action for tomorrow

STEPS

1. Choose a context: work, education or community.
2. Describe a situation there that needs leadership.
3. Write one realistic step: what, when and with whom.
4. Name the skill you will use: initiative, speaking up, helping or including.
5. Round: say your step in one sentence: "Tomorrow I will (your step)." Everyone answers: "Good luck!"

**DEBRIEF**

- How will you know that it worked?
- Who could support you?

FOR TRAINERS

How we assess and how we teach this module



Formative assessment: no exams, no grades

- Can the participant identify leadership situations?
- Can they explain leadership without authority?
- Do they take on responsibility in the activities?
- Practical task: a context, a situation that needs leadership, a realistic step and the skill used.



Four strategies for VET trainers

- Detach leadership from titles; encourage shared responsibility.
- Always use scenarios from the workplace and real life.
- Often remind young people how leadership helps them find a job.
- Model inclusive leadership through your own behaviour.

Observe actions, not personalities. Praise what people did, not who they “are”.

SELF-CHECK

Self-check: my leadership actions

	Not yet	Sometimes	Often
I can name a situation around me that needs leadership.	☐	☐	☐
I can explain the difference between authority and leadership.	☐	☐	☐
I take on small tasks or responsibility without being asked.	☐	☐	☐
I share an idea or a concern, even when my language is not perfect.	☐	☐	☐
I help or include a newer or quieter person.	☐	☐	☐
I keep my promises and give credit to others.	☐	☐	☐
I can describe one leadership example for my CV or an interview.	☐	☐	☐

REFLECTION

My leadership in action: one step for tomorrow

**Where: at work, in education
or in my community?**

**What is my one realistic step,
and with whom?**

**Which situation needs
leadership?**

**Which leadership skill will I
use?**



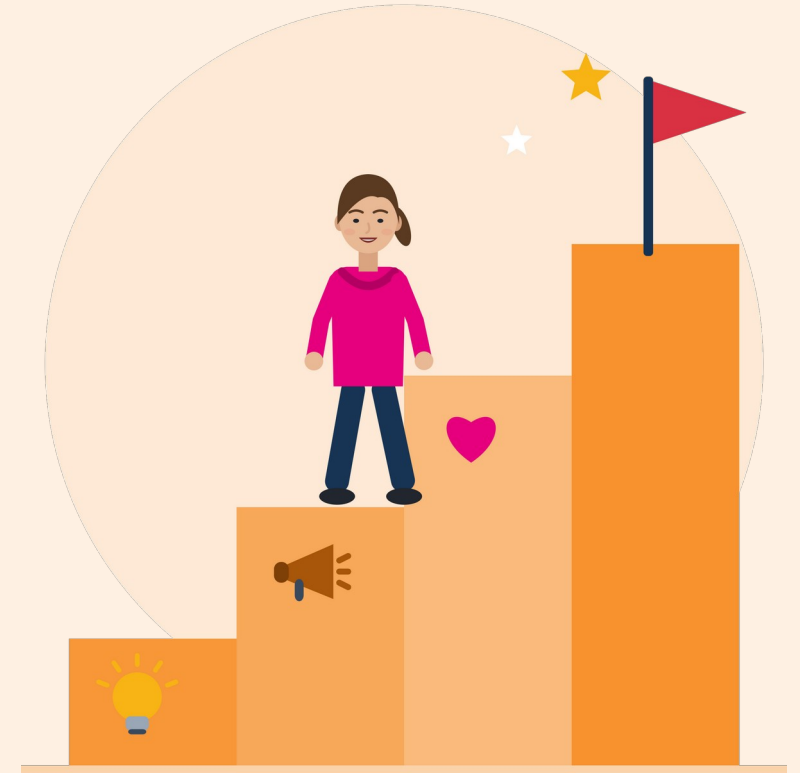
*Write it on a card and keep
it in your phone case or
wallet. Next time, tell us
what happened.*



KEY MESSAGES

Leadership is what you do, not the title you have.

It can be learned. Small, fair and low-risk actions count, and your language does not need to be perfect. Some barriers are bigger than one person: then allies, rights and support are your tools.



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Thank you

Questions, ideas, stories: the floor is yours.

KEEP LEARNING

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MODULE

4 • Leadership

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SKILLS = Opportunity

Empowerment Through Skills · Inclusion Through Opportunity