Leadership

Age range: 11-19

BARCLAYS | **LifeSkills**

Session overview

Time	Key learning outcomes	Resources
35-50 mins	By the end of the activity students will be able to: • Identify core leadership qualities • Give a wide variety of examples of leadership and recognise that anyone can be a leader • Understand the importance of teamwork as part of being a leader • Begin to identify skills and their use in other areas (employability) • Understand how to incorporate inclusivity into leadership, ensuring that all team members feel supported and valued	• Leadership student worksheet • Leadership presentation slides

Remember that you can refer to the guiding principles for establishing a safe learning environment in the Appendix section of the LifeSkills content guide. This includes suggestions for signposting students to further support. The content guide can be downloaded **here**.

Contents

Introduction to transferable skills

Economic, societal and technological forces are changing the world of work, and skills like staying positive (resilience), problem solving, creativity and leadership are becoming increasingly valuable to employers. Your students may already possess some of these core transferable skills but by improving them and developing others, they can be better prepared for the future workplace. By delivering each of the skill-based lessons in this suite you can encourage growth in all these areas or focus in on the ones your students need most.

• If this is the first LifeSkills lesson you have delivered with this group start by showing students **slide 2** which features each of the core transferable skills at the heart of the programme. Go through each skill and ask students if they can offer definitions (provided below), examples of these skills in action or explain how they might work together, for example being proactive to solve a problem

• If you have already introduced all these skills to the group and why they are all important, move on to the next step to explore the specific skill for this lesson in more detail. Use **slide 3** to focus in on the skill of Leadership and explain how the activities in this lesson help them work towards specific steps of the Skills Builder Framework

Core transferable skills

Problem solving skills are about the ability to find a solution to a complex situation or challenge, often using analytical thinking to come up with a methodical approach or break a problem down into parts

Creativity is the use of imagination and the generation of new ideas, and building the confidence to improve these ideas on your own and by collaborating with others

Listening and speaking (communication) is about receiving and retaining information, persuading and influencing others, and using critical thinking skills to evaluate different perspectives

Leadership is about recognising your own strengths in order to best support, encourage and motivate others to achieve a shared goal

Aiming high (being proactive) is the ability to set clear goals and prioritise tasks to achieve them, as well identifying when to take the initiative instead of reacting to external event

Staying positive (resilience) is about the ability to use tactics and strategies to overcome setbacks and achieve goals

Adaptability is having the skills to cope and thrive in response to changes and challenge

Teamwork is an important skills used when working with another person, or people in a group

Introduction to transferable skills

- The Skills Builder Framework, developed by the Skills Builder Partnership, provides a shared language and common expectations for eight essential skills: Listening; Speaking; Problem Solving; Creativity; Staying Positive; Aiming High; Leadership; Teamwork. LifeSkills content on transferable skills can be used to support a young person's progression through each of the essential skills, providing a relatable, real-world employability context and this relationship is indicated in brackets above
- LifeSkills lessons always include the opportunity for young people to work in groups and share ideas, as well as providing context for the importance of effective teamwork in the workplace. Look out for the teamwork icon in this lesson and throughout the core transferable skills content

Skills Builder
PARTNERSHIP

Optional

The Skills Builder Framework provides measurable steps for eight essential skills and can be used in combination with this lesson to support your students' progress.

Skills Builder also offer a student Self-Assessment Tool, which helps learners to reflect on their own skill strengths and areas for development. This and other resources can be accessed on the Skills Builder Hub (**skillsbuilder.org/hub**).

Activity one

Introduction to leadership (11-19)

1. Introduce leadership skills

Choose from the following icebreakers to get students thinking about the core transferable skill of leadership and how they can build this skill whilst in education.

Pulling in different directions

- Divide the class into groups of five, with a felt tip/marker pen, four strings and a piece of paper. Ask students to tie the four strings to the pen with roughly equal lengths spare

- Tell the group to discuss and agree upon a word they think represents leadership

- Once agreed, the team must work together to manoeuvre the pen to write out the word; the fifth person not holding string is the designated leader

- Ask the class to discuss what they found challenging about the exercise and why, ask them if having a leader helped and what might have been harder without them

- Explain that the activity highlights the difficulty when people pull in different directions towards the same goal, but that having a leader makes it easier for people to work together more effectively as a team

Leadership quiz

- Show the short multiple-choice quiz on **slide 4** and explain that the quiz doesn't necessarily have right or wrong answers to each question, but it will encourage them to consider what they believe makes a good leader

- When completed, ask students which answers they gave for each question and why

- Ask the wider class if anyone had a different answer and if so, ask them to explain their thinking

- Explain that leadership style and actions depend on the context a leader finds themselves in and different behaviours might show good leadership in different situations

Activity two

What makes a good leader? (11-16)

1. Think of an inspirational leader

- Ask students who comes to mind when they think of a leader. Encourage them to consider different types of people both far removed and close to themselves

- Show them **slide 5** of some people who have been identified as being leaders – do they agree that these people are leaders?

- Share the LifeSkills leadership definition: Leadership is about supporting, encouraging and motivating others to achieve a shared goal

- Explain to students that leadership skills are transferable across all aspects of life including school, college and work

- Being a leader means being proactive, being a good communicator, keeping a project on track and more – all traits that will make them more employable in future

- Remind students that our actions towards others are central to good leadership. Ask them to reflect on a time when they made a special effort to help someone feel included; this could be an example from a class situation, in their friendship groups, in an after-school club etc. Now ask them to consider why it's important for a leader in the workplace to demonstrate similar inclusive behaviour; for example, creating an environment where others feel able to contribute fully and to the best of their ability

2. Organise an event as a group

- Show **slide 6**. Explain that this activity involves them working as a team to plan an event, but the purpose of the activity is not to think about ways to hold the event, but how they will organise themselves and prepare in the lead up to it

- Divide the class into groups of five and hand out cards to each member with a job title and brief role description (**Job roles and descriptions student worksheet**)

- Ask students to list the skills they think their roles will require

- Each member should have a position, and within their group discuss what their responsibilities are and what steps they would need to take to succeed

- Ask each team to plan how they would run this event (they could use the **enterprise idea planner** to help structure their plan if time allows)

Activity two

What makes a good leader? (11-16) (cont'd)

3. Reflect on these questions

Ask teams the following questions to feedback to the wider class:

> **What are some of the areas that you might think about when it comes to strengths and weaknesses? E.g. specialist knowledge, experience, character traits or skills**
>
> **Based on the strengths of the group, was the process of allocating tasks fair and justified? Would you allocate tasks differently in the future?**
>
> **Did the project leader encourage others to contribute to group decision making?**
>
> **Was the project leader the only person to take the lead?**
>
> **How did the team communicate with each other?**
>
> **Were there any skills that would be useful to all members?**
>
> **How can you identify strengths and weaknesses in others?**
>
> **Which team member took a lead on the following?**
>
> – **Bringing the team together under one idea so most people were happy to finish the task**
>
> – **Being adaptable and motivating the team, depending on the situation**
>
> – **Using strategies to negotiate differences between team members**
>
> – **Coming up with creative solutions**
>
> – **Making sure everybody was clear on their roles**
>
> – **Recognising teammates strengths and making sure roles matched these to achieve team goals**
>
> – **Keeping things on track and identifying key objectives**
>
> – **Ensuring all team members were given a clear role; helping all team members to feel included, valued and supported**

- Encourage them to see that all team members can lead in their area even if they are not the designated Project Leader

- This activity aligns with step 8 of the Skills Builder Framework for leadership

- Ask students to individually complete the leadership questionnaire to identify their leadership style (**What's my leadership style? student worksheet**). Explain that there are many styles, but this model focuses on four common leadership approaches

- Explain that knowing your style can help you become a better leader at school, in the community or at work; particularly as it helps you to understand how you make decisions and how you can adapt your style to best collaborate with others

Activity three

What's your leadership style? (16-19)

1. Complete the leadership questionnaire

• Depending on the combination of numbers, students will find their style sits in one category more than another – use the results table on **slide 7** to help them identify their style

• Explain that there is overlap with styles and individuals are unlikely to completely fit into one style. Your leadership style may change to suit the scenario you are in

> **Ask them what they think good leaders demonstrate? They can think back to activity two**

2. Discuss the advantages and disadvantages of different leadership styles

• Explain that no matter what their leadership style is, it is always important to demonstrate inclusive behaviour and ensure that all members of the team you are leading feel supported and valued. Explain that this is a crucial part of being a good leader in any situation, but that in the workplace, it is vital for team morale and performance

• Once students have their results encourage them to discuss the advantages and disadvantages of their leadership style

• After they have considered their leadership style, present different work scenarios to the class on **slide 8**

> **Ask if students think their leadership styles would work in these scenarios:**
> – **Are there situations where another style would be more effective?**
> – **What are the benefits of each style in these scenarios?**

• The key to leadership is to be able to assess a situation and adapt your style when needed

3. Reflect on these questions

Ask teams the following questions to feedback to the wider class:

> **Can they think of something they could try doing more or less of to make their approach more effective?**
>
> **What is the difference between mentoring, coaching and motivating?**
>
> **When might you use these different leadership elements?**
>
> **When have you experienced these different leadership styles?**
>
> **How does each leadership style affect others?**

• This activity aligns with step 10, 12 and 13 of the Skills Builder Framework for leadership

Summary

- Finish the lesson by encouraging students to put their leadership skills into action outside the classroom through:
    - Volunteering/taking part in social action
    - Leading on a project at home or within an extra curriculum club
    - Becoming a mentor (inside of school or outside)
    - Become a LifeSkills Champion
    - Watching clips online of different leaders' speeches e.g. politicians, entrepreneurs so they can describe and identify different styles and learn how to adapt their own leadership style in different situations
- Explain that developing these skills and practising leadership are good things to include when putting together a CV and cover letter and good experience for the workplace
- Encourage each student to set a SMART target for what they could do next to improve or practice their leadership skills

Try next

Listening and speaking (communication) skills lesson follows this session well as good leaders need to know how to listen to their teams and explain instructions clearly. Students could explore leadership further on their own by checking out this LifeSkills article **Leadership – putting it into action**.

Leadership
Job roles and descriptions

Project leader: role description
Responsible for overseeing the group, making sure deadlines are stuck to and the team reaches their end goal or target

Skills required:

Finance: role description
In charge of managing the budget, making sure all money is accounted for and goes where it is supposed to

Skills required:

Marketing: role description
Makes sure any campaigns, events are organised properly, communicates the project to the public
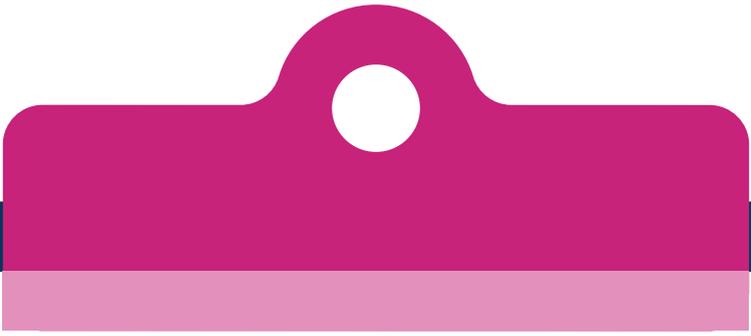
Skills required:

Operations: role description
Looks after the day-to-day tasks and admin for the project, and that the project runs as smoothly as possible

Skills required:

Customer service: role description
Deals with the customers, handling any questions or concerns people have and being the first point of contact

Skills required:

Leadership

What's my leadership style?

Rate the below statements 1 to 4 (1 – Never, 2 – Sometimes, 3 – Often, 4 – Always)

In a group situation I tend to ...	Rating (1-4)
🟥 Make my own decisions	
🟩 Suggest a decision to others	
🟦 Let my team work out a decision	
🟧 Offer incentives to reach the aim	
🟥 Expect that my orders are followed	
🟩 Ask people what they think	
🟦 Let the team do their own thing	
🟧 Offer something in return for achieving a goal	
🟥 Persuade others to do things my way	
🟩 Try and come to a group consensus	
🟦 Keep out of the way	
🟧 Set clear targets for the group to reach	
🟥 Make the final decision	
🟩 Think of ways to include my team's thoughts	
🟦 Allow each person to find their own solution	
🟧 Focus on making things run smoothly	

Red total:	Green total:	Blue total:	Orange total:

- Count up the responses for each question colour
- The highest colour total corresponds to one of four common leadership styles
- Explain that no matter which leadership style they get in the quiz, the best leaders will always ensure that each team member is supported and valued

My leadership style is _____