



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module - Leadership

Method – Leadership simulations

Module 5 - Leadership

Method 1. – Leadership simulations

Soft skill focus

This method enhances leadership competencies through realistic simulations that place learners in decision-making roles. It fosters emotional intelligence, initiative, and the ability to lead diverse teams under pressure.

Learning outcomes

- Demonstrate leadership behaviours in simulated group scenarios.
- Apply emotional intelligence to manage team dynamics and conflict.
- Make decisions under pressure while considering group input and ethical responsibility.
- Reflect on personal leadership strengths and areas for improvement based on simulated experience.

Target group

Age - 25–50

Gender – All genders

Level of studies – Secondary or higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or active volunteers

Fewer opportunities (if there is the case) – Participants from underrepresented backgrounds, including low-income communities, migrants, or rural areas

Method description

This method is designed for adult learners who are preparing for or currently engaged in leadership roles in professional or community settings. It provides a safe, structured environment to practice real-life leadership through role-play and scenario-based decision-making, especially valuable for those who have limited access to formal leadership training.

Implementation instructions



Timeline - 90–120 minutes (including debriefing)

No of participants - 6–20 (ideal in teams of 3–5)

Necessary materials - Printed simulation briefs, role cards, name tags, flipcharts or whiteboards, markers, timer, evaluation sheets

Space – A large room with movable chairs/tables to facilitate group work and role-play; breakout areas if possible

Implementation in 5 steps

Step 1 – Introduce the objective of the session: to practice leadership skills through simulations. Briefly explain what simulations are and how they work. Present the scenario context (e.g., “Crisis Management in a Community Center” or “Team Project Launch at a Social Enterprise”). Assign participants to teams and distribute role cards (leader, team member, observer, etc.).

Step 2 – Each team reads the scenario and discusses roles. The designated leader creates a short action plan with input from the team. Observers receive guidelines on what behaviors to track (e.g., communication, decision-making, emotional management). Trainers offer support but do not intervene.

Step 3 – Teams carry out the simulation under time pressure. Leaders are expected to guide the team, solve challenges, and maintain collaboration. Situational “twists” (e.g., budget cuts, conflict between members, time shortage) can be introduced midway to test adaptability.

Step 4 – After the simulation, observers give structured feedback using a checklist or scoring grid. Each team reflects on their performance: What worked? What was challenging? What would they do differently?

Step 5 – The trainer facilitates a group discussion connecting the experience to leadership theories and personal styles. Highlight transferable skills and emotional responses. Encourage participants to write one concrete takeaway they can apply in real life.

Practical tips

Tip 1 – Choose realistic and relatable scenarios tailored to participants’ backgrounds.

Tip 2 – Encourage rotating roles in future sessions so participants experience both leading and supporting roles.



EARTHE

Tip 3 – Use short reflection sheets to help quieter learners process their experience individually.

Debriefing questions

Question 1 – What leadership behaviours did you notice in yourself or others during the simulation?

Question 2 – How did emotions or stress influence decision-making and communication?

Question 3 – What would you do differently in a real-life leadership situation based on this experience?

Practical description sheet

Practice leadership in action through scenario-based role-play

Objective:

To strengthen leadership abilities in real-life contexts using experiential simulations that develop decision-making, emotional intelligence, and team coordination.

Key Competencies:

- Leading under pressure
- Managing group dynamics
- Applying emotional intelligence
- Reflective thinking and self-awareness

Target Group:

Adults aged 25–50 | Employed or in transition | Medium education level (EQF 4–6)
Inclusive of participants with fewer opportunities (rural, low-income, migrant backgrounds)

Implementation Details:

- **Duration:** 90–120 min
- **Group size:** 6–20 participants (teams of 3–5)
- **Materials:** Scenario brief, role cards, feedback grid, flipcharts
- **Space:** Open room with flexible seating; optional breakout areas

5-Step Process:

1. **Intro & Setup** – Present simulation & form teams
2. **Role Planning** – Teams prepare strategy; observers briefed
3. **Simulation** – Real-time role-play with unexpected challenges



4. **Feedback** – Observers & teams reflect on behaviours
5. **Debriefing** – Trainer-led discussion & personal takeaways

Trainer Tips:

Keep scenarios realistic & relevant

Introduce stressors mid-simulation

Rotate leadership roles across sessions

Reflection Questions:

- What kind of leader were you in this simulation?
- How did your team respond to your decisions?
- What skills will you take forward into real-life leadership?