



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module - Leadership

Method - Mentoring and coaching

Class activities

Module 5 - Leadership

Class activity - Leadership Conversations Lab

Related method - Mentoring and coaching

Target group

Age - 25–50

Gender - All genders

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

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

This method is designed for adults seeking deeper self-awareness and practical leadership growth through guided conversation. It is especially helpful for those lacking role models or self-confidence, providing space for clarity, empowerment, and reflective thinking.

Learning outcomes

By the end of this activity, learners will be able to:

- Demonstrate active listening and build trust in one-to-one conversations.
- Use coaching-style questions to support a peer in reflecting on a leadership challenge.
- Practice giving and receiving constructive, non-judgmental feedback.
- Apply structure and intentionality to personal development conversations.

Duration

60–75 minutes

Materials and resources

Coaching conversation guide (with steps and example questions), Reflection sheet for each participant, Timer or bell for time management, Pens, notebooks, Quiet room with space for paired conversations



Activity description

“Leadership Conversations Lab” is a structured peer-to-peer coaching simulation, where participants take turns acting as coach and learner. Using guided prompts, they hold short leadership-focused conversations centered around real personal or professional challenges. This activity develops emotional intelligence, active listening, and supportive communication—key elements in both leadership and mentoring relationships.

Detailed Implementation Steps

Introduction:

Open by discussing the role of **dialogue in leadership**: leaders must often support others through reflection, not just advice. Emphasize that the goal is not to “fix” others but to help them think clearly. Introduce the concept of coaching-style communication—curious, non-directive, and focused on growth.

Main activity:

1. Pairing and Role Assignment

Participants form pairs. One becomes the coach, the other the learner. Distribute the coaching guide with sample open-ended questions and conversation flow.

2. First Round of Coaching

The learner shares a real leadership challenge or goal. The coach practices active listening and uses prompts (e.g., “What’s important to you about this?”, “What options do you see?”). No advice is given—only questions and reflection space.

3. Role Reversal

Participants switch roles. The new learner brings a different topic or goal. Coaches continue using the guide and build a supportive tone.

4. Partner Feedback

Each person gives short feedback to their partner: “What I appreciated,” “What helped me think,” or “What I noticed about your listening.”

5. Group Debrief

Facilitator leads discussion: What felt natural? What was challenging? How could this type of conversation be used in real leadership roles?



Conclusion and reflection:

Emphasize how leadership involves guiding others to clarity—not giving answers. Connect the practice of listening, questioning, and presence to mentoring, team management, and peer support. Invite participants to reflect in writing: “What is one thing I’ll try in my next leadership conversation?”

Assessment / Evaluation Method

Reflection sheet with prompts like “How did I feel as a coach?”, “What did I learn about my communication?”

Each participant gives brief feedback to their coaching partner.

Monitor tone, body language, and adherence to non-directive coaching principles.

Evaluate use of coaching techniques (open-ended questions, listening, avoiding advice).

Adaptation Tips

Begin with a demo conversation to model the structure and reduce anxiety.

Use visual coaching cards with symbols for emotions, actions, and values.

Use breakout rooms with shared digital prompts; coaches can follow structured templates via screen share.

Focus only on one aspect of coaching, such as “just listening without interrupting” for the first round.

Include observer roles with feedback forms for triads.

Module 5 - Leadership

Class activity 2 - The Goal Map Mentoring Exchange

Related method - Mentoring and coaching

Target group

Age - 25–50

Gender - All genders

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

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

This method is designed for adults seeking deeper self-awareness and practical leadership growth through guided conversation. It is especially helpful for those lacking role models or self-confidence, providing space for clarity, empowerment, and reflective thinking.

Learning outcomes

By the end of this activity, learners will be able to:

1. Set personal or professional goals using a structured format (SMART model or similar).
2. Engage in supportive mentoring dialogue to clarify and refine individual goals.
3. Practice giving constructive encouragement and reflective feedback.
4. Develop a greater sense of ownership and motivation for personal development.

Duration

60–75 minutes

Materials and resources

“Goal Map” templates (including fields for: goal, motivation, barriers, steps, support), Pens, sticky notes, Optional: SMART goal guide sheet, Chairs arranged in pairs or triads, Quiet space for paired mentoring conversations



Activity description

This activity blends individual reflection with peer mentoring. Participants first define a personal or leadership-related goal using a visual goal-mapping tool. Then, in mentoring pairs, they share and refine their goals through structured conversation. The method encourages clarity, motivation, and support, while developing skills in listening, goal-setting, and non-directive guidance.

Detailed Implementation Steps

Introduction:

Start with a short input on the power of **clear goals** in personal growth and leadership. Ask: “What’s something you’ve wanted to do, but haven’t started yet?” Introduce the idea that mentoring can help clarify and motivate goals—not by giving answers, but by asking the right questions.

Main activity:

1. Individual Goal Mapping

Each participant completes a “Goal Map” worksheet, identifying a short- or mid-term goal related to their learning, career, or community role. Prompts include: Why is this goal important? What might stop me? What support do I need?

2. Mentoring Exchange – Round 1 In pairs, one participant shares their goal. The partner acts as a mentor, listening actively, asking clarifying questions, and helping refine the goal (e.g., “What would success look like?”, “What small step could you take tomorrow?”).

3. Mentoring Exchange – Round 2

Roles are reversed. The new mentor supports the other partner through the same reflective process.

4. Support and Commitment Circle

Participants write down a simple “first step” on a sticky note and place it on a board or share it aloud in a circle. This public commitment boosts accountability and motivation.

Conclusion and reflection:

Facilitator wraps up by asking:

- What changed in your thinking as a result of this conversation?



EARTHE

- How did it feel to support someone without solving their problem?
 - What will you do next to move closer to your goal?
- Connect the experience to **mentoring as leadership through support**—listening, encouraging, and empowering others.

Assessment / Evaluation Method

Participants rate clarity and confidence in their goal before and after the session.

Mentors give simple feedback: “What I appreciated about your goal” or “What felt strong in our conversation.”

Observe active listening, quality of questioning, and mutual engagement.

Revisit goals in 1–2 weeks to check progress and reflect on barriers or wins.

Adaptation Tips

Replace writing with drawing or symbols on the Goal Map; allow oral sharing only.

Use digital templates (Google Docs, Jamboard); pair participants in breakout rooms.

Use triads instead of pairs—one speaker, one mentor, one observer giving feedback.

Allow anonymous goals or fictional goal practice first to build confidence.

Module 5 - Leadership

Class activity - Coaching Through a Dilemma

Related method - Mentoring and coaching

Target group

Age - 25–50

Gender - All genders

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

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

This method is designed for adults seeking deeper self-awareness and practical leadership growth through guided conversation. It is especially helpful for those lacking role models or self-confidence, providing space for clarity, empowerment, and reflective thinking.

Learning outcomes

By the end of this activity, learners will be able to:

1. Apply coaching techniques (open-ended questions, active listening) in emotionally complex or decision-based situations.
2. Navigate uncertainty and conflict with greater calm and empathy.
3. Reflect critically on ethical, interpersonal, or leadership dilemmas.
4. Provide and receive support without offering direct solutions.

Duration

60–75 minutes

Materials and resources

Dilemma scenario cards (realistic workplace or leadership-related situations), Coaching question prompts (e.g., “What are the options?”, “What’s the risk of doing nothing?”, “What



value matters most here?”), Reflection sheets or debriefing journals, Chairs arranged for pairs or triads, Whiteboard or flipchart (optional, for trainer synthesis)

Activity description

In this scenario-based activity, participants engage in short coaching conversations centered around common **leadership dilemmas** (e.g., managing conflict, giving feedback, dealing with pressure). Rather than solving the problem, the “coach” uses questioning and reflection to help the learner explore their own thinking. The activity builds non-directive support skills, emotional regulation, and ethical reasoning—core leadership competencies.

Detailed Implementation Steps

Introduction:

Begin by discussing how **dilemmas test leadership maturity**—there’s often no perfect answer, just thoughtful decision-making. Highlight that coaching provides space for reflection and helps others make their own decisions. Explain that participants will practice coaching around leadership dilemmas without offering advice.

Main activity:

1. **Dilemma Selection** Participants either choose from a deck of prepared dilemma cards or recall a real leadership situation they faced that involved uncertainty, conflict, or ethical tension.
2. **Pairing and Role Assignment**

In pairs or triads, one person becomes the **learner**, another the **coach**, and (in triads) the third is an **observer**. Each round lasts around 15 minutes.

3. **Coaching Conversation**

The learner explains the dilemma. The coach asks open, supportive questions—focusing on clarifying values, exploring consequences, and identifying internal resources. No advice or judgment is given. In triads, the observer uses a checklist to notice use of coaching behaviours.

4. **Role Rotation**

Participants rotate roles so that everyone has the chance to be coach, learner, and observer (if in triads).

5. **Debriefing**



Facilitator leads a reflective discussion. Prompts:

- What did it feel like to be coached through a dilemma?
- What surprised you about the process?
- How can this approach help in real leadership situations?

Conclusion and reflection:

Wrap up by emphasizing that good leaders **hold space for complexity** and don't always rush to solve. Reinforce how coaching supports reflection, values-based thinking, and responsible decision-making—essential for ethical and inclusive leadership. Invite participants to identify one question they'll start using in difficult conversations.

Assessment / Evaluation Method

Participants complete a brief form after coaching: "What insight did I gain? What helped me think differently?"

Observers (or partners) give feedback using a checklist or "what worked well" comments.

Notes on how well coaching principles were respected (no advice, use of silence, supportive tone).

Coaches self-assess use of techniques: open questions, listening, not interrupting, summarizing.

Adaptation Tips

Use scripted questions to reduce pressure on the coach.

Use virtual breakout rooms and share dilemma cards digitally; use shared whiteboards for reflections.

Offer fictional dilemmas or use case studies instead of personal situations.

Allow spontaneous real-life dilemma sharing and offer peer feedback training in advance.