



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module - Leadership

Method - 360° feedback for leaders

Class activities

Module 5 - Leadership

Class activity - Personal Feedback Portfolio

Related method - 360° feedback for leaders

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

Learning outcomes

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

- Consolidate feedback from multiple perspectives (self, peers, trainer).
- Identify personal leadership strengths and improvement areas.
- Translate feedback into a concrete action plan for leadership growth.
- Strengthen reflection and goal-setting skills

Duration

45–60 minutes

Materials and resources

Portfolio template (sections: Self-assessment, Peer feedback, Trainer feedback, Strengths, Areas to improve, Action plan); Completed self-assessment sheets (from earlier activities); Peer feedback forms/slips; Trainer observation notes; Pens, folders, or digital tools (Google Docs, Padlet, Trello board for personal plans)

Activity description

Each participant compiles a personal feedback portfolio by collecting three perspectives:

Self-assessment (done individually)



Peer feedback (from Activities 1 & 2 or directly provided during this session)

Trainer feedback (structured observations)

Using the portfolio template, participants organize this input into categories of strengths and areas for growth. They then draft a short action plan (1–2 concrete improvement goals, with steps and timeline). If comfortable, participants share one goal with the group to foster accountability.

Detailed Implementation Steps

Introduction:

Trainer explains the purpose: creating a personal portfolio to turn feedback into actionable growth.

Emphasize confidentiality and self-directed development.

Main activity:

Participants gather their self-assessment sheets, peer rubrics, and trainer notes.

Trainer distributes the portfolio template. Individually, participants fill in their template:

Key strengths repeated across feedback sources.

Areas of improvement mentioned by peers/trainer.

Surprises or mismatches between self-perception and others' views.

Participants write down 1–2 SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) for leadership improvement.

Example: "In the next 3 months, I will practice delegating tasks in every team meeting and ask for feedback once a week."

Conclusion and reflection:

Optional: Volunteers share one action goal with the group to foster accountability.

Trainer summarizes common strengths observed across the group and highlights the importance of continuous feedback.

Assessment / Evaluation Method

Portfolio completeness: Each participant has a documented set of feedback and a personal action plan.

Quality of reflection: Trainer checks if participants identified at least one strength and one improvement area.



Action plan clarity: SMART criteria are used to evaluate feasibility of improvement goals.

Adaptation Tips

Simplify portfolio templates with icons (for strengths, for challenges, for goals). Use shared digital templates (Google Docs, Jamboard, Padlet) to compile portfolios privately. Focus only on one strength and one improvement goal. Encourage participants to request follow-up feedback after implementing their action plan (e.g., in 1–2 months).

Module 5 - Leadership

Class activity 2 - Feedback Carousel

Related method - 360° feedback for leaders

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

Learning outcomes

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

- Strengthen self-awareness by receiving rapid, structured peer feedback.
- Practice giving clear, constructive feedback in a short timeframe.
- Build openness and confidence in exchanging feedback with multiple peers.
- Recognize leadership behaviours across different contexts.

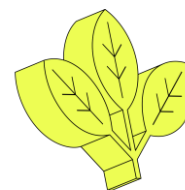
Duration

40–50 minutes

Materials and resources

Chairs arranged in two concentric circles (or face-to-face pairs if space is limited); Feedback slips or mini-rubrics (criteria: clarity, communication, confidence, empathy) – one per round; Stopwatch/timer (to keep rounds short and focused); Bell or signal to indicate rotation; Optional: digital feedback forms (Google Forms, Mentimeter) for anonymous input

Activity description



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Participants form two concentric circles facing each other. Each outer-circle participant acts as a leader in a 2–3-minute micro-task (e.g., giving quick instructions, leading a brainstorming idea, or coordinating a mini-decision). The inner-circle peers provide immediate feedback using a simplified rubric. After each round, circles rotate so that every participant both leads and gives feedback. The activity creates a fast-paced environment where learners practice leadership multiple times and receive diverse feedback perspectives.

Detailed Implementation Steps

Introduction

Trainer explains the carousel format: short rounds of leadership practice followed by immediate peer feedback.

Emphasize constructive, respectful, and concise feedback.

Distribute mini rubrics/feedback slips to all participants.

Main Activity

Setup Arrange participants in two concentric circles facing each other (inner circle = observers, outer circle = leaders).

- Each leader has one peer directly in front of them.

Micro-Leadership Task

- Trainer provides a simple scenario/task for each round (e.g., “Lead a 2-minute brainstorming on community event ideas” or “Give clear instructions for solving a small group problem”).
- Outer-circle participants act as leaders, inner-circle peers respond as team members.
- After 2–3 minutes, peers provide **immediate feedback** using the rubric (1–2 strengths, 1 suggestion).

Rotation

- After each round, circles rotate one seat to the right.
- Roles are swapped after 3–4 rounds, so everyone experiences being both leader and feedback-giver.

Conclusion and Reflection

Trainer facilitates a group reflection:

What leadership behaviours worked well in short tasks?

How did it feel to receive quick, repeated feedback from different peers?



Which feedback patterns appeared most often?

Assessment / Evaluation Method

Peer feedback slips/rubrics collected and reviewed by each participant.

Trainer observation of quality of feedback (specific vs. vague).

Self-reflection: At the end, participants write down *one leadership strength highlighted repeatedly* and *one improvement point that appeared most often*.

Adaptation Tips

Use very simple, practical scenarios (e.g., “Explain how to organize a group lunch”) to reduce pressure.

Use breakout room pairs; rotate leaders every 2–3 minutes. Feedback can be typed in chat or submitted via Google Forms.

Reduce rounds to 2–3 per participant.

Use more complex micro-tasks (e.g., handling resistance, making a quick decision under conflict).

Module 5 - Leadership

Class activity 3 - Leadership Role-Play with Peer Feedback

Related method - 360° feedback for leaders

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

Learning outcomes

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

1. Practice leadership skills in a simulated real-life situation.
2. Receive and interpret structured feedback from peers and trainer.
3. Compare self-perception with external observations to enhance self-awareness.
4. Strengthen constructive communication and active listening skills.

Duration

45–60 minutes (depending on group size)

Materials and resources

Role-play scenario cards (e.g., managing conflict, leading a meeting, coordinating a short task); Feedback forms/rubrics (criteria: communication, clarity, empathy, decision-making, adaptability); Self-assessment sheets; Flipcharts/whiteboard for group notes; Optional: digital tools for anonymous feedback (Google Forms, Mentimeter)



Activity description

This activity places one participant in the role of leader during a short role-play scenario while peers act as team members. The leader must guide the group through a simulated challenge, after which they receive structured feedback from peers and the trainer. The exercise allows participants to practice leadership, reflect on their performance, and compare self-assessment with external perceptions.

Detailed Implementation Steps

Introduction

Trainer explains the goal of the activity: to practice leadership in a simulated context and receive structured 360° feedback.

Present the **scenario** (e.g., “You are leading a team that must decide on how to allocate limited resources for a community event under time pressure”).

Distribute **feedback forms** to all participants.

Main Activity

One participant volunteer (or is assigned) to act as the leader.

4–6 peers act as team members who will engage in the task.

The rest of the group (if larger) acts as observers, focusing on the leader’s behaviours.

The leader guides the team through the scenario, making decisions, delegating tasks, and managing group dynamics.

Team members respond naturally, presenting challenges, questions, or disagreements to test the leader’s adaptability.

Immediately after the role-play, the leader completes a self-assessment form.

Peers and trainer then provide structured feedback, starting with strengths and continuing with suggestions for improvement.

Use the “SBI model” (Situation–Behaviour–Impact) to ensure feedback is specific and constructive.

Observers and team members take notes using the feedback rubric.

Conclusion & Reflection

- The leader reflects on similarities and differences between self-perception and external feedback.



Trainer facilitates a short group discussion:

- What did the leader do well?
- How did the leader's decisions affect the team?
- What can be improved in future leadership situations?

Assessment / Evaluation Method

Feedback rubrics: Peers and trainer evaluate communication, decision-making, empathy, adaptability, and team motivation.

Self-assessment: Leaders compare their own ratings with external feedback.

Trainer observation grid: Trainer notes key behaviours and summarizes patterns.

Reflection quality: Assess whether participants can identify at least one strength and one area for improvement.

Adaptation Tips

Use simple, relatable scenarios (e.g., planning a small group activity, resolving a scheduling conflict) and provide visual prompts.

Use breakout rooms for the role-play and collect feedback via Google Forms or Mentimeter.

Shorten the role-play to 7–10 minutes and reduce feedback to quick “two stars and a wish” (two strengths, one improvement).

Introduce more complex challenges (e.g., cross-cultural conflicts, digital collaboration issues) and rotate multiple leaders in one session.