



# Leaders in the making

## Introduction



Co-funded by  
the European Union

### THE INTRODUCTORY DOCUMENT:

outlines the key frameworks used in the project

defines the terms that will appear throughout the materials, particularly in the lesson plans

presents common challenges young adults face in coaching and explores structured solutions using these frameworks



# Leaders in the making

## Introduction



Co-funded by  
the European Union

### 1. Key elements of the Frameworks used in the Project

FRAMEWORK	DESCRIPTION	KEY COMPETENCES	RELEVANCE TO EDUCATION AND LANGUAGE LEARNING
<p><b>CAMBRIDGE LIFE COMPETENCIES FRAMEWORK (CLCF)</b></p>	<p>Developed by Cambridge University Press and Assessment this framework supports learners in developing essential life skills alongside academic learning.</p>	<p><b>1. Creative thinking</b> - encouraging innovation, problem-solving, and adaptability. <b>2. Critical thinking</b> - developing reasoning, analysis, and evaluation skills. <b>3. Communication</b> - Enhancing the ability to express ideas effectively in different contexts <b>4. Collaboration</b> - promoting teamwork, empathy, and social interaction. <b>5. Learning to Learn</b> - Supporting self-regulation, motivation, and independent learning strategies. <b>6. Social responsibilities</b> - fostering global awareness, ethical decision making, and civil engagement.</p>	<ul style="list-style-type: none"> <li>◆ integrated life skills into teaching methodologies</li> <li>◆ encourages real-world application of knowledge</li> <li>◆ supports holistic education by preparing students for future challenges</li> </ul>
<p><b>CAMBRIDGE EMPLOYABILITY SKILLS FRAMEWORK (CESF)</b></p>	<p>A structured model designed to help learners develop essential workplace skills, aligned with real-world job market needs.</p>	<p><b>1. Collaboration and teamwork</b> - working effectively with others, respecting different opinions, and contributing to group success. <b>2. Communication</b> - expressing ideas clearly in writing and speech, adapting to different audiences. <b>3. Critical thinking and problem-solving</b> - analyzing situations, making informed decisions, and solving problems logically. <b>4. Leadership and initiative</b> - taking responsibility, motivating others, and demonstrating leadership in projects. <b>5. Self-management and resilience</b> - staying motivated, managing time effectively and overcoming setbacks, <b>6. Creativity and innovation</b> - thinking outside the box, generating new ideas, and adapting to change.</p>	<ul style="list-style-type: none"> <li>◆ helps students bridge the gap between academic learning and professional life</li> <li>◆ encourages critical thinking, leadership, and teamwork in learning environments</li> <li>◆ supports employability skills essential for career readiness</li> </ul>
<p><b>SPIRE FRAMEWORK</b></p>	<p>A structured approach to project execution and leadership development, emphasizing action, reflection, and empowerment.</p>	<p><b>1. Setup</b> - understanding fundamental concepts and frameworks <b>2. Perform</b> - applying knowledge through real-world tasks. <b>3. Inspire</b> - developing leadership, coaching, and innovation skills. <b>4. Review</b> - reflecting on experiences and learning outcomes. <b>5. Empower</b> - enabling participants to implement change and coach others.</p>	<ul style="list-style-type: none"> <li>◆ encourages structured project-based learning</li> <li>◆ helps learners develop leadership and coaching abilities</li> <li>◆ supports real-world application of skills through cycles of action and reflection</li> </ul>



# Leaders in the making

## Introduction



Co-funded by  
the European Union

## 2. Glossary of Terms used in this project

TERM	DEFINITION	KEY FEATURES
<b>LEADERSHIP</b>	Leadership is the ability to influence, guide, and inspire individuals or groups toward achieving a shared goal or vision. It involves decision-making, problem-solving, and fostering positive culture while adapting to challenges.	Vision and direction 🟢 Effective communication 🟢 Decision-making and problem-solving 🟢 Motivation and empowerment 🟢 Adaptability and resilience
<b>LEADERSHIP SKILLS IN EDUCATION</b>	Leadership skills in education refer to the abilities and qualities that educators, school leaders, and administrators use to guide, inspire, and support students and staff in achieving academic and personal success.	<ul style="list-style-type: none"> <li>🟢 Instructional leadership - improving teaching and learning methods</li> <li>🟢 Emotional intelligence - fostering positive relationships</li> <li>🟢 Collaboration- working together with teachers, parents and the community</li> <li>🟢 Decision-making - making informed choices for school improvement</li> <li>🟢 Mentorship - guiding students and staff towards growth</li> </ul>
<b>ENTREPRENEURIAL SKILLS</b>	Entrepreneurial skills are the abilities and mindset needed to identify opportunities, take initiative, and innovate in creating and managing projects, businesses, or ventures.	<ul style="list-style-type: none"> <li>🟢 Creativity and innovation - thinking outside the box</li> <li>🟢 Problem-solving - overcoming obstacles</li> <li>🟢 Risk-taking and resilience - handling uncertainty</li> <li>🟢 Communication and networking - building connections</li> <li>🟢 Adaptability - responding to market changes</li> </ul>
<b>LIFE SKILLS</b>	Life skills are the essential abilities that enable individuals to navigate daily challenges, build relationships, and achieve personal and professional success. These skills support independent thinking, adaptability, well-being.	<ul style="list-style-type: none"> <li>🟢 Critical thinking and decision-making - analyzing situations and making informed choices</li> <li>🟢 Emotional intelligence - understanding and managing emotions</li> <li>🟢 Communication and interpersonal skills - building relationships</li> <li>🟢 Time management and organization - prioritizing tasks efficiently</li> <li>🟢 Resilience and adaptability - handling setbacks and changes</li> </ul>
<b>COACHING SKILLS</b>	Coaching skills involve guiding, supporting, and empowering individuals to achieve their potential through active listening, questioning, and constructive feedback.	<ul style="list-style-type: none"> <li>🟢 Active listening - understanding others deeply</li> <li>🟢 Questioning techniques - prompting reflection and growth</li> <li>🟢 Goal-setting - helping individually define and achieve objectives</li> <li>🟢 Constructive feedback - offering supportive, actionable advice</li> <li>🟢 Emotional intelligence - fostering trust and motivation</li> </ul>



### 3.Challenges young adults face and how to overcome them

CHALLENGE	WHY IT HAPPENS	HOW THE FRAMEWORKS ADDRESS IT
<b>LACK OF EXPERIENCE &amp; CONFIDENCE</b>	Young adults may lack prior leadership or coaching experience, making them unsure of how to guide others effectively.	<p><b>SPIRE – Empower Stage:</b> Provides structured coaching opportunities, encouraging self-confidence through guided leadership roles.</p> <p><b>CESF – Leadership &amp; Initiative:</b> Helps young adults gradually develop decision-making in peer support situations.</p>
<b>LIMITED COMMUNICATION &amp; ACTIVE LISTENING SKILLS</b>	Coaching requires asking questions, listening actively, and facilitating rather than instructing. Young adults may default to giving orders instead.	<p><b>CLCF – Communication:</b> Focuses on active listening, questioning techniques, and clear articulation.</p> <p><b>SPIRE – Perform Stage:</b> Encourages practice-based coaching through real-world, team-based projects.</p>
<b>FEAR OF CONFLICT OR BEING MISUNDERSTOOD</b>	Young adults may worry that offering feedback will be taken negatively, especially among peers.	<p><b>CESF – Interpersonal Skills:</b> Develops conflict resolution and strategies for giving constructive feedback.</p> <p><b>SPIRE – Review Stage:</b> Provides space for reflecting on coaching interactions and learning from mistakes.</p>
<b>DIFFICULTY IN ADAPTING TO DIFFERENT LEARNING STYLES</b>	Coaching requires understanding how others learn best and adapting approaches accordingly.	<p><b>CLCF – Learning to Learn:</b> Encourages understanding different learning approaches so young adults can adjust their coaching methods.</p> <p><b>SPIRE – Inspire Stage:</b> Encourages peer motivation and adaptive strategies in coaching.</p>
<b>LACK OF STRUCTURED COACHING TECHNIQUES</b>	Without training, young adults may struggle with goal-setting, questioning, and structured feedback methods.	<p><b>SPIRE – Setup &amp; Review Stages:</b> Teaches young adults about goal-setting, structured feedback, and reflection methods.</p> <p><b>CESF – Self-Management &amp; Problem-Solving:</b> Helps break down coaching into manageable steps using structured models like GROW.</p> <p><b>Goal</b> – What does the colleague want to achieve?</p> <p><b>Reality</b> – What is the current situation?</p> <p><b>Options</b> – What solutions can they explore?</p> <p><b>Way Forward</b> – What action will they take?</p>