

SDG8 Passion to Purpose

MM2: Fashion Leadership for the 21st Century



MM2: Fashion Leadership for the 21st Century

Programme Phase 1: Research and Development

L2: What Makes an Effective Leader?

Subject Areas: CSPE Climate Action and Sustainability English SPHE

Lesson Title and Summary:

What Makes an Effective Leader?

Leadership for the 21st century is changing and the skills and qualities required are varied and interconnected. For humanity and all life to thrive leaders need communication, motivation, vision, modelling, demonstrating empathy, confidence, persistence, and integrity.

This lesson explores what traits and values make an effective leader.

Vocabulary: Integrity, Leadership, Positive Mindset, Traits, Transferable Skills, Values

In this lesson, the learner will:

- begin to understand the importance of teamwork as part of being a leader
- ideate skills and qualities of an effective leader
- define and explore possible core transferable skills (problem solving, creativity, growth mindset, listening and speaking (communication) resilience, adaptability, teamwork, values, vision)
- identify where these skills could be transferred to - school, college, work and community

Materials

- Worksheet: Inspirational Leader
- Support Sheet: Teacher's Notes
- Felt pens/markers
- Ball of string
- Paper
- Post It Notes

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



17 PARTNERSHIPS
FOR THE GOALS



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Activity Instructions

Activity 1 Pulling in Different Directions (20 mins)

1. Divide the class into groups of five and tell the group to discuss and agree upon one word they think best represents leadership. Give each group a felt pen/marker pen, four strings and a piece of paper and ask learners to tie the four strings to the pen with roughly equal lengths spare then tell teams that one person in each group will not hold the string and therefore will be the designated leader.

2. Instruct teams that they must work together to manoeuvre the pen to write out the word they agreed upon. The designated leader should support the group in doing this without touching the pen themselves.

3. Ask learners to discuss:

What did you find challenging about the exercise and why?

How did having a leader help?

What might have been harder without a leader?

Activity 2 Inspirational Leaders (30 mins)

1. Ask learners 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. Write responses on the board.

2. In groups of 2-3, using Worksheet: Inspirational Leader, complete the discussion on leaders' quotes. Share ideas as a whole group and briefly come up with a whole class definition for 'skill' and 'trait'. Share some examples.

3. Ask learners to ideate what they think the character traits and core skills of a leader are and show in in a mindmap on their worksheets. Then to finish, ask learners; How would any of the skills or traits brainstormed have helped with Activity 1?

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Use Post-its or a mentimeter survey - www.mentimeter.com - to gather reflections

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EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, Complete activities 2 and 3 only

Extension: For a longer class:

1. Divide class into six groups for a hive mind discussion. Explain that leadership skills are transferable across all aspects of life including school, college, work and community. Give each group a value card and a skill card and pack of PostIt notes.
2. Instruct learners to ideate individually on one Post It note (one per card with three categories on each Post It. eg. Traits card = Post It: school, college and work contexts, Skills card = Post It: school, college and work contexts) how each skill and each trait can be applied to a school, college and work context and place their ideas around the appropriate card (trait or skill). On completion there should be responses around each card relating to three categories.
3. Ask learners to share their knowledge and ideas they wrote on their Post It notes and collectively decide on one answer per category for the skill and trait they were given.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

VIDEO The Nesser Show | Ep 2 | Mamobo "I'm living the purpose that I have in society"
[52:02min]

<https://humanityinaction.org/person/mamobo-ogoro/>

ARTICLE 10 Most Important Leadership Skills For The 21st Century Workplace (And How To Develop Them), Bernard Marr

<https://www.forbes.com/sites/bernardmarr/2022/07/26/10-most-important-leadership-skills-for-the-21st-century-workplace-and-how-to-develop-them/>

Earth Charter Stories Collection: The Sufi and the Sultan

<https://theearthstoriescollection.org/en/the-sufi-and-the-sultan/>

The Earth Charter

<https://earthcharter.org/education-sustainable-development/>

The Earth Charter Resources

<https://earthcharter.org/resources/>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Earth Charter Stories Collection (See Media Box). Invite learners to read The Sufi and the Sultan and share their understanding of how this story relates to how leaders can strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice either as an essay or class discussion.



TEACHER'S NOTES

Activity 1 Pulling in Different Directions

Activity instructions

1. Divide the class into groups of five.
2. Tell the group to discuss and agree upon one word they think best represents leadership.
3. Give each group a felt tip/marker pen, four strings and a piece of paper.
4. Ask learners to tie the four strings to the pen with roughly equal lengths spare.
5. Tell teams that one person in each group will not hold string and therefore will be the designated leader.
6. Instruct teams that they must work together to manoeuvre the pen to write out the word they agreed upon. The designated leader should support the group in doing this without touching the pen themselves.

Activity 2 Inspirational Leaders

Possible Answers

- Qualities: Ideally learners will identify being a leader means having the need for: communication, motivation, values, vision, modelling, demonstrating empathy, confidence, persistence, and integrity
- Skills: problem solving, creativity, growth mindset, listening and speaking (communication) resilience, adaptability, teamwork, vision

Activity 3 Transferable Skills and qualities

Note: The Hive Mind refers to the collective knowledge, resources, and ability of a group. See task cards on next page. These will need to be copied and cut before class.

Task approach example:



**TRAIT:
INTEGRITY**

**SKILL:
PROBLEM
SOLVING**

**TRAIT:
HUMILITY**

**SKILL:
CREATIVITY**

**TRAIT:
EMPATHY**

**SKILL:
TEAMWORK**

**TRAIT:
COMMUNICATION**

**SKILL:
COMMUNICATION**

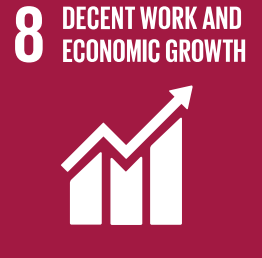
**TRAIT:
ETHICAL**

**SKILL:
RESILIENCE**

**TRAIT:
ACCOUNTABLE**

**SKILL:
VISION**

MM2 L2 WS: INSPIRATIONAL LEADERS



LEADER'S QUOTES

Below are three quotes from some people who have been identified as being leaders:

- Discuss each quote and share whether you agree or disagree with their views and what you think they mean.
- Explain your point of view.

“I just got really fed up; it’s about show not tell.”

Katharine Hamnett

“I hope that what I can do is be a part of the solution to think about how we can radically shift the way we source things.”

Claire Bergkamp



“ If 80 per cent of garment workers are women, and 98 per cent of them are being exploited, how can you not tell me that that’s a women’s issue?”

Josephine Phillips

LEADERSHIP TRAITS

Ideate what the skills and character traits of a leader are. Put an "S" with the skill and a "T" with the trait. One example has been suggested for you. See below. Note: ideate means to think of an idea or ideas: It is a great forum, where you can discuss, debate, form ideas and develop fresh new perspectives.

