

Leadership in Digital Sports (Esports)

Leadership in digital sports enables students to develop their qualities as a leader by engaging in structured challenges focused on the world of esports. Through practical activities, collaborative planning, supervised leading and critical reflection, students build the confidence, responsibility and interpersonal awareness needed to lead others effectively in both digital and real-world settings.

Course structure

Learning is structured into a series of challenges, which each guide students through six phases, moving from identifying a leadership problem to planning, developing and presenting a solution. This process has been designed to mirror real-world professional practice and encourage inquiry, collaboration and critical thinking. Tutors act as facilitators, supporting students through the set tasks while guiding their acquisition of leadership behaviours, their application of structured frameworks and their evaluation of impact.

Skills gained

Esports Leadership helps learners acquire a powerful blend of academic, practical and interpersonal skills. As well as being able to articulate what leadership is, they will apply this theory in practical contexts and evaluate outcomes using structured methods. They will learn how to communicate with purpose, organise people and resources, make decisions under pressure, and reflect on how leadership influences both performance and experience. Students will receive certification recognising their achievement across leadership Challenges aligned with the Leadership Skills Foundation Level 2 Qualification in Leadership Skills.



- Students strengthen **communication** by giving instructions, leading discussions, listening actively, and presenting ideas and reflections with increasing clarity and confidence.
- **Organisation and problem-solving** skills are developed through structured planning, preparation of resources, risk awareness, time management, and real-time decision-making during practical leadership tasks.
- **Collaboration, adaptability, and confidence** grow through teamwork, shared responsibility, negotiation, and the experience of taking on meaningful leadership roles.
- **Self-awareness** and **reflective thinking** are encouraged through self-evaluation of leadership performance, consideration of peer and tutor feedback, and analysis of the impact of decisions on participants and outcomes.
- Students develop an **understanding of safe, inclusive and responsible leadership in digital environments**, including how to support positive participation, respectful behaviour and appropriate conduct.
- Learners begin to **connect leadership** practice in esports to wider **pathways in education**, events, sport, media, business and digital industries, recognising the value of transferable skills beyond the programme itself.

Key learning objectives

- Gain insight into what effective leadership looks like in esports and beyond.
- Examine leadership roles and responsibilities in digital sports settings, including how leaders support participation, organisation, communication and team culture.
- Analyse and understand the five essential leadership skills: communication, organisation, teamwork, problem solving and self-belief.
- Apply structured planning frameworks to the design of safe, purposeful and inclusive esports activities.
- Plan, lead and review supervised esports activities, adapting to participant needs, changing circumstances and practical constraints.
- Reflect critically on personal strengths and areas for development, using feedback and evaluation to improve future leadership practice.
- Recognise how leadership skills developed through esports can transfer into education, employment and wider areas of life.

Example challenge

This Challenge focuses on planning, leading and evaluating a purposeful esports activity. Students apply leadership theory to practice, take responsibility for leading others, and reflect critically on the impact of their decisions. Through the process, they develop the confidence and judgement required to lead in a way that is safe, organised, inclusive and responsive to others.

PHASE	ACTIVITY	SKILLS DEVELOPMENT
<p>PHASE 1</p> <p>Foundation and orientation</p>	<p>Students explore what leadership means in esports contexts, including roles, responsibilities, and expectations for safe and inclusive participation.</p>	<p>Leadership knowledge:</p> <ul style="list-style-type: none"> Understanding leadership roles, responsibilities, and expectations in esports contexts. <p>Reading & Analysis:</p> <ul style="list-style-type: none"> Interpreting leadership scenarios and identifying effective and ineffective behaviours. <p>Hard Skills</p> <ul style="list-style-type: none"> Understanding leadership terminology, qualification expectations, and success criteria. <p>Soft Skills</p> <ul style="list-style-type: none"> Building confidence, communication skills, self-awareness, and an appreciation of safe and inclusive leadership.
<p>PHASE 2</p> <p>Exploration and practice</p>	<p>Students analyse leadership skills and planning tools, examining examples of effective esports leadership and activity planning.</p>	<p>Leadership knowledge:</p> <ul style="list-style-type: none"> Becoming familiar with the five essential leadership skills. <p>Planning & Organisation:</p> <ul style="list-style-type: none"> Learning how to structure activities. <p>Hard Skills</p> <ul style="list-style-type: none"> Analysing planning frameworks. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing skills in collaboration and critical thinking.
<p>PHASE 3</p> <p>Application and collaboration</p>	<p>Students work collaboratively to design an esports activity plan, negotiating roles and responding to planning challenges.</p>	<p>Leadership practice:</p> <ul style="list-style-type: none"> Gaining experience of shared decision-making. <p>Communication:</p> <ul style="list-style-type: none"> Explaining ideas and listening actively. <p>Hard Skills:</p> <ul style="list-style-type: none"> Drafting structured plans. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing teamwork, adaptability and negotiation skills.
<p>PHASE 4</p> <p>Independence and mastery</p>	<p>Students independently finalise plans and lead a supervised esports activity, adapting their approach in real time.</p>	<p>Leadership practice:</p> <ul style="list-style-type: none"> Developing autonomous leadership skills. <p>Communication:</p> <ul style="list-style-type: none"> Providing clear instruction. <p>Hard Skills:</p> <ul style="list-style-type: none"> Session management, participant support, adaptability, and safety awareness in live supervised activity. <p>Soft Skills:</p> <ul style="list-style-type: none"> Developing resilience, accountability and confidence.
<p>PHASE 5</p> <p>Consolidation and presentation</p>	<p>Students evaluate the success of their activity and synthesise feedback to identify strengths and areas for development.</p>	<p>Evaluation skills:</p> <ul style="list-style-type: none"> Reviewing outcomes. <p>Critical thinking:</p> <ul style="list-style-type: none"> Analysing effectiveness. <p>Hard Skills:</p> <ul style="list-style-type: none"> Utilising evaluation tools and methods. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing reflective thinking and openness to feedback.
<p>PHASE 6</p> <p>Evaluation and reflection</p>	<p>Students present reflections and submit evidence demonstrating how they have met leadership criteria across the Challenge.</p>	<p>Communication:</p> <ul style="list-style-type: none"> Articulating learning clearly through structured presentation or reflection. <p>Evidence literacy:</p> <ul style="list-style-type: none"> Selecting and organising appropriate evidence to demonstrate achievement across the Challenge. <p>Hard Skills:</p> <ul style="list-style-type: none"> Applying structured approaches to reflection, review and submission. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing self-awareness, ownership of progress and professional reflection.