

COURSES FOR AFRICA'S NEXT GENERATION

Practical life skills and leadership courses.

For African students, professionals and leaders.

The Greatness Project offers practical life skills and leadership courses for African students, professionals and leaders. Participants practise handling pressure, making sound decisions and taking on new responsibilities.



Conceptual programme artwork. Not a photograph of course participation.

Choose a course for your next stage: school leadership, life after school, university, starting work, running a business or senior leadership. Schools and organisations can arrange courses for their people.

Learn through realistic situations, discussion, private reflection and practice.

Find the right course or arrange one for your people.

Email tapiwa@nojobsjustwork.com or WhatsApp +263 772 315 121.

thegreatnessproject.quest/enquire

WHY THESE COURSES EXIST

Prepare for the pressure that comes with responsibility.

Academic and technical knowledge matter. People also need the skills to use them well under pressure.

A qualification can open a door. A title can confer authority. Neither automatically prepares someone to face ethical pressure, use freedom well, recover after failure or carry responsibility without losing their humanity. The Greatness Project helps people practise these skills before and during major transitions.

What we mean by Mental Wealth

Mental Wealth means the capacity to think clearly, act wisely and keep contributing when life demands more. It grows through habits, trusted relationships, ethical judgement and the ability to seek support. Resilience is not endless endurance: the conditions people work and live in matter.

Why reflection is part of the course

Pamumvuri draws on the Shona idea of “under the shade”: a place for rest, reflection, reconnection and wisdom. Preparation is not a retreat from ambition. It creates the inner capacity to carry ambition responsibly.

Skills covered across the courses

Identity and purpose. Know the values and responsibilities behind the ambition.

Attention, energy and recovery. Notice pressure early and build a rhythm that can last.

Ethical judgement. Examine choices, consequences and the courage to act.

Relationships and communication. Listen, challenge respectfully and seek appropriate support.

Responsibility and service. Use influence for contribution, with clear boundaries.

Reflection and continuity. Learn from experience and carry useful wisdom forward.

FIND YOUR COURSE

Who is the course for?

Choose the group that matches the participant's current stage. These are separate short courses, not compulsory steps in a degree.

Students learning to lead

Leadership Foundations - Teamwork, confidence and responsible choices.

Selected or appointed prefects

Prefects - Fair authority, difficult conversations and peer pressure.

School staff supporting student leaders

Staff Champions - Staff training to support the school programmes.

School-leavers choosing their next step

Pathfinders - Direction, decision-making and a practical next-step plan.

University and college students

Trailblazers - Study pressure, integrity and preparation for adult life.

Graduates, interns and articulated professionals

Emerging Professionals - Workplace judgement, ethical courage and sustainable habits.

Founders and business owners

Builders of Enterprise - Founder resilience, ethical decisions and sustainable leadership.

Executives and board members

Leaders in Industry - Senior leadership judgement, peer discussion and responsibility.

For schools arranging several courses

Schools can combine training for students before selection, appointed prefects and the staff who support them. The school controls selection, safeguarding, the calendar and agreed delivery responsibilities.

Individuals and families can ask about a suitable course. Organisations, professional and industry bodies, and sponsors can arrange a group. For under-18s, a school or guardian coordinates the enquiry.

LEADERSHIP FOUNDATIONS • COURSE OVERVIEW

Leadership skills for school students

Learn to take responsibility before becoming a prefect.

A practical course for school students who have not yet been selected as prefects. They learn to take initiative, work with others and make responsible choices under peer pressure.

Who it is for

School-defined earlier-form groups. Development remains separate from prefect nomination, selection and appointment.

What participants learn

01 Know your values. Separate personal values from the need for approval. Explore contribution beyond popularity and recognition.

02 Take initiative. Notice what needs doing, begin responsibly and recognise the limits of your role.

03 Handle criticism and mistakes. Recognise reactions to embarrassment, criticism and visibility. Make room between the feeling and the response.

04 Speak up about concerns. Test conformity, ask useful questions and consider who bears the consequences.

05 Work well in a team. Share responsibility, keep commitments and serve without requiring credit.

06 Learn from experience. Learn from failure without making blame or shame the final answer.

Skills the course is designed to build

Taking initiative responsibly, working well with others and learning from mistakes.

Practical outputs: A private workbook for reflecting on difficult situations. A personal contribution commitment for a club, team or school setting.

Participation creates no right to prefect nomination or appointment. Completion does not certify readiness. Private workbooks and disclosures cannot be used to rank or select students.

Read the full course brief or ask about booking

Email tapiwa@nojobsjustwork.com or WhatsApp +263 772 315 121.

thegreatnessproject.quest/programmes/leadership-foundations

PREFECTS · COURSE OVERVIEW

Leadership training for prefects

Learn to lead other students fairly and confidently.

A practical leadership course for students selected or appointed as prefects. They practise applying rules fairly, handling difficult conversations and knowing when to involve an adult.

Who it is for

Formally selected or appointed prefects, preparing to assume duties or already serving. Schools commission and govern the cohort.

What participants learn

01 Know your responsibilities. Anchor leadership in values and service. Distinguish the person from the badge and the role from popularity.

02 Apply rules fairly. Connect students and school authority through trust. Use influence without humiliation, favouritism or coercion.

03 Stay calm under pressure. Practise Pause-Name-Choose. Recognise pressure, regulate reactions and recover perspective after criticism.

04 Have difficult conversations. Listen, speak clearly and act fairly when gossip, harmful conduct or peer pressure tests your principles.

05 Know when to involve staff. Understand the limits of student authority and when a concern must reach an adult.

06 Plan your work and handover. Sustain effort alongside study and rest. Turn the role into a useful contribution and handover.

Skills the course is designed to build

Applying rules fairly, speaking with confidence and using authority without humiliating others.

Practical outputs: A written statement of values and leadership goals. A private reflection workbook and a pause-and-decide practice.

This complements school discipline, pastoral care and safeguarding. It replaces none of them. Earlier-form students before selection belong in Leadership Foundations.

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thegreatnessproject.quest/programmes/prefects

STAFF CHAMPIONS · COURSE OVERVIEW

Train school staff to support student leaders

Help student leaders put their learning into practice.

A course for school-appointed staff who support student leadership training. They learn to guide discussions, protect private reflection and keep the programme working between external sessions.

Who it is for

School-appointed teachers, pastoral or safeguarding staff, chaplains, house staff and authorised adults. Workload, remit and supervision are agreed.

What participants learn

01 Understand the student courses. Understand the course activities and the different needs of students not yet appointed as prefects and appointed prefects.

02 Guide group discussions. Hold productive disagreement, allow silence and invite reasoning without requiring personal disclosure.

03 Follow safeguarding procedures. Connect trust to institutional duty. Maintain the limits between formation, pastoral care and counselling.

04 Support private reflection. Support private workbook practice while protecting ownership and privacy.

05 Plan delivery and staff time. Agree roles, workload, supervision and a realistic calendar.

06 Develop skills and support future groups. Use assisted practice and feedback to strengthen delivery beyond one intake.

Skills the course is designed to build

Supporting student practice, running agreed activities consistently and helping future groups.

Practical outputs: A guided workshop and private reflection tools. An agreed school delivery plan and school-approved dialogue practice.

Stewardship contains a pathway for specified components, subject to observed competence and approved institutional quality controls. Ignition and Formation do not award final certification. This is not academic accreditation or unrestricted facilitator licensing.

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thegreatnessproject.quest/programmes/staff-champions

PATHFINDERS • COURSE OVERVIEW

Life skills for the next step after school

Prepare for the choices and independence after school.

A life skills course for school-leavers and young adults choosing their next direction. They learn to weigh options, manage new independence and make a practical plan for university or another next step.

Who it is for

School-leavers and young adults at life or career crossroads. Age range and context are agreed. A school or guardian coordinates under-18 enquiries.

What participants learn

01 Know what matters to you. Examine values, inherited success stories and the expectations shaping your choices.

02 Manage new independence. Prepare for autonomy when familiar routines and supervision fall away.

03 Protect your values. Recognise attractive opportunities that ask you to abandon a value. Consider longer consequences.

04 Choose a direction. Connect strengths, contribution and opportunity without requiring a perfect lifelong answer.

05 Respond to fear and setbacks. Recognise pressure and disappointment without making them your whole identity.

06 Plan for money and relationships. Consider financial expectations, comparison, family obligations and boundaries.

Skills the course is designed to build

Choosing a direction with more thought and taking responsibility for the next step.

Practical outputs: A private reflection workbook and decision framework. A values-and-direction commitment.

A practical short course that complements careers advice. No promise of placement or a predetermined life path.

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thegreatnessproject.quest/programmes/pathfinders

TRAILBLAZERS • COURSE OVERVIEW

Life skills and leadership for university students

Handle university life, independence and student leadership.

A life skills and leadership course for university and college students, including student leaders. It helps them manage independence, respond to setbacks and make responsible decisions as they prepare for work.

Who it is for

Tertiary students primarily in education, including campus leaders. Employed trainees and articulated professionals belong in Emerging Professionals.

What participants learn

01 Build confidence beyond grades. Separate worth and purpose from results, comparison and borrowed definitions of success.

02 Manage time and independence. Build routines that support study, relationships and responsible independence.

03 Resist dishonest shortcuts. Recognise shortcuts and practise courage when peers normalise them.

04 Handle comparison and social pressure. Explore heritage and competing perspectives while maintaining independent judgement.

05 Respond to failure and uncertainty. Seek support, learn from disappointment and act without perfect information.

06 Prepare for life beyond campus. Connect learning to service, peer leadership and grounded professional identity.

Skills the course is designed to build

Making responsible choices, handling setbacks and preparing for adult responsibilities.

Practical outputs: A private reflection workbook linking experience, choices and learning. A values and contribution statement.

This is not counselling, academic remediation, career placement or professional readiness certification. Employed trainees and interns belong in Emerging Professionals. Private reflection stays outside academic, disciplinary and recruitment records.

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thegreatnessproject.quest/programmes/trailblazers

EMERGING PROFESSIONALS • COURSE OVERVIEW

Life skills for graduates and new professionals

Handle the pressure and responsibilities of starting work.

A practical course for graduate trainees, interns and professionals completing articles, pupillage or similar training. It helps them handle workplace pressure, speak up about concerns and make sound decisions early in their careers.

Who it is for

Early-career employees, graduate trainees, interns and formal professional pipelines, including accounting articles, legal pupillage and engineering training. Defined by career context, not a blanket age limit.

What participants learn

01 Build your professional identity. Move from student achievement to service, accountability and professional standards.

02 Make decisions under workplace pressure. Separate facts, fear and assumptions when demands compete and power structures are unfamiliar.

03 Respond to ethical dilemmas. Name tension, recognise conflicts and use appropriate advice and escalation routes.

04 Handle criticism and pressure to prove yourself. Respond to criticism and competence anxiety while sustaining realistic working practices.

05 Have difficult conversations and set boundaries. Handle disagreement, build support and set proportionate boundaries.

06 Take responsibility within your role. Move beyond quiet compliance into responsible action within your role.

Skills the course is designed to build

Speaking up about concerns, taking responsibility within your role and responding constructively to mistakes.

Practical outputs: A private professional reflection workbook (Red Sea Journal). Language for ethical tension and appropriate support.

This is a life skills course, not technical training, coaching, performance management, therapy or a readiness credential. Employers and sponsors do not inspect private workbooks or reports identifying who said what in discussions. CPD credit is not assumed.

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thegreatnessproject.quest/programmes/emerging-professionals

BUILDERS OF ENTERPRISE • COURSE OVERVIEW

Leadership skills for founders and business owners

Make better decisions under the pressure of running a business.

A practical leadership course for founders, business owners and enterprise leaders. It helps them manage pressure, protect ethical standards and build working habits and relationships that can support the business over time.

Who it is for

Founders, SME leaders and owner-managers carrying enterprise decisions. Associations, funders and enterprise-development partners may commission aligned groups.

What participants learn

01 Know what drives your business. Connect the business to values and the value it should create for others.

02 Manage pressure and isolation. Recognise reactive patterns, isolation and depleted attention. Build habits and support that sustain leadership.

03 Manage your energy and delegate. Examine how energy, delegation and attention affect decisions and relationships.

04 Make ethical commercial decisions. Make financial and moral trade-offs explicit before shortcuts become habits.

05 Handle conflict and feedback. Distinguish wounded pride from a values or accountability problem. Clarify expectations.

06 Build a business that supports people. Consider what the business replenishes or depletes in people, trust and its environment.

Skills the course is designed to build

Making considered decisions, keeping ethical standards and building sustainable working habits.

Practical outputs: A Founder's Charter. A private reflection workbook and personal leadership routine.

The course complements business support. It is not an accelerator, an investment guarantee or a clinical service.

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thegreatnessproject.quest/programmes/builders-of-enterprise

LEADERS IN INDUSTRY · COURSE OVERVIEW

Decision-making skills for senior leaders

Make sound decisions when other people carry the consequences.

A course for senior executives, board members, regulators and industry leaders. Through confidential peer discussion and practical scenarios, they examine difficult decisions, challenge assumptions and consider the people affected.

Who it is for

CEOs, senior executives, board leaders, regulators and industry-body leaders. Selective peer, sector and bespoke institutional cohorts are scoped for confidentiality and conflicts.

What participants learn

01 Examine your assumptions and information. Examine assumptions, uncertainty and the quality of information reaching senior decision-makers.

02 Act with integrity when duties compete. Distinguish principled action from recklessness and pragmatism from compromise.

03 Recognise how pressure shapes your leadership. Recognise how pressure influences leadership posture and culture.

04 Use confidential peer challenge. Use a confidential peer discussion with agreed rules to challenge isolation and test reasoning.

05 Respond to failure responsibly. Learn from strategic failure without making defensiveness the institution's default.

06 Consider your long-term impact. Consider how decisions outlive tenure and shape succession and trust.

Skills the course is designed to build

Testing assumptions, making responsible decisions and responding to failure with accountability.

Practical outputs: A private reflection workbook for senior leadership decisions. A repeatable approach to assumptions, trade-offs and consequences.

No organisational reporting of course discussions or private reflections is provided. Administrative scope is agreed separately. Confidentiality remains subject to lawful and professional duties. This is not board evaluation or governance certification.

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thegreatnessproject.quest/programmes/leaders-in-industry

HOW THE COURSES WORK

Discuss it. Practise it. Use it in everyday life.

The courses use guided workshops, private reflection, group discussion and supported practice.

Guided workshop (Leadership Lab)

Participants examine realistic situations, discuss possible responses and rehearse what they could say or do. They leave with actions to practise.

Private reflection workbook (Red Sea Journal)

Participants think through difficult choices, pressures and responsibilities in their own workbook. They control their entries and do not have to share personal experiences.

Guided group discussions (Crossroads Dialogues)

Participants ask questions, consider other perspectives and test their thinking together. Agreed confidentiality and safeguarding rules protect the discussion.

Practice between sessions

Participants try their commitments in everyday life. The selected option sets the follow-up period, check-ins, discussions and review.

Useful lessons for future groups

Where included, participants can voluntarily share non-sensitive lessons. These can help the next group without collecting private workbook entries.

Practise responding to difficult moments

A difficult choice or major transition can test your values and judgement. We call this a Red Sea Moment. Participants learn to recognise the situation, prepare a response, act within their responsibilities and reflect on what happened. Not every crisis can be predicted; the aim is a better response.

A typical learning cycle

Examine a situation. Discuss your options. Rehearse a response. Reflect privately. Choose an action to practise.

Participants can try a public sample exercise before enquiring. The Red Sea reflection starter, Founder's Charter, professional judgement scenarios and executive stewardship reflection are available at thegreatnessproject.quest/resources.

CHOOSE YOUR LEVEL OF SUPPORT

A workshop, or support over 90 or 180 days.

Choose the option that matches the group's needs and the time available for practice.

Workshop and next steps - Ignition

A guided workshop uses practical dilemmas and a private reflection workbook to help participants plan their next actions. Workshop length is agreed before booking.

Workshop + 90-day practice - Formation

The workshop is followed by 90 days of practice, guided group discussions, scheduled check-ins and a basic review. Participants apply what they learn in their everyday responsibilities.

Workshop + 180-day support - Stewardship

The workshop is followed by 180 days of deeper practice and agreed support. This can include reviewing progress, helping the organisation use the programme and preparing future groups. The exact scope depends on the course; certification is not automatic.

How progress is reviewed

Before delivery, agree what will be reviewed: attendance, completed activities, actions put into practice and non-sensitive feedback about the course. Changes in behaviour or organisational results are not automatically proof that the course caused them.

What remains private

Private workbook entries and personal disclosures are not assessment files, recruitment evidence, HR records or sponsor reports. Sharing lessons is separate, voluntary and non-sensitive. Senior-leader discussions are not reported to organisations. Confidentiality remains subject to lawful, professional and safeguarding duties.

Printed materials are available. Digital support is optional and, in schools, remains school-controlled. Hours, check-ins, group size and everything included are confirmed in the proposal.

HOW TO BOOK

Tell us who you are preparing and for what.

We agree the right course, support and delivery plan with you before booking.

01 Tell us who the course is for

Describe the participants, their next responsibilities and the pressures they need help handling.

02 Agree the course and responsibilities

Confirm who will attend, who is arranging it, the support available, safeguarding where relevant, confidentiality and practical requirements.

03 Choose the support and dates

Choose a workshop, 90-day practice or 180-day support. The proposal confirms the format, dates, facilitators, hours, price and resources.

04 Take part and practise

Prepare participants for the course. Make time for practice between sessions and review the actions agreed.

05 Keep using what was learned

Protect private reflection while sharing useful lessons voluntarily. Any support for future groups is agreed as part of the booking.

For individuals and families

Tell us your current stage and ask about a suitable course. An enquiry does not guarantee a place or a scheduled intake. A school or guardian coordinates enquiries for under-18 participants.

For organisations and sponsors

Schools, universities, employers, professional and industry bodies, business networks and families can arrange or fund a group. Sponsorship provides course access and agreed delivery; private participant reflections remain private.

Ask about a course

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These are practical short courses, not degrees, accredited university programmes or clinical services. They supplement professional training. Any credit or certification arrangement must be expressly confirmed.