



Falkirk Council

Mentors in Violence Prevention



Leadership Award

Name:

Mentors in Violence Prevention

The Mentors in Violence Prevention Programme (MVP) developed in the 1990's by American Educationalist Dr Jackson Katz utilises a creative bystander approach to prevent all forms of bullying and gender based violence. Males and females are not looked at as potential victims or perpetrators but as empowered and active bystanders with the ability to support and challenge peers. Within the MVP Programme a by-stander is defined as a friend, class-mate, team-mate, colleague or relative. In other words, it is someone they know.

Friendships are an important discussion point within any MVP scenario. When does something become your business? Do I have a responsibility to help or even challenge a friend? Discussing these questions will help guide young people and support a trusting school environment building strong relationships and in turn supporting successful learning.

The key training tool within the MVP Programme is the 'MVP playbook'. The playbook supports the discussion based teaching approach within the MVP Programme offering a consistent approach to delivery of all MVP sessions. The 'playbook' offers excellent opportunities to discuss issues such as:

- Dating Abuse
- Harassment
- Bullying
- Sexting
- Control
- Alcohol and consent

The aims of the MVP Programme are simple and straightforward. All centre upon the behaviours that are acted out within all playbook scenarios.

They are:

1. To raise awareness
2. To challenge attitudes
3. To open dialogue
4. To inspire leadership

The MVP Programme isn't a programme that teaches boys and girls not to bully or abuse, it is a leadership programme and provides an excellent opportunity to develop leadership skills amongst young people.

Name: _____

What are the 8 Wellbeing indicators (often referred to as SHANARRI)?

- | | |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |

What should you do if you hear or see something that concerns you?

DO:

DON'T:

Who are the people that you can talk to?

Remember, your role is very simple. What is it?

Leadership: An Introduction

LEADERSHIP
IS ABOUT MAKING OTHERS
BETTER AS A
RESULT OF YOUR PRESENCE
AND MAKING **SURE**
THAT IMPACT LASTS IN YOUR
ABSENCE.

Folio checklist

The checklist below will help you gather all the information you need for your portfolio.

I have gathered the following evidence into my folio.	Tick (✓)
A table showing that I used at least three sources of information to find out about leadership styles.	
A report on leadership.	
Conclusions on what makes an effective leader.	
A self-evaluation of my own skills, qualities and experience in relation to leadership.	

Gathering information (Task 1)

Use the space below to gather information on leadership considering styles, skills, qualities and values from a variety of sources (you should use at least **four**). Use additional paper if necessary.

Possible sources include; internet websites, business journals, textbooks, DVDs, people, newspapers/magazines, and television.

<u>Internet Websites</u>	<u>Business Journals</u>
<u>Textbooks</u>	<u>DVDs</u>
<u>Newspapers and Magazines</u>	<u>People</u>
<u>Television</u>	<u>Other (please specify)</u>

Report on leadership

You can produce one piece of work for the tasks described below.

For **Task 1** you will need to report on what you have found out about leadership. You will need to adapt and interpret the information you have researched for use in your report.

Task 2 asks you to reach conclusions on the skills and qualities that you think make an effective leader. You must provide an explanation to support your conclusions. To do this you will need to identify real life examples of at least two effective leaders and compare the different ways in which they provide effective leadership.

You can choose to present your report in a variety of ways.

Tick (✓) the style of presentation you have chosen to use.

The following headings may help you to produce your report.

Written report		Video	
Presentation/talk		Podcast	
Electronic presentation		Other	

Leadership principles, styles, skills and qualities

Comparing different leaders

Conclusions – what skills and qualities can be found in effective leaders?

Evaluation – SWOT analysis

This template uses an evaluation technique called SWOT analysis. This technique asks you to think in detail about what you think of your skills, qualities and experience. Once you have filled it in yourself, you could show it to a partner for more ideas/feedback. Complete the template below with reference to your skills, qualities and experiences.

Strengths	Weaknesses
Opportunities	Threats

Evaluation – Johari’s Windows

This template uses an evaluation technique called Johari’s Windows. This technique asks you to write down what you think about yourself and what someone else does. At the end of the exercise you should have a good idea of how you feel about yourself and how you appear to others. Complete the template below with reference to your skills, qualities and experiences.

Window 1 – 'open' information Things that I and others know about me:	Window 2 – 'blind' information Things that others know about me that I don't know:
Window 3 – 'hidden' information Things I know about me that others don't know:	Window 4 – 'unknown' information Things that I and others don't know about me:

Conclusions

Use the space below to help you draw conclusions about your skills, qualities and experiences in relation to leadership. You must provide an explanation to support your conclusions. Remember, a good leader will be as aware of their weaknesses as they are of their strengths.

My main skills in dealing with people are:

My main management skills are:

My main social skills are:

The potential threats to the way I lead people are:

The ways in which I will deal with the potential threats to the way I lead people are:

Task 3 Evaluate your own potential for leadership (Complete after all sessions delivered)

On this sheet you must evaluate your potential as a leader, identifying your own skills, qualities, values and experiences in relation to leadership. In addition, you should set targets to improve your performance as a leader.

Skills, Qualities and Values

Targets

Experiences

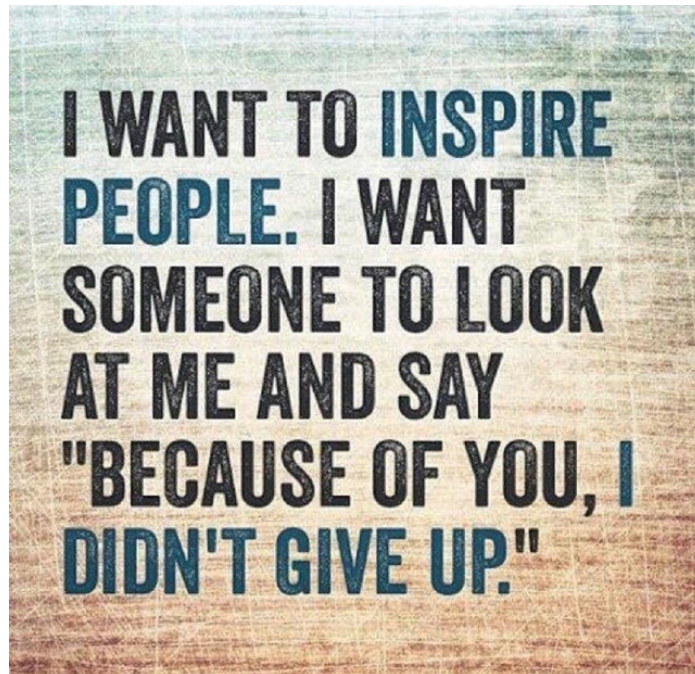
Conclusions (about your own skills, qualities and experiences in relation to leadership)

Learner Unit assessment record

Leadership: Leadership: An Introduction

Record of Performance		
Tasks	*Achieved/ not achieved	Comments
1. Find out information about leadership.		
2. Reach conclusions about what makes an effective leader.		
3. Evaluate your own potential for leadership.		
*(Enter A or NA in the box to indicate whether the candidate has achieved or not achieved each task. The comments column can be used to highlight any reassessment that may be needed.)		
Overall comments:		
Assessor Name:		
Assessor signature:		Date:

Leadership: In Practice



Planning



Evaluating

Preparing



Delivering

Group Meetings

Keep a log of each meeting and matters discussed

Date & Apologies	Agenda	Matters Discussed/ Issues Arising	Action

Group Meetings (continued)

Date & Apologies	Agenda	Matters Discussed/ Issues Arising	Action

Planning an Event

Use the checklist below to help you gather the information you need.

Chosen activity _____

I have analysed the factors affecting the activity.

I am able to describe how the activity could be done and explain this description.

I have communicated what needs to be done to others involved in the activity.

I have considered possible risks to the success of the activity.

I have identified my own role in the activity

I have negotiated and agreed roles and responsibilities with my fellow team members.

I have considered the intended outcomes, resources and timescales.

Use this space (and additional sheets as required) to:

- provide a record of analysing the factors affecting the activity
- describe how the activity could be done (this description must be supported by an explanation)
- describe the possible risks.

Plan, Organise and Review an MVP session

Prepare to carry out an activity (Task 1 SQA)

Chosen activity: _____

Describe the factors affecting the activity.

Describe possible risks to the success of the activity.

Identify your own role in the activity.

Tasks and Roles/Responsibilities—Input 1

Use this template to list all of the individual tasks (however small or large) that need to be completed in order to ensure the success of the activity. Set realistic deadlines for each one, to help keep the activity on track, and identify the team member(s) responsible for each task.

Tasks	Resources	Team member (s)	Deadline

Reviewing the Experience - MVP Input 1

Session Date: _____

Use the headings below to review the success of the activity (session) and yourself as a leader. Please continue onto additional sheets should you require more space.

Please provide a description of how successful the activity was.

Were there any difficulties? If so, explain what these were and how you overcame them.

How did you contribute to the success of the overall activity?

What feedback have you received from others about your leadership?

What conclusions have you reached about yourself as a leader?

Provide an explanation for the conclusions you have reached.

Tasks and Roles/Responsibilities—Input 2

Use this template to list all of the individual tasks (however small or large) that need to be completed in order to ensure the success of the activity. Set realistic deadlines for each one, to help keep the activity on track, and identify the team member(s) responsible for each task.

Tasks	Resources	Team member (s)	Deadline

Reviewing the Experience - MVP Input 2

Session Date: _____

Use the headings below to review the success of the activity (session) and yourself as a leader. Please continue onto additional sheets should you require more space.

Please provide a description of how successful the activity was.

Were there any difficulties? If so, explain what these were and how you overcame them.

How did you contribute to the success of the overall activity?

What feedback have you received from others about your leadership?

What conclusions have you reached about yourself as a leader?

Provide an explanation for the conclusions you have reached.

Implementing the plan

Use the boxes below to record the two main reviews of the team's progress. One should be carried out at around the midpoint, while the other should be at a time approaching the final deadline.

Review 1

Monitoring	Midpoint <input checked="" type="checkbox"/>	Final <input type="checkbox"/>	Date:
Summary of progress made			
Issues needing resolved			
Agreed strategies to resolve issues identified above			

Tasks and Roles/Responsibilities—Input 3

Use this template to list all of the individual tasks (however small or large) that need to be completed in order to ensure the success of the activity. Set realistic deadlines for each one, to help keep the activity on track, and identify the team member(s) responsible for each task.

Tasks	Resources	Team member (s)	Deadline

Reviewing the Experience - MVP Input 3

Session Date: _____

Use the headings below to review the success of the activity (session) and yourself as a leader. Please continue onto additional sheets should you require more space.

Please provide a description of how successful the activity was.

Were there any difficulties? If so, explain what these were and how you overcame them.

How did you contribute to the success of the overall activity?

What feedback have you received from others about your leadership?

What conclusions have you reached about yourself as a leader?

Provide an explanation for the conclusions you have reached.

Implementing the plan

Use the boxes below to record the two main reviews of the team's progress. One should be carried out at around the midpoint, while the other should be at a time approaching the final deadline.

Review 2

Monitoring	Midpoint <input type="checkbox"/>	Final <input checked="" type="checkbox"/>	Date:
Summary of progress made			
Issues needing resolved			
Agreed strategies to resolve issues identified above			

Assessment Checklist 1 – Lead the planning for an activity

Please complete the following checklist to support **Task 1** of the learner's folio.

Did the learner	Yes	No
Communicate what had to be done to others.	<input type="checkbox"/>	<input type="checkbox"/>
Communicate the plan to others.	<input type="checkbox"/>	<input type="checkbox"/>
Negotiated roles and responsibilities, taking account of strengths and preferences of those in the group.	<input type="checkbox"/>	<input type="checkbox"/>
Made and accepted suggestions during planning of the activity.	<input type="checkbox"/>	<input type="checkbox"/>
Adapted approach to the activity in light of suggestions from others.	<input type="checkbox"/>	<input type="checkbox"/>

Assessor signature _____ **Date** _____

Assessment Checklist 2 – Implement the plan

Please complete the following checklist to support **Task 2** of the learner's folio.

Did the learner:	Yes	No
Negotiate procedures for managing the work of the group.		
Provide ongoing support and advice to others in the group.	<input type="checkbox"/>	<input type="checkbox"/>

As- **essor**
sig- **nature** _

Date _____

Learner Unit assessment record
Leadership: Leadership in Practice

Record of Performance		
Tasks	*Achieved/ not achieved	Comments
1. Lead the planning for an activity.		
2. Implement the plan.		
3. Review the experience.		
*(Enter A or NA in the box to indicate whether the candidate has achieved or not achieved each task. The comments column can be used to highlight any reassessment that may be needed.)		
Overall comments:		
Assessor Name:		
Assessor signature:		Date: