



#weareFHS



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.

<b>I have gathered the following evidence into my folio.</b>	<b>Tick (✓)</b>
A table showing that I used at least four sources of information to find out about leadership styles.	
A report on leadership.	
A comparison of the effectiveness of two leaders.	
Conclusions on what makes an effective leader (referring to skills and qualities).	
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

**Task 2** 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 3** Using your understanding and knowledge of leadership, select two leaders and give a comparison of their skills and qualities in being effective leaders.

**Task 4** 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 can refer to the real life examples in Task 3 by comparing 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.

Written report		Video	
Presentation/talk		Podcast	
Electronic presentation		Other	

The following headings may help you to produce your report.

- ◆ **Leadership styles**
- ◆ **Leadership skills and qualities**
- ◆ **Leadership principles**
- ◆ **Comparing different leaders**
- ◆ **Conclusions – what skills and qualities can be found in effective leaders?**

## Exploring your own potential for leadership

**Task 5** To complete this task you have to carry out an evaluation in relation to leadership. You will need to think about your:

- skills (ie what you can do)
- qualities (ie being approachable, well organised etc)
- experiences (ie work experience, taking responsibility, leading an aspect of work).

On the following pages are a set of self-evaluation tools. You should firstly complete these on your own.

Part of being a leader is being aware of how you appear to others as well as being able to evaluate yourself, you can complete part of your evaluation with a partner. Choose someone who will be honest, but sincere with you. Ask them to review at least one of your evaluations and give you feedback.



## 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.

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>



## What's my leadership style?

Rate the below statements: 1–Never, 2–Sometimes, 3–Often, 4–Always

In a group situation I tend to ...

1. **Make my own decisions**
2. Suggest a decision to others
3. Let my team work out a decision
4. *Offer incentives to reach the aim*
5. **Expect that my orders are followed**
6. Ask people what they think
7. Let the team do their own thing
8. *Offer something in return for achieving a goal*
9. **Persuade others to do things my way**
10. Try and come to a group consensus
11. Keep out of the way
12. *Set clear targets for the group to reach*
13. **Make the final decision**
14. Think of ways to include my team's thoughts
15. Allow each person to find their own solution
16. *Focus on making things run smoothly*

Count up the responses for each font. The highest total corresponds to one of four common leadership styles found on the next page.

**Bold** total:

Normal total:

Underline total:

*Italics* total:

<b>Autocratic</b>	Democratic	<u>Laissez-Faire</u>	<i>Transactional</i>
Makes decisions on their own and expects their teams to do exactly as they say.	Understands team strengths, asks for input and considers feedback before making a decision .	Delegates tasks based on the strengths of their team, providing little supervision .	Offers incentives for success and discipline for failure.
Good for members who need lots of supervision and strict guidelines	Good for creativity, innovation, motivating team morale and collaboration	Good for high level and experienced team members .	Good for teams tasked with hitting specific goals.
Not good for collaboration and can impact team morale	Not good for completing tasks with speed	Not good if members need encouragement or guidance for a goal	Not good for creativity or being open to change

The results suggest my leadership style is:

Give at least one example of when you have displayed these skills in a group or team and explain your impact on the situation:

## 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.

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

## 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 5 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

## Task 5 Evaluate your own potential for leadership continued

Experiences

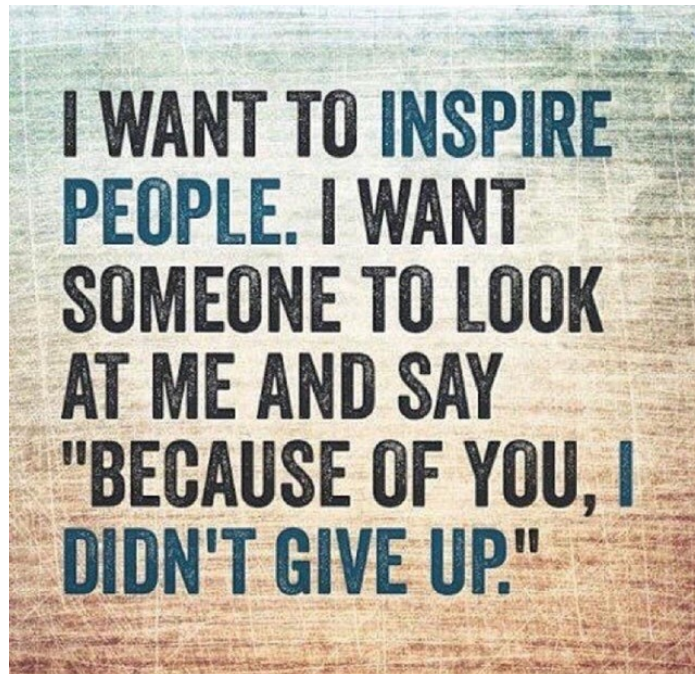
Conclusions (about your own skills, qualities and experiences in relation to leadership)

## 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**



As you have now completed your Introduction to Leadership, you are going to take what you have learned about leadership skills and qualities to demonstrate and develop your own leadership.

As an MVP, you are a leader in the school community. You have ownership of identifying topics to address with young people, to then work as a team to develop and deliver lessons to explore and challenge these topics. To be accredited for your leadership you must compile a record of your actions.

Below is the checklist of activities to be compiled. Keep your records up to date as they will be requested for assessment throughout the year.

<b>I have gathered the following evidence into my folio.</b>	<b>Tick (✓)</b>
Demonstrate that you have successfully led the group through the planning stage of your chosen activity	
Implement the plan (storing appropriate evidence of this such as pictures, videos, resources, notes etc)	
Review the experience of leading the project (can be completed at various stages—not just the end of the activity)	

## **Lead the planning for an activity**

### **Task 1: Outline the activity and analyse the factors affecting this activity in any format you choose.**

- What is the aim of the activity?
- What is required? (consider types of communication, locations, resources, scheduling)
- Who will you be working with?
- What are the skills of your fellow group members?
- How will you divide up the work among the group? Consider the roles of others, taking account of individual strengths and preferences
- Who can you seek help from?
- What are the deadlines?
- How will the group keep each other informed about progress?
- How can the activity be done? (provide an explanation to support this description)
- Describe possible risks to the activity (are the resources suitable? Deadlines realistic? Health and safety? Working with new people?)
- Identify your own role in the activity— as a leader, you must make sure you are aware of how everyone is progressing with their own tasks.

### **Task 2: Produce a plan in negotiation with others**

In addition to thinking about the practicalities of the activity, an important part of any group task is communication. Consider how to communicate what has to be achieved to the others involved in the activity and conduct your first team meeting.

You will have to demonstrate that you have successfully led the group through the planning stage of your chosen activity.

## Group Meetings

*Keep a log of each meeting and matters discussed*

<b>Date &amp; Apologies</b>	<b>Agenda</b>	<b>Matters Discussed/ Issues Arising</b>	<b>Action</b>

**Group Meetings (continued)**

<b>Date &amp; Apologies</b>	<b>Agenda</b>	<b>Matters Discussed/ Issues Arising</b>	<b>Action</b>

## **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**

**Complete this summary after your first meeting.**

Chosen activity: \_\_\_\_\_

Describe the factors affecting the activity.

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Describe possible risks to the success of the activity.

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Identify your own role in the activity.

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**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.

<b>Tasks</b>	<b>Resources</b>	<b>Team member (s)</b>	<b>Deadline</b>

# Assessment Checklist 1 – Lead the planning for an activity

## Did the learner

(tick or cross)

Communicate what had to be done to others.

Communicate the plan to others.

Negotiated roles and responsibilities, taking account of strengths and preferences of those in the group.

Made and accepted suggestions during planning of the activity.

Adapted approach to the activity in light of suggestions from others.

Comments:

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Assessor signature \_\_\_\_\_ Date \_\_\_\_\_



**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.

<b>Tasks</b>	<b>Resources</b>	<b>Team member (s)</b>	<b>Deadline</b>

**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**

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

**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.

<b>Tasks</b>	<b>Resources</b>	<b>Team member (s)</b>	<b>Deadline</b>

**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**

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





**Learner Unit assessment record**  
**Leadership: Leadership in Practice**

<b>Record of Performance</b>		
<b>Tasks</b>	<b>*Achieved/ not achieved</b>	<b>Comments</b>
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:		
<b>Assessor Name:</b>		
<b>Assessor signature:</b>		<b>Date:</b>