

THE LEADERSHIP PROJECT

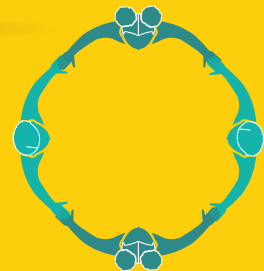
PROPOSAL

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LEADERSHIP
is the **CAPACITY**
to **TRANSLATE**
VISION into
REALITY



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Introduction

Many experiments on conformity have been carried out from a psychological perspective. According to certain studies, people conform readily because of two main reasons:

1. They don't want to be ridiculed
2. They don't want to be thought of as 'strange' or different

Social proof and peer pressure can lead to situations where young people feel the need to conform. This project will identify and help develop leadership skills in order to give young people the autonomy and confidence to make better decisions.

Aim of the project:

The Leadership Project aims to develop and enhance young people's leadership skills. Some of the feedback we've received from schools regarding **The IDENTITY Project** (our early intervention programme) is that students' leadership skills have started to develop, through both one-to-one coaching and classroom taught sessions. By their own admission, some students experienced a change in attitude towards their learning, which impacted positively on themselves and other students in their setting. The Leadership Project will build upon what was established through **The IDENTITY Project**.

Developing a young person's leadership skills enables them to become more confident, more effective communicators and better decision-makers. These attributes and skills will positively affect their attainment levels at school and their relationships at home.

Accreditation and Assessment

Both Level 1 and Level 2 of **The Leadership Project** will enable young people to become more resourceful and resilient in their attitude toward their personal and educational development as well as through their actions as they strive to become leaders within their own right. Each level is differentiated according to the Ofqual level descriptors.

Level 1 focuses on consolidating young people's understanding of each set task by using basic cognitive and practical skills to complete them. Young people focusing on the Level 1 accreditation will receive more adult support than those taking the Level 2 accreditation.

Level 2 focuses on amalgamating understanding. Young people are expected to independently select and use the relevant cognitive and practical skills required to complete the tasks set, demonstrating their knowledge and understanding of facts, procedures and ideas about leadership.

Unit One: What is Leadership?

Not everyone within a group can take on the role of a leader. Typically, there is only one leader in a group situation. However, there are many leadership qualities that we each possess as individuals, and it is these qualities that we will look at during the project so that students can improve their internal compass and locus of control. Everyone can use their leadership qualities within their own lives and in different types of situations.

Discussion regarding the student's perceptions of leadership: What makes a good leader? What makes a leader ineffective?

Looking at different types of leaders and influential people. Thinking about the personalities of these people and using some of the 'strengths/leadership words' to associate with them. Students can print out/draw a picture of a person they admire and use some of the words to describe that person.

Repeat the exercise for those classified as not very good leaders, explaining why, listing some of the leadership qualities the person is missing and replacing them with their 'weaknesses'.

Unit Two: Working Together

Working in a team requires different skills than working independently.

Tower Building

Two teams required to build a tower using paper straws and Sellotape. The team that can build the highest tower that can hold a marshmallow for 20 seconds is the winner. They have 10 minutes to do this task, and the catch is that they are to build without talking. They must build in silence.

Afterwards, break down what skills were needed. What would they have done differently if they could talk?

Who should they have let be the leader in this exercise? Why?

What learning can they take away?

Understanding the dynamics of a team.

Survival Tactics

To begin with, make teams of 5 to 6 players each.

Next, tell them that they have to come up with a list of five or ten things they would take with them if they had to survive alone on a deserted island.

Choose one person in the group as leader who will make observations and write down how the group made their decisions.

Observations and Conclusion:

Finally, each group leader will give a presentation about the observations made, mentioning how the different members of the group behaved. The leader will specify which people:

- came up with creative ideas
- were not ready to listen to others
- were quiet and did not share any ideas
- gave up their choices to please the rest of the group

At the end of this process, each of the participants must be made aware of their shortcomings. Accordingly, they should be guided so that they can improve upon their traits and skills.

Use personality assessments for students to identify themselves and their teammates based on this task.

Unit Three: SWOT Analysis

Strengths: Reflect on how often they use their strengths. Challenge them to use one of their strengths in one difficult situation this week. What strengths have they got that no one else knows about?

Weaknesses: What are some of their character weaknesses? How do they know? What impact do these weaknesses have in their lives?

Opportunities: What opportunities are there for growth? Who can help them to get to where they want to be? What are some of the weaknesses that have been identified that can be turned into opportunities?

Threats: What are some of the threats they face? What are some of the external threats? Enemies? Risk of exclusion? Lack of money? Lack of resources?

Reflect on the analysis and create an action plan for the upcoming week. This will help students operate within their 'zone of genius' and become more aware of their weaknesses.

Unit Four: Listening Skills

Different levels of listening (communication skills)

Begin with Chinese whispers.

When listening, people can hear everything that's being said as well as the things that are not being said.

Listening Exercise

Students will be asked:

- What is the person saying?
- What are they not saying?
- What assumptions did you make?
- What were you thinking as you were listening?
- What judgements were being made?
- What judgements are being made by others about you and the things that you say?
- What do you say to yourself? What kind of self-talk do you have and what do you choose to listen to?

Unit Five: The Power of Effective Questioning

Five W's and one H (communication skills)

To become effective leaders, students will need to know how to ask questions to find out more information about someone/an event.

Students work in pairs for a role play activity. One student will be given a basic scenario and be asked to get into character. Based on the scenario, they will tell their partner about the situation, one fact at a time. The other student will ask them, "Why?" and nothing else for a few minutes.

The students being questioned will then feedback on how they felt being asked, "Why?"

The students asking the questions will also feedback on how much information they found out by asking only "Why?"

The students will repeat the role play activity, this time using their open questions.

After, they can feedback to the group, as before.

Unit Six: Providing Effective Feedback

Learning about feedback styles and how to give feedback effectively. Identifying the difference between empowering and disempowering feedback.

Giving each other a piece of feedback that they can take away with them.

Unit Seven: Conflict Resolution

Learning conflict resolution techniques. Using listening and questioning skills to resolve a pre-prepared conflict.

Using the CHESS Method for resolving conflict.

Unit Eight: Debating Skills

Prepare an argument for a debate. Split students into 3 groups: for, against and questioners.

Unit Nine: Practical Debate

Debate in a courtroom setting and provide structured feedback to each other.

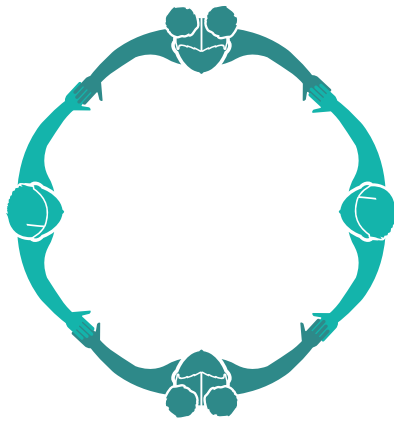
Unit Ten: Morals

Alignment between values and morals.

Leaders are able to exhibit a strong sense of what is right and wrong. We are creatures driven by our own moral compass.

Activities throughout involve the following areas:

- Creativity
- Awareness
- Communication
- Positive mindsets
- Independent thinking
- How to talk to each other



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