

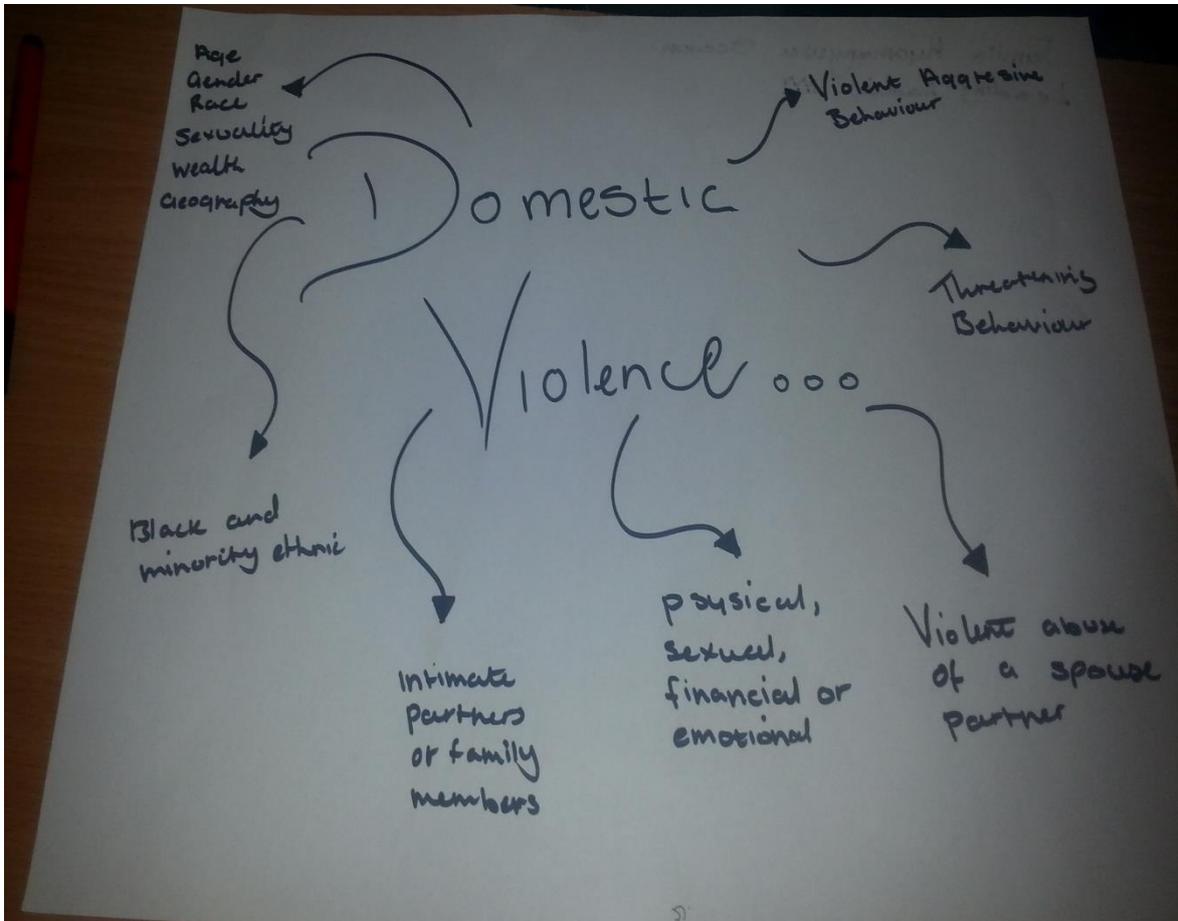
Leading Ladies Programme at the Smart Centre and Coaching

Maureen Bailey LLB (Hons)

innerstrengthconsulting

www.innerstrengthconsulting.co.uk

Free Expression'



Group discussion poster written by the girls on domestic abuse prevention

**Presented to Steve Childs
To support Merton School Research
May 2014**

Contents

Basis for report	3
1. Executive summary	3
2. Coaching Lilly (name changed for confidentiality purposes)	9
2. Key Recommendations	5
3. Scope for report	5
4. Facts and findings	6
5. Conclusion	12
6. List of resources used	12
7. Appendices	13

Basis for report

On 27 February 2014, Maureen Bailey from Inner Strength Consulting (ISC) was commissioned by the Smart Centre to change hearts and minds about how girls fit in with each other and within society and equipping them with tools to succeed. To achieve this goal the task was two fold;

a) for ISC to deliver the established Inner Strength Leading Ladies Programme for the period of 8 weeks, teaching them leadership and prevention tips life lessons. The topics each week included various resources such as videos, music, drama, discussion and debate which worked well for these girls.

b) For Maureen Bailey to deliver an 8 week coaching programme for a young girl aged 12 who did not want to engage with the other girls and did not show any academic progression. This girl preferred the company of boys which caused her to have a big reputation of sexual activity. The aim was to find out what the underlining concerns were causing such behaviour and to provide some recommendations to the school to support her.

1. Executive summary

1.1 One to one coaching with Lilly:

a) Confidence increased: Her confidence, attitude and work ethic increased over this short period of time. Please see **chart 5**

b) Continued support recommended via internal or external support: ISC recognises that funding this coaching activity may prove difficult however it is recommended that some sort of support be put in place to continue with her progression. All she needs is someone to talk through issues with and I believe Jenny can do that and if needed a coach on a bi-monthly basis.

c) Timing: The suggested timing of an 8 week programme should be sustained for other children in need.

1.2 Leading Ladies Programme:

a) Continued support to develop their career choices: The girls had career choice as a top priority when they were assessed during the programme. ***Recommendation is that they obtain support to achieve this career choice.***

b) Continued support to achieve great results in exams: The girls top worry was relating to them not passing their exams and the fear of what would happen if they did not reach their goal. ***Recommendation is that the tutors continue to support the girls which they clearly value.***

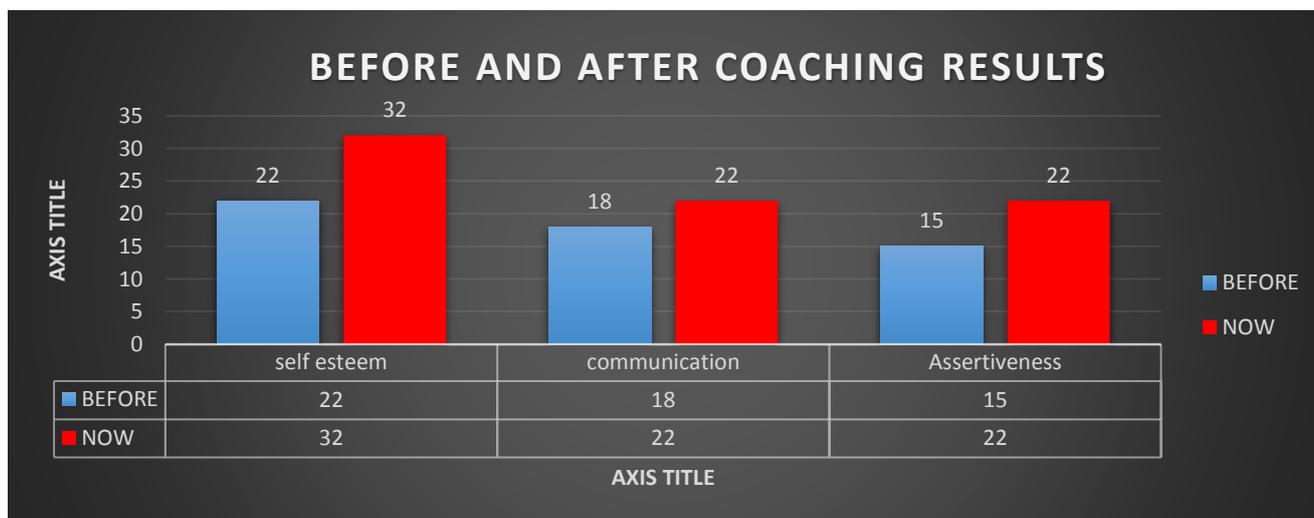
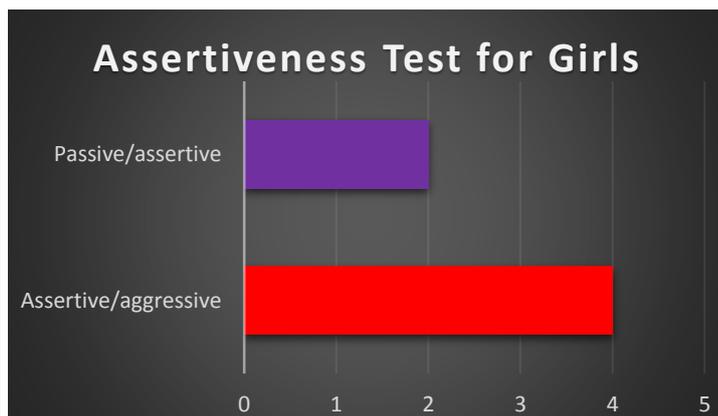
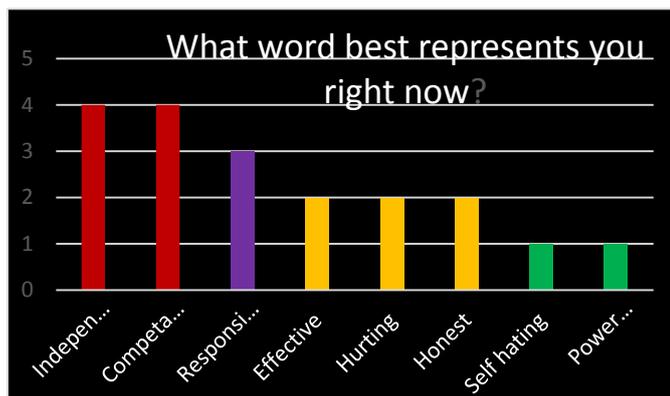
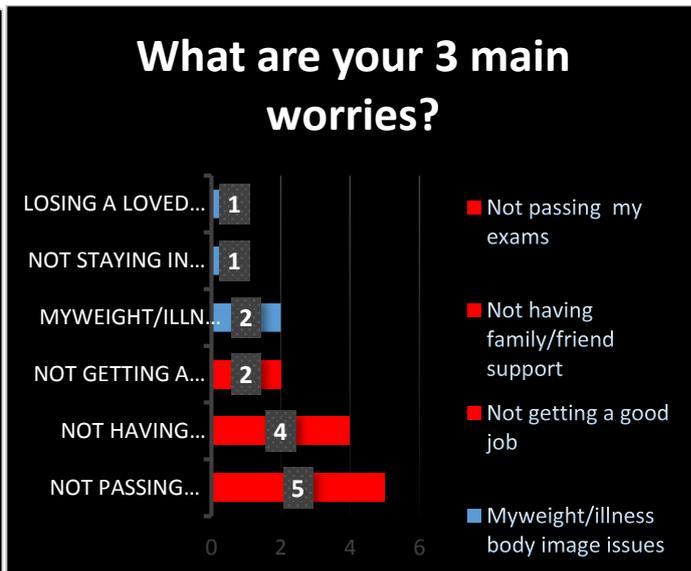
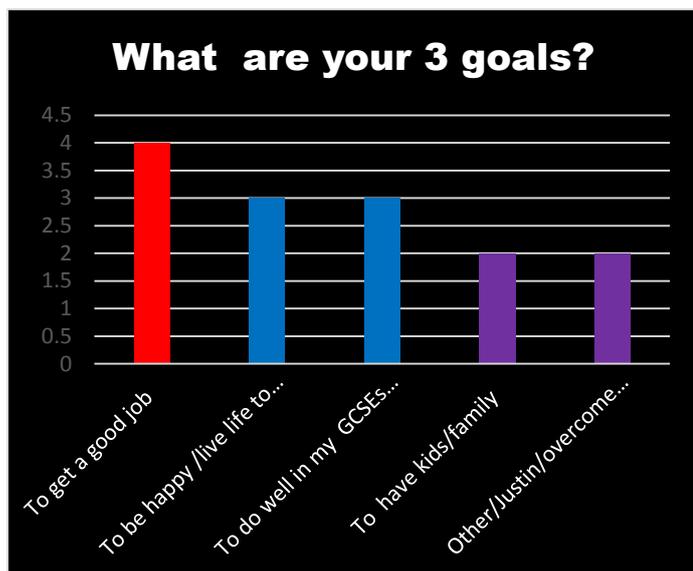
Timing: If this programme were to take place again at the centre there should be consideration for those who are doing their GCSE and perhaps in hindsight an earlier time may have been better so all the girls could enjoy the full programme. On 30 September the girls were invited to take part in the event at Kings College University however as some of the girls would have left by then this event would not be possible for them. There were times when the girls took part in a heated discussion but the session had to be drawn to a close due to time. ***Recommendation would be to hold the programme for 2 hour slots over a period of 4 weeks instead of weeks.***

1.3 Other issues

a) Goals: It is clear that all the girls want to do well and get a good job and having positive leading ladies really do help to inspire them) **b) Fighting the stigma:** The culture of school created a level of

independence for the girls but with this independence brought with it worries about how they would be perceived.

c) Assertive but Aggressive: It is not clear whether the assertiveness comes easily to them because of the struggles they have all had to face to get to where they are. The aggressive traits are linked with fighting the stigma of being excluded or illness etc.



2. Key Recommendations

Recommendation 1: If funding permit the school would benefit from continuing with one to one coaching with different students as and when required. This could be achieved by a variety of channels.

Recommendation 2: Lilly may benefit from bereavement counselling which is different to coaching. During the coaching the pain of bereavement arose often. She may be able to obtain bereavement counselling from a children's charity such as Jigsaw4U who work with young people in Merton.

Recommendation 3: The school should continue with the positive interventions to support the girls via Jenny and other means. The class tutors role appears to be very beneficial for the girls and this is a positive for the school structure.

Recommendation 4: Some thought needs to be given as to how the schools supports the boys. In fairness to the school this intervention may already be in place. However a short sharp session for boys on how they view women and treat women would not go amiss. Consideration needs to be given to the way boys behave as well sexually or otherwise. Sometimes the stereotype is that if a woman acts in a promiscuous way they are deemed to have a bad reputation, however boys may be just as bad but with no bad reputation. This needs to be thought through for the school and ensure there are the same judgements for both sexes

3. Scope for report

3.1 Aim

To provide a forum to listen to participants needs, with a new approach using the Leading Ladies programme and one to one coaching. These sessions were conducted in a therapeutic way. This process aimed to identify various problems faced by girls, but to also identify solutions. The findings are presented in this report.

3.3 Outcomes:

At the end of each event all participants should be able to demonstrate an understanding of the problems raised and the nature of it and how to access support if someone is experiencing difficulties.

At the end of the session participants will have received peer support, developed listening and teambuilding skills, which will support them in their academic learning, as well as developing their own emotional intelligence and personal development.

3.2 Output:

To work in partnership with the Smart Centre to deliver the Leading Ladies Programme over a period of 8 weeks lasting 50 minutes. The facilitation of these sessions were conducted by Maureen Bailey from Inner Strength Consulting (ISC) who is an experienced trained facilitator in action learning and coaches within schools and universities for many years.

3.5 The Overall Benefits

The girls will benefit from these sessions and will include all ethnicities and those with learning difficulties.

How the Research was advertised to the students:

ISC left it to the school leaders to make a decision on which students should attend these sessions. The general agreement was for all 10 girls to attend the Leading Ladies Programme, however all girls should want to attend for the programme to be effective. One girl had done the leading ladies programme at her

previous school before being excluded so there was no need for her to attend. I was later informed that another member of the girls were excluded so could no longer attend.

How the Research was conducted

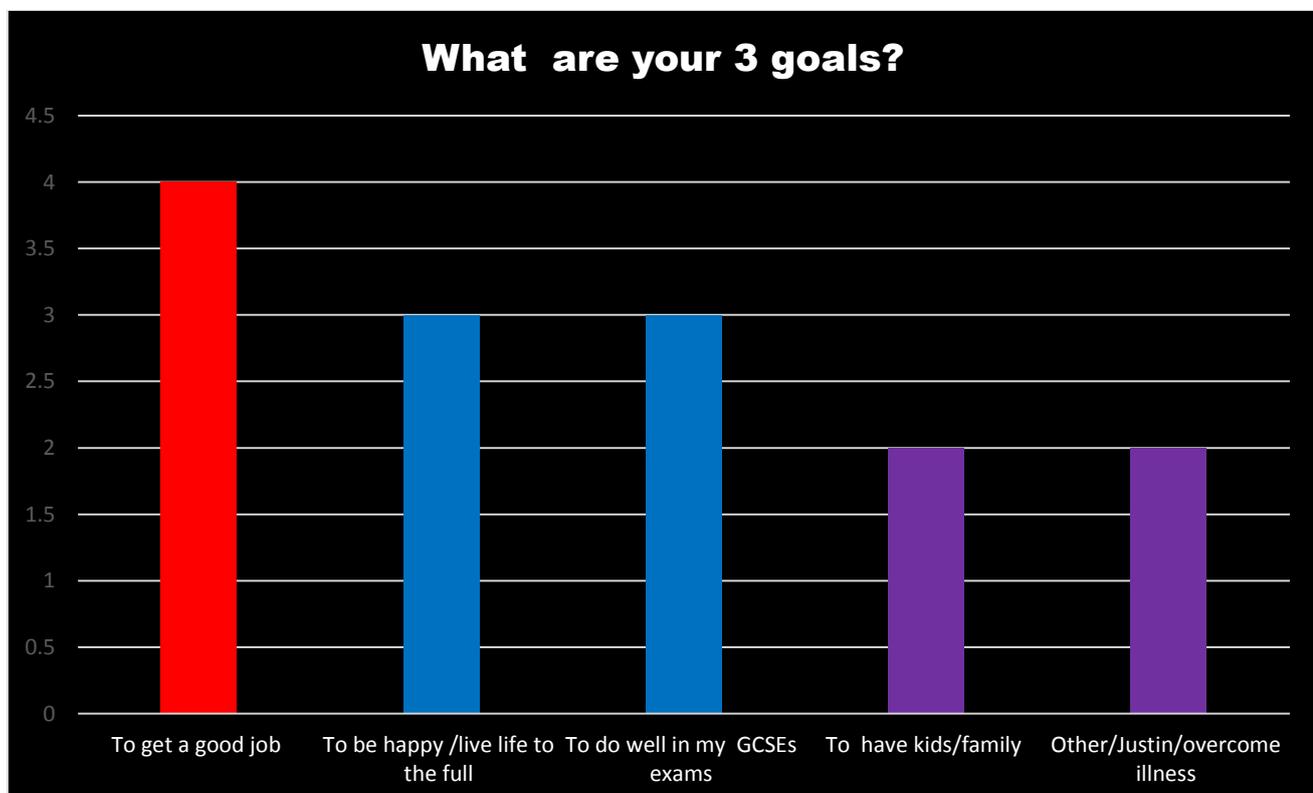
A group of girl peers came together every Wednesday afternoon from 1-20PM- 2:10PM lasting 50 minutes. These girls looked at the real live challenges they face. The sessions were structured and included the following elements;

- Welcome
- Ground Rules, respect
- Ice Breaker
- Issues of the week
- Topic of the week
- Forms for completion

4. Facts and findings

Goals: The girls were asked to look at their goals in life and to start to consider how they would achieve it. The chart below shows how they are ambitious and want to succeed. It also shows that their top goal is to make right career choices and get a good job. One girls sad “***I want to be a doctor for someone to look up to***”. The other goals are listed in the chart below.

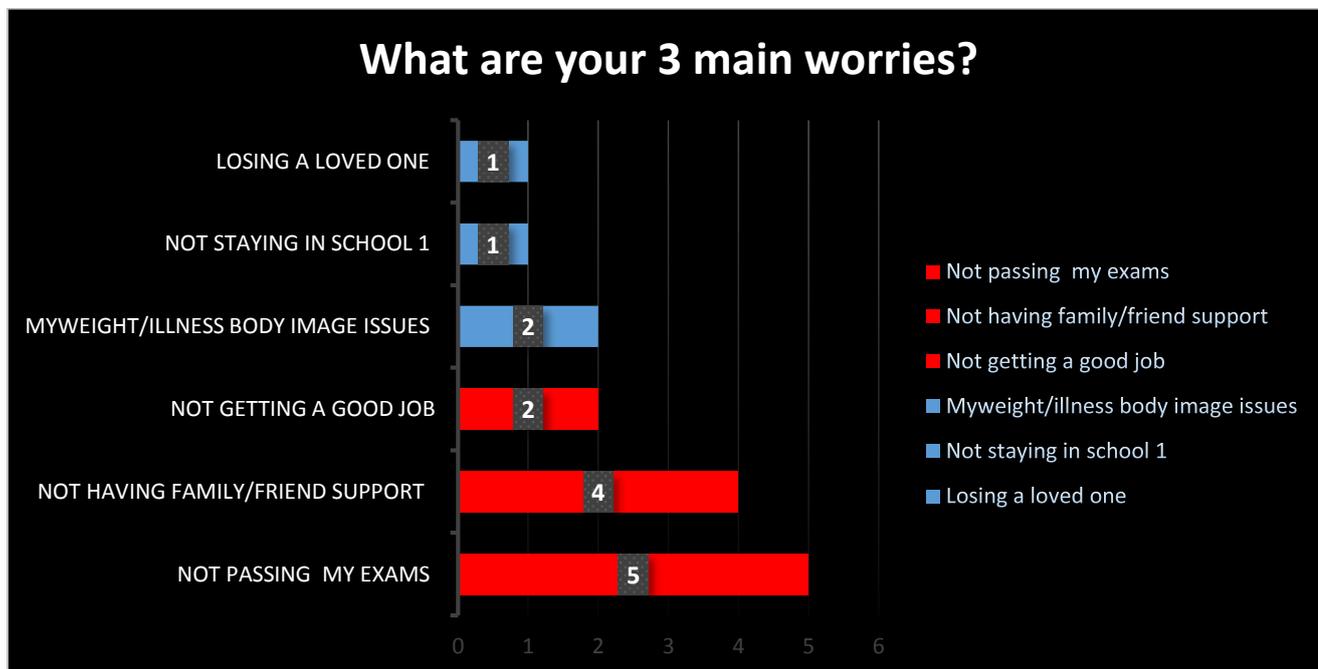
Chart 1: What your 3 main goals?



1.5. Worries

Whilst looking at the goals of these girls it is also important to look at what they are worried about. More often than not their top 3 worries relate to their goals. Their worries were about not passing their exams, which would let their parents down. There was some anxiety about the exam process and a suggestion that they had all the odds against them. One girls said “ I go blank sometimes in test”. The chart below shows their other concerns;

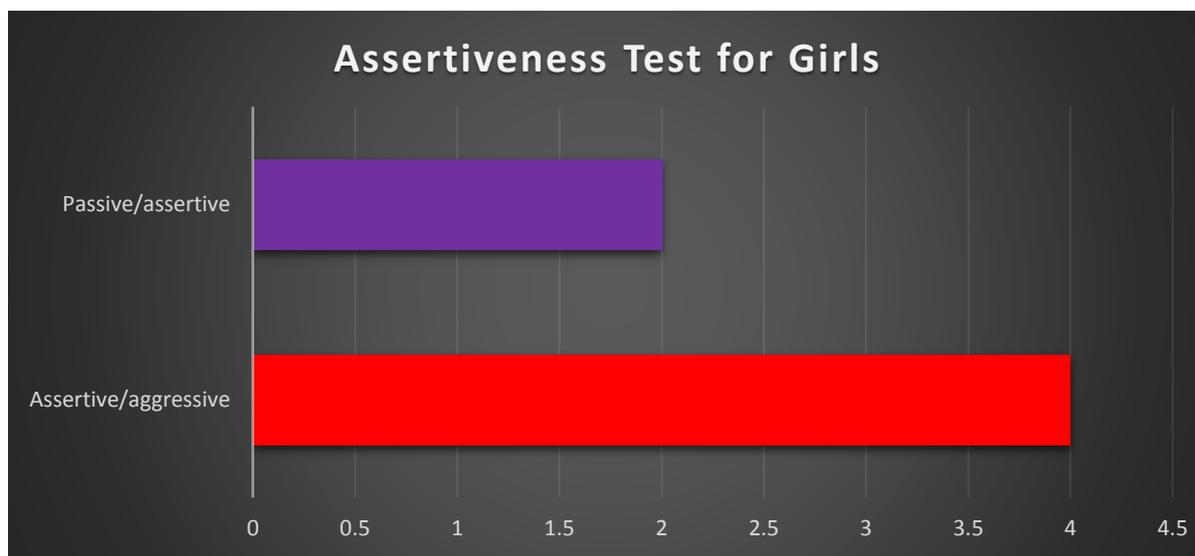
Chart 2: What your 3 main goals?



Their fear of not passing their exams knew that it would mean their parents would be upset.

Other worries included worries about body image, losing a loved one and not staying in school

Chart 3: Assertiveness test



1.6 Assertiveness tests results:

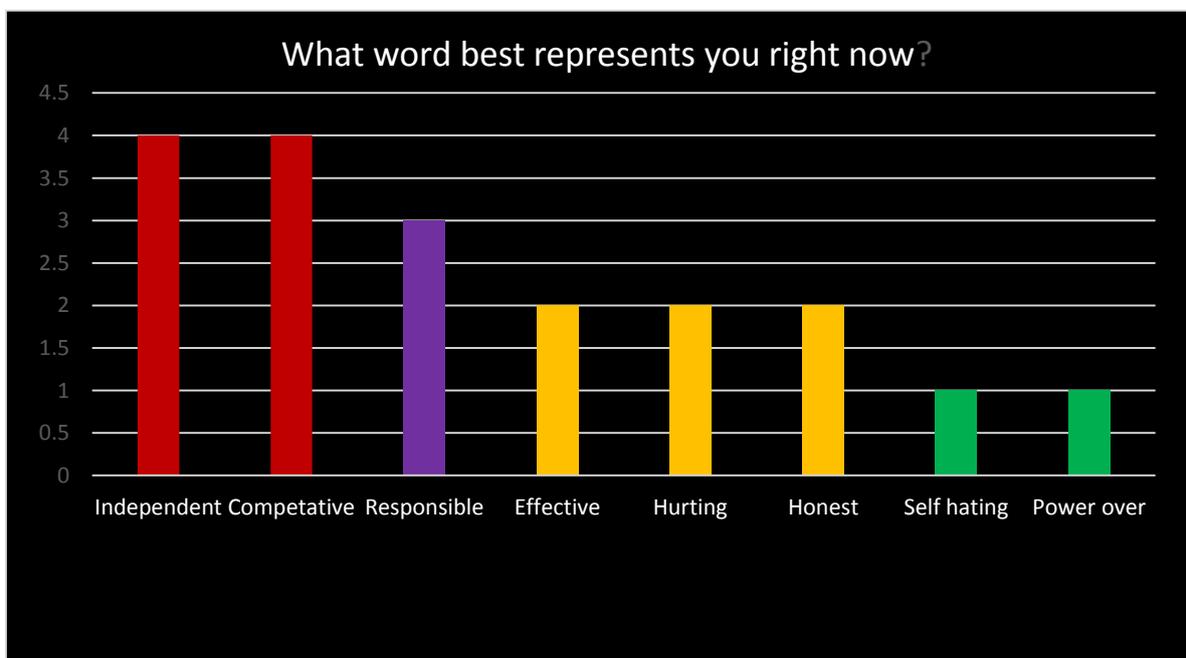
The majority of the girls were assessed as assertive aggressive, which means that their behaviour was mainly assertive with one or two aggressive traits. It was clear that if they did not agree with something or were forced to do something they would reject this from authority by either not turning up, not participating, doing what they wanted too when they wanted to. For example at the beginning of the programme one girl was talkative, participating and engaging, however as soon as another set

of girls arrived in the class her conversation was minimal. When I spoke to her after the class she clearly stated that she would not open up with certain people in the group. This was a shame as her contributions was excellent. In my view although the assessment came out this way their behaviour in class, their participation in class and their general willingness to listen and learn showed mutual respect. The TA said that they did not seem to act up in my class which was unusual and she also said it looks like they are enjoying the sessions.

Another exercise was given to the girls asking them to state which word best represents them at this point in their lives. It was surprising how many chose the same words. This exercise was conducted separately and privately for each participant. The analytical chart below showed that most of the girls saw themselves as independent and competitive. Being responsible came a close third place. The rest of the results are shown below.

“You have to have power over in this place otherwise you get crushed”

Chart 4: What word best represents you right now?



We had a discussion about how they were treated within the school and this arose in the session about respect and being responsible.

1.7 One to one session with girls: There was an opportunity for nearly all the girls during one to one sessions who spoke of their fears relating to boys sex and protection. The Leading Ladies programme gave them an avenue to share what was really on their heart. I asked them whether they would change anything about the programme and I received no negative feedback. Some girls said they had to put on a face when they arrive at the centre otherwise people will either walk all over you or call you a tart.

2. Coaching Lilly (name changed for confidentiality purposes)

2.1 **Coaching Lilly:** ISC was asked to coach a young girl aged 12 who was behaving erratic, very sexual in her approach with the opposite sex, disliked by her girl peers a result and were isolated from the girls in the class. ISC's brief was to find out what was causing such friction and supporting her to make a change in behaviours.

2.2 **My first impressions of LILLY** was that she was a very funny vibrant individual. During the first week although she appeared confident she said "I don't see myself as attractive like the others girls". She explained that she saw herself more like a tom boy, where she hang out with the guys because this was where she felt most comfortable. Nothing seemed to phase Lilly and she explained **"if people bother me I would tell them to go and "go and suck my big toe"**.

2.3. **Mending Broken Friendships:** Lilly explained that she only had two friends within the centre and now one of them have left. She spoke about her broken friendship with a girl in the school due to a misunderstanding about a boy. This person caused a rift among Lilly and the other girls and she found it difficult after this experience. *" I'd rather go back to how it use to be she said.* She was coached on trying to be respectful of others even though she may not get the same kind of respect back. Coaching with Lilly lasted 8 weeks with effective results. She moved from a girl who was worried about the girls to now wanting to engage with the other girls. E.g she won an award and could take anyone with her on her Thorpe part trip. She said " I really want to take the rest of the girls". When I asked about the boys she said she does want to build bridge.

2.4: **Sexuality:** Lilly spoke of the rumours around school about her. She explained that she is fully aware what the teachers and students think of her but it does not phase her. (I am not convinced that this is an accurate assessment) I think Lilly has learnt to hide her true feelings and may have a delayed response to many things which have happened to her. During the 8 weeks Lilly had been the recipient of another rumour relating to her being bisexual. She does not have any concept of the impact this would have on either individual. She said she was messing around for a joke with the girl saying "I love you" on Facebook but she was not aware that the girl took it seriously. She later found out that the girl was actually gay. Her mum asked her if she was gay to which she replied "I am not and if I was I would have told you". On further discussion she revealed the following;*" I love seeing people's reaction to things"* On assessment I think Lilly is a little naive and non threatening, but the core thing here is that she loves attention, whatever that attention is and wherever it is coming from. She thrives on it and to keep the attention going in her life. She says she knows she is not the most attractive but enjoys the chase. During the coaching I alerted her to her continual relationships relating to brothers fighting over here. She shared several situations where she went out with one brother first and then moved on to the next. In fact the current boyfriend she has now is the brother of her EX. When I pointed this out to her she felt uncomfortable but sufficiently challenged. She said " I know I keep getting into these situations but now I think it's time to just stick to one boy". I saw this as a breakthrough and her current relationship has lasted at least 3 months. She spoke about horrible boyfriends who have spread vicious rumours against her and she said this has taught her to stick to one person. She also spoke of her sister that has a bad reputation which she believes has affected how other people view her.

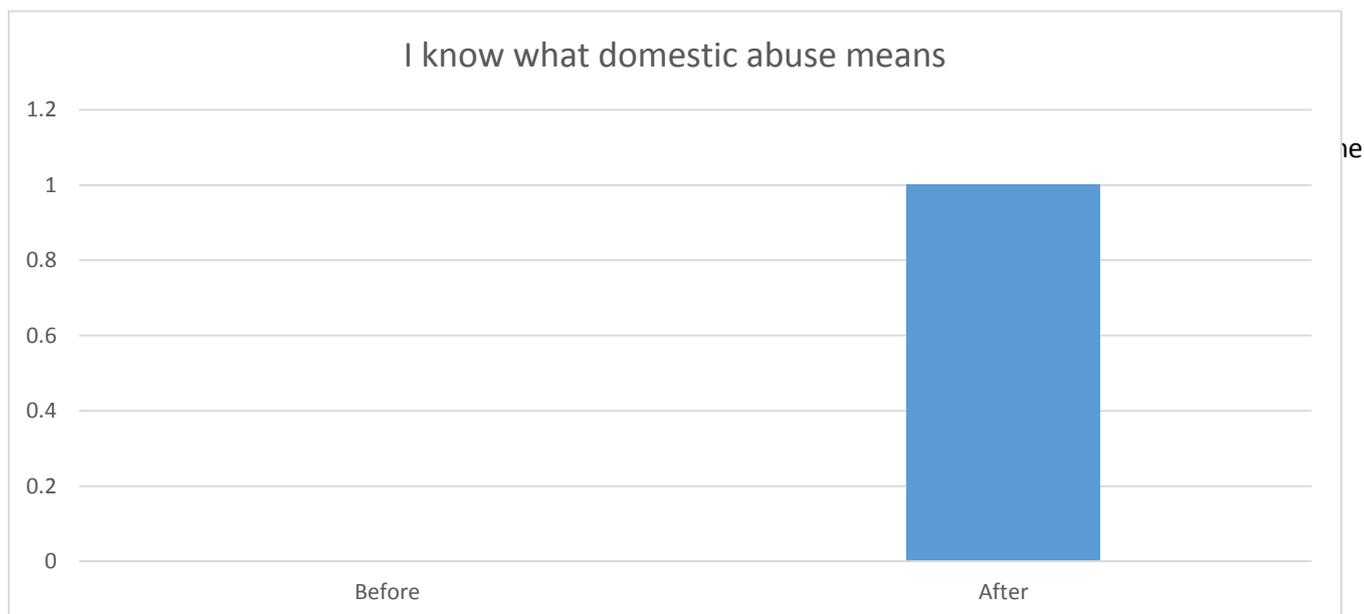
2.5 **Loss:** Since last year Lilly had lost 3 members of her family and this has had a massive impact on her behaviour. Without being prompted to speak about her loss she consistently spoke of the pain of a cousin who committed suicide, a Nan that used to support her to overcome bullies and of an Uncle. This is still an issue with Lilly and I asked whether she was receiving counselling, but she has not. *" I get angry sometimes"*. This anger

seems to be directed at an uncle which is controlling and has not allowed her to grieve properly. She prepared something for the grave for her Nan but she was not allowed to put it on the grave but instead the item remains at the house of the controlling Uncle. She speaks of this situation with great frustration.

2.6; **Regaining control of her life:** When I first started to coach Lilly she gave herself a 1 out of 10 for being in control of her life. At the end of the sessions she gave herself a 10. She says she knows what she had to do to achieve and will aim to do it. She explained that for a change her mother was getting good telephone call reports about her behaviour instead of negative ones and this made her feel really good.



2.7: **Domestic abuse:** Lilly went through the Leading ladies programme and when she started stated that she had no knowledge of how to spot an abusive relationship but now said she would be able to spot one.





Talents and Gifts: The girls gifts and personal talent were exploded upon.

Week one – we had an introductory session and it was based on understanding what the girls wanted in life and what they were talented at and the type of woman they looked up to.

Support to do well in exams: The girls spoke about the stigma attached to attending the Smart Centre from friends outside the school and at times the people within the school. They felt like they were already set up to fail but did not want to. This has given them thick skin to deal with lots of difficult situations but yet they have a determination to succeed against the odds. Sometimes the passive behaviour of giving up would sometimes raise its ugly head but with support encouragement these girls could win. *E.g. girl X “you have to have a thick skin to be in this place otherwise you just get walked over”*

5. Conclusion

Overall all the girls have been affected by moving schools, illness and such like where they have had to attend the smart centre. However now they are at the school they do want to achieve and do well. This is covered well by them using assertive and aggressive traits to manage the stigma they face. When it came to leadership I observed at least 6 people thinking better.

6. List of resources used

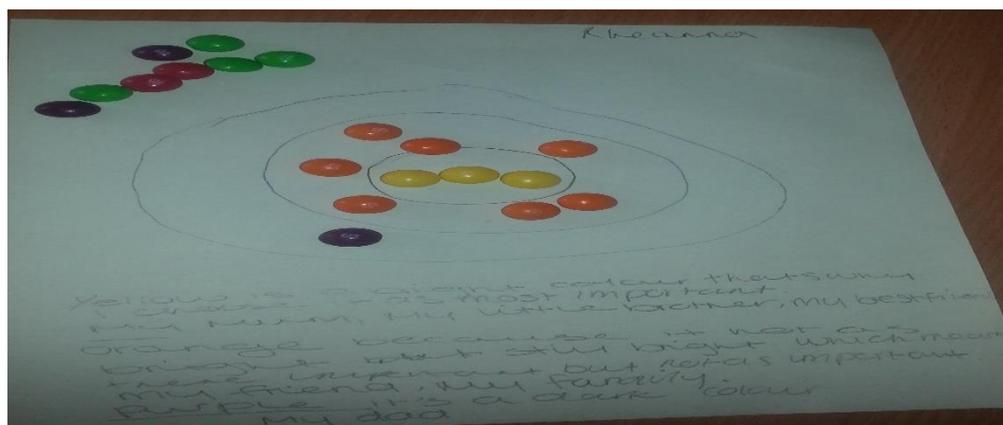
- Leading ladies manual
- Music
- Dove video- self e esteem
- Lapita video
- Domestic Teenage Abuse Power and Control Wheel
- Self Esteem Session
- Fabricating Beauty Video
- Posters
- Assertive cards
- Relationship questionnaires

7. Appendices

Appendix A: Ground rules during every session



Picture of a student's work when asked to look at how close her relationships were.



Circle of influence exercise

Welcome Get to know /Make up/Talent

Leading by example – Becoming your ideal self

Leading by example- are you assertive aggressive or passive

Encourage yourself and stay motivated

Anticipate obstacles – teenage abusive relationships PT 1

Anticipate obstacles – teenage abusive relationships PT 2

Motivation plus one to one session

Aspirational speaker and Q & A

The Coaching Method

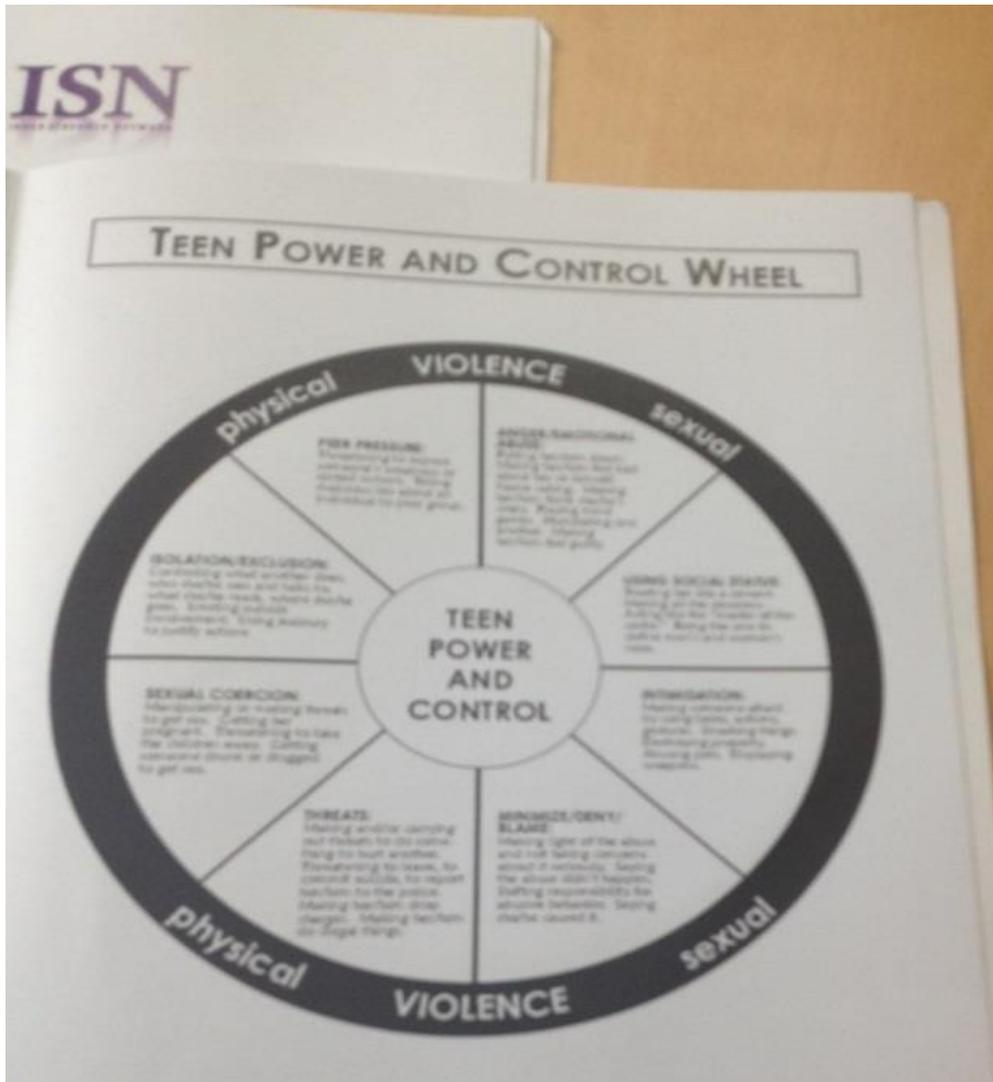
When I first meet the person to be coached I set up a coaching contract which states that there should be mutual respect during the coaching process. They are informed that they will be challenged but they will also be encouraged. The first session can be difficult if the coach learns that they were forced to be coached or not told what is going on. The duty of the coach is to unpick these mis communications to ensure there is trust between the two individuals. The coach also informs the individual that there will be a mini report on the findings of the coaching process. Normally the coach will read out segments of the findings during the last session so there are no surprises for the individual. The identity of Lilly has been changed for confidential purposes but the relevant parties who need to know the results have been informed.

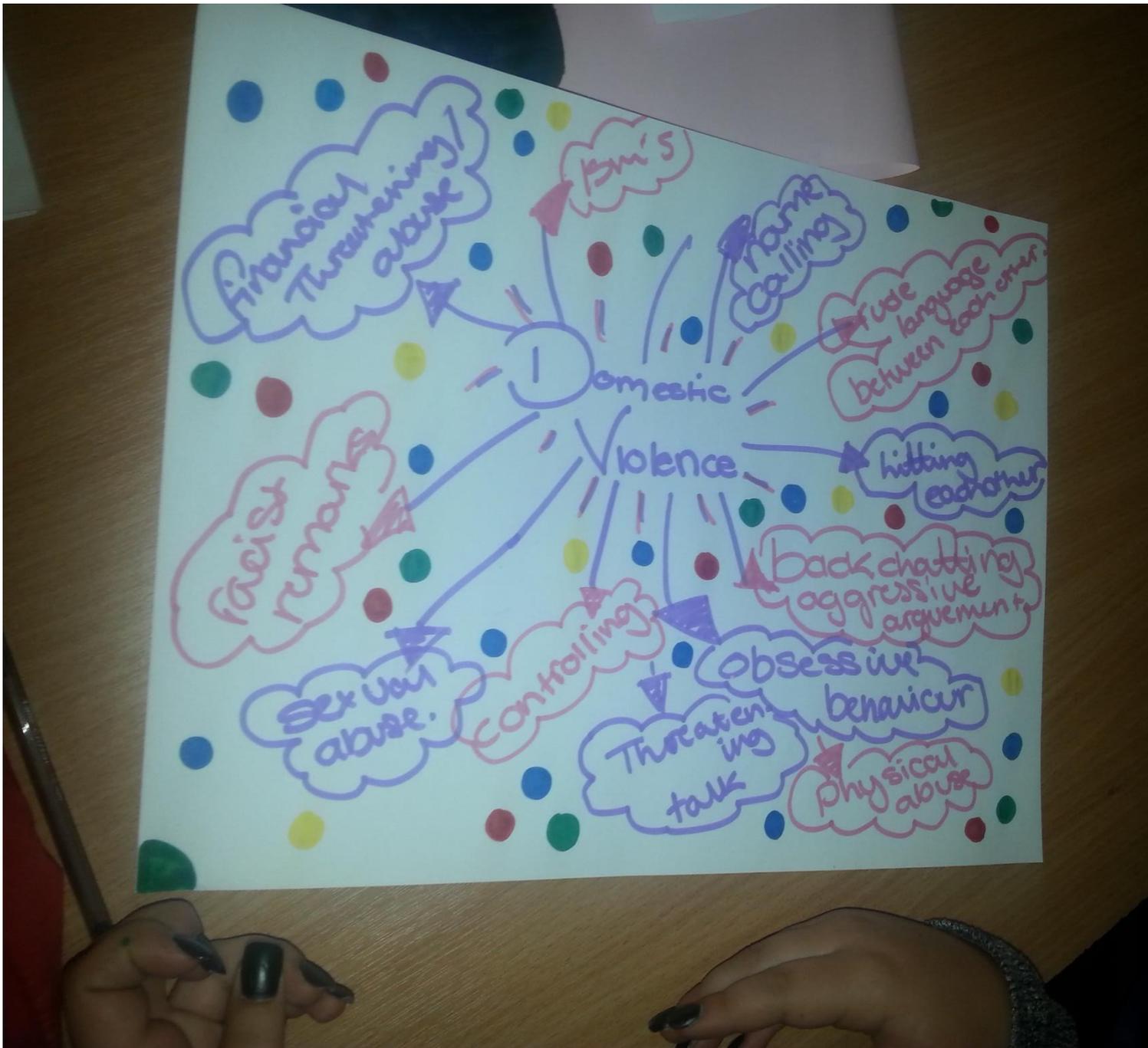
Week by week there is a combination of the leading ladies programme and working on the individuals goals and worries.

Timings: The coaching sessions lasted one hour starting at 9-10AM.

Technique; Building trust- this is essential and some things revealed to me remain between coach and client, especially as it has no bearing on benefitting other people. Topics covered

- **Developing confidence**
- **Circle of influence and circle of concern**
- **History and changing the script- re scripting**
- **Play it forward:**
- **Future and Empowerment**
- **Positive Relationships verses negative relationship**
- **Domestic Abuse**





#

Appendix E: Self Esteem Session pictures by students