



WE DISCOVER, WE GROW

Girlguiding

Supporting Leaders in Training

Guidance for Mentors

Contents

Introduction 2

- The Leadership Qualification 2
- Young Leaders undertaking the Leadership Qualification 2
- Students and the Leadership Qualification 3

The Mentor's role 3

- Starting out 3
- Working through the Leadership Qualification 4
- Communication 4
- Things to remember 4

Sources of support - who can do what for a Leader in Training 5

- Mentor 5
- Leadership Qualification Coordinator 5
- Local Commissioner 5
- Verifier 5
- Unit Leader 5
- Go! Coordinator 6
- Girls and parents 6
- Local area team 6

Flexible mentoring 6

- Case study: Coffee shop mentoring 6

Keeping in touch 6

Action plan 6

Evidence 7

Signing off sections 7

Completion of the Leadership Qualification 8

Verification 8

Support for Mentors 8

- Online learning 8

Including all 8

- Adapting qualifications 9

If there are issues 9

What's next for you? 9

Checklist - The mentoring process 9

- Mentor assigned 10
- Initial contact between Mentor and Leader in Training 10
- Initial meeting 10
- Next meeting 10
- Subsequently 10

Introduction

Thank you for volunteering to mentor a Leader in Training. Developing Leaders helps to grow guiding and gives more girls the opportunity to be involved. We hope you will enjoy the role and find it rewarding.

In this document you will find guidance to help you in your mentoring role.

As a Leadership Qualification (LQ) Mentor you may be mentoring any of the following individuals:

- new Leaders in Training (undertaking LQ Modules 1 to 3 or 1 to 4)
- Leaders changing sections (LQ Module 1 only)
- Assistant Leaders becoming Unit Leaders (LQ Module 4 only)
- qualified Young Leaders moving on to the LQ.

The term 'Leader in Training' is used throughout this resource to refer to any of the above.

The Leadership Qualification

The Leadership Qualification (LQ) promotes good guiding practice, is competency based and reflects what happens in an effective unit with a balanced programme. It is a practical qualification which enables participants to take an active part in the effective running of a unit using the Guiding Method, so that everyone in the unit can enjoy and get the most from guiding.

The LQ contains four modules. Every Leader undertakes Modules 1 to 3. As many eligible members of the Leadership Team as possible may complete Module 4, in order to support the administration and management of the unit.

- Module 1: Your role in the programme.
- Module 2: Your role in Girlguiding.
- Module 3: Your role in safety and unit administration.
- Module 4: Your role in managing the unit.

You should familiarise yourself with the *Leadership Qualification* workbook, including the introduction which contains essential guidance. A helpful checklist of the LQ is available at the back of the workbook (pages 47 to 49) and from www.girlguiding.org.uk (search for 'supporting leaders in training').

Leaders come to their Girlguiding roles with all kinds of different knowledge, skills and experience. While the qualification can take as little as six months to complete, it often takes longer for a lot of members, so don't worry if the person you are mentoring needs more or less time. This will vary according to skills, experience and external factors.

Young Leaders undertaking the Leadership Qualification

The Young Leader Qualification (YLQ) covers a significant amount of Modules 1 and 2 of the Leadership Qualification. A helpful table showing which parts of the LQ the YLQ covers is available from www.girlguiding.org.uk as well as www.girlguiding.org.uk/theseniorsection (search for 'ylq').

If you are a Mentor working with a Young Leader who has achieved her YLQ, you will need to have a copy of this document and should then sign off the work already covered before helping the Leader in Training to cover the rest of the qualification.

All 14- to 16-year-olds doing the YLQ are supported within their unit by their Unit Leader. They may choose to remain Young Leaders until the age of 18 although they can start the LQ at 16. On Go!, Young Leaders undertaking the LQ are recorded with the role 'Young Leader LQ' until their 18th birthday. When they complete the LQ before turning 18, their role will be updated to 'Leader' on their 18th birthday.

Students and the Leadership Qualification

If you are mentoring someone who will be moving or has moved from one Girlguiding area to another, for example a student, it's important to make sure they are able to make a smooth transition and continue with their Leadership Qualification in their new area if they wish.

If they are planning on moving from your area:

- ensure all relevant clauses in their *LQ* workbook are signed off before they move
- ensure they have their Girlguiding membership number, which is unique to them and can be passed on to their new unit when they transfer, so their Girlguiding record is not lost
- encourage them to contact local guiding in their new area to help them find a unit when they are ready.

If they have moved to your area, recognise and congratulate them on what has been signed off already (clauses do not need to be repeated because the Leader in Training has moved to a new area). Offer support and guidance to help them to fill in the gaps to complete their LQ. Students may have different term dates or need time out to focus on studies - so they may not be able to attend every meeting. However it is important that the time they are able to give is recognised and valued. Adopting a flexible approach which enables them to complete the qualification as and when they are able to is very important.

The Mentor's role

A Girlguiding LQ Mentor:

- promotes the aims and principles of Girlguiding
- understands the Leadership Qualification and process
- has current or recent experience as a Girlguiding Leader
- is a good listener and a good communicator
- is flexible and open-minded
- is aware and accepts that everyone is an individual
- suggests possibilities and options to the Leader in Training, rather than trying to impose her own ideas and methods
- understands the importance of keeping discussions confidential when necessary
- knows when and where to get help.

Each Mentor will bring her own style, experience and attributes to the role.

There are many aspects to the Mentor's role. Once you are matched with a Leader in Training, you will be given her contact details and *LQ* workbook. Then it is up to you to contact your Leader in Training and get started.

You will support your Leader in Training through the qualification and decide when she is qualified. You need to keep your County's Leadership Qualification Coordinator informed of which modules she is undertaking and her progress on them.

Your Go! record will be updated with the role of Mentor, if you do not already hold this role. You can find the up-to-date contact details for your Leader in Training using the 'My Mentoring Information' report in the Update Details area of Go!.

Starting out

- Be flexible about the location for your first meeting - you could meet in a coffee shop or perhaps in your Leader in Training's unit meeting place before or after her meeting.
- Build a rapport with the Leader in Training. Encourage her to share her guiding experiences and tell you about herself and her unit.

- Help the Leader in Training to understand her role and what is expected of her.
- Value the skills, interests and experience that she brings to the role.
- Help your Leader in Training to feel welcomed and part of a team, and encourage her to participate in local guiding.
- Read the clauses of the LQ carefully and know what is required. Don't ask for anything extra - it's not about jumping through hoops.

Working through the Leadership Qualification

- Visit the Leader in Training's unit or arrange for someone else to do so. The unit visit is important as it will help you (or another experienced Leader/Mentor chosen by you) to observe the Leader in Training's rapport with the age group and her practical guiding skills. She doesn't need to run the whole meeting.
- Work with the Unit Leader to ensure that the Leader in Training has the opportunities she needs.
- Help the Leader in Training to reflect on and learn from her experiences, for example considering why activities did or didn't work well.
- Be available as a sounding board and give constructive feedback, remembering that you are both volunteers.
- Contact the Leader in Training's County training team to find out about relevant opportunities for her. Find a suitable section training for your Leader in Training to attend and help her to get 1st Response (or equivalent) and A Safe Space trainings.
- Encourage others to help sign off areas of the LQ, where possible. Aim to have the workbook signed off by people in a range of roles.
- As modules are completed, inform the LQ Coordinator, who will mark them as completed on the Leader in Training's Go! record.

Communication

- Stay in regular contact with the Leader in Training to provide support and enthusiasm, for example at least every half term (every six weeks) of unit guiding.
- Ask relevant questions to help the Leader in Training develop her own understanding and confidence.
- Read between the lines - look out for body language, and listen for what is and what is not said.
- Pass on all necessary communication and correspondence promptly. Introduce yourself to the Unit Leader and the local Commissioner (if you don't already know them). Keep them informed as appropriate on the Leader in Training's progress and any relevant difficulties or opportunities required for her and her unit. It may be very useful to invite the Unit Leader to one of your mentoring meetings.
- Remember that Leaders in Training, whether new to guiding or previously involved, may be confused and feel excluded by guiding jargon. Try not to use jargon, but if you do make sure you explain it.

Things to remember

- Guiding is fun - don't get too caught up in paperwork. As long as the Five Essentials are in place and the girls are safe and enjoying themselves, it is good guiding.
- Think flexibly - being flexible helps Leaders to enjoy their guiding while honouring their other commitments. For ideas visit the 'Flexibility and inclusion' section of www.girlguiding.org.uk (search for 'flexibility and inclusion').
- Stay up to date with local and Girlguiding priorities and procedures by reading *guiding* magazine and e-newsletters, and visiting the Girlguiding website on a regular basis.
- Ensure that the Leader in Training knows what is on offer for the next steps in her guiding journey once she has completed the LQ. Look at the 'Building your skills' section of www.girlguiding.org.uk (search for 'building your skills') for suggestions. There is space in the LQ workbook for Leaders to record further learning completed.

Sources of support - who can do what for a Leader in Training

Everyone in local guiding has a part to play in welcoming the new Leader to the team, helping her to settle in and supporting her. Many of these people can also help the Leader in Training by signing off clauses where relevant.

Mentor

- Supports Leader in Training through the LQ.
- Identifies existing skills and experience.
- Visits unit, or delegates this.
- Helps identify areas for development.
- Helps access relevant training and other learning opportunities.
- Signs off modules when completed and notifies Leadership Qualification Coordinator.
- Signs off completed LQ and sends to Verifier.
- Notifies local Commissioner when LQ is complete.

Leadership Qualification Coordinator

- Regularly reviews Go! reports to monitor progress and new starters.
- Matches Leaders in Training with Mentors.
- Often issues LQ pack to Mentor.
- Monitors timescales using Go! reports.
- Supports Mentors.
- Helps if there are issues to be addressed.

Local Commissioner

- Completes Join Us and recruitment checks.
- Welcomes new Leader to local guiding and to meetings.
- Offers support if there are issues, and answers questions/concerns.
- Keeps in touch.
- Keeps an eye on timescales and the 'valid to' dates of roles.
- Helps access resources/trainings.
- Can sign off parts of modules.
- Updates new Leader's role on Go! when the LQ is completed. This is done for Young Leaders only once they turn 18.

Verifier

- Checks completed LQ to verify work of Mentor.
- Gives constructive feedback to Mentor.

Unit Leader

- Welcomes Leader in Training to team.
- Involves her in the unit and in planning and running the programme.
- Gives opportunities to cover requirements of the LQ.
- Gives guidance where needed.
- Can sign off parts of modules.
- Flags up any concerns to Mentor/Leadership Qualification Coordinator/local Commissioner.
- Helps access resources/trainings.

Go! Coordinator

- Regularly provides Leadership Qualification Coordinator with relevant reports from County Go! to monitor progress of Leaders in Training (or the Leadership Qualification Coordinator can also run them herself on Go!).
- Updates information on County Go! as requested by Leadership Qualification Coordinator.

Girls and parents

Can sign off parts of modules where appropriate.

Local area team

- Supports and welcomes Leader in Training.
- Can sign off parts of modules.

Flexible mentoring

If you are mentoring several Leaders in Training this gives them all a ready-made peer and support group, so do have socials with them all together. It will also be worth allowing time for the occasional one-to-one check-in.

Case study: Coffee shop mentoring

'I was asked to mentor three people from the same District - one was Guides, one was Brownies and one was both. I set up a monthly meeting at a local coffee shop so they could each drop in if they wanted to go through their LQ - they all turned up every month! Group mentoring worked really well; for example in discussing the Five Essentials, they could all give examples of what happens in their unit and encourage the others and I just steered the conversation as needed. They all signed off lots of elements in each other's workbooks and built up a really strong guiding relationship from doing this outside the unit meeting place.'

Jo, Leadership Qualification Mentor, Girlguiding London South West

Keeping in touch

Keeping in touch will give your Leader in Training an opportunity to tell you how things are going, raise any concerns or needs and ask questions. The level of support and personal contact required will depend very much on the Leader in Training.

To begin with it may be better to meet fairly frequently for a short time, and in person where possible. As you continue working together, keep in regular contact through email, text, telephone and face-to-face meetings as required.

Read over the checklist on pages 9 and 10 for hints on what to cover and consider in your initial contact and meetings.

Be aware that the Leader may ask questions which aren't connected to the LQ. Don't worry if you don't know the answer to a question, but point her in the direction of someone who does or get an answer for her as appropriate.

Action plan

Once you have got to know your Leader in Training, you can begin to set goals and sign off sections of the LQ.

There is a range of systems that your Leader in Training could use to plan and monitor her progress. Some examples are:

- a simple list of what she is planning to achieve, in small steps, together with the date she expects to complete each step
- the checklist in the back of the *LQ* workbook, with target dates and activities written in and things crossed off as they are achieved
- targets written in the personal action plan of the workbook.

The Leader in Training should choose her own method. Help her to plan a way forward that suits her.

When creating an action plan, keep the following in mind.

1. Identify which modules need to be covered - modules and parts can be completed in any order.
2. Consider previous experience and accredit prior learning. Sign off anything that can be covered by discussion immediately.
3. Identify events or activities planned in the unit, District, Division and County which she can get involved with and can count towards her LQ.
4. Help the Leader in Training to identify which elements and achievements can be combined and counted in more than one area of the qualification.
5. Evidence - talk about types and examples and keeping it simple.
6. Who can help carry out the action plan or sign the workbook? Encourage a range of people to sign off, particularly the unit's Leadership Team and the girls.
7. Help your Leader in Training to identify dates for trainings, such as section training, 1st Response training and A Safe Space training. Know where to obtain information about suitable trainings, such as from a local calendar or County newsletter, or by liaising with the LQ Coordinator or local Commissioner.
8. Schedule your unit visit - if necessary, contact the Unit Leader to help arrange this. You may need to ask the LQ Coordinator, local Commissioner or another Mentor to carry out this visit if you are unable to do it yourself.
9. Make sure the plan is realistic and flexible, taking into account the Leader in Training's commitments and available time. Together, establish a comfortable plan of action which suits her pace.
10. Ensure that you build in some time for reflection. This helps the Leader in Training to develop and learn.

Evidence

Review the evidence guidelines in the *LQ* workbook with your Leader in Training. Let her know that simple and original is best, and sometimes less is better than more. Ideally all the evidence will fit into the plastic wallet supplied with the workbook. Many of the requirements will be covered by observation and discussion.

- Use the workbook to jot down notes of discussions, and the folder to store any extra documents.
- Evidence does not need to be typed, written up or formally presented. Scribbled notes, original documents or digital evidence (eg photos of activities, copies of emails) are sufficient.
- Use questions and discussion to provide or to expand on written evidence - bullet points noted in the workbook are fine.
- A piece of evidence can often be used to cover more than one part of the LQ.
- Each piece of additional evidence should be clearly marked with the part(s) of the LQ (module, number and letter) that it relates to - for example District meeting minutes would be evidence for Module 2, Part 2a.

Signing off sections

Where possible, sign off sections of the LQ covered by the Leader in Training's prior knowledge and experience right at the start.

Encourage her to get a variety of people to sign the different parts where appropriate.

Anyone who has worked with her, observed her or discussed it with her can sign to say she has completed a clause - the Unit Leader, her Commissioner, girls, parents, even Leaders she knows in other parts of the country.

As a Mentor, only you can sign off the completion of the modules (on page 39 of the workbook) and the Leadership Qualification itself.

Completion of the Leadership Qualification

Check that all parts of the relevant modules are completed and then sign off the *LQ* workbook. Ensure that the Leader in Training has written her name, address, registration number and unit number on the workbook.

Next, send the *LQ* workbook and evidence to your LQ Coordinator and inform the Leader in Training's local Commissioner. The Leader in Training has now completed the qualification and the Commissioner or her representative will update her record on Go!.

The newly qualified Leader will then be presented with her Leadership Qualification certificate and badge at a suitable place and time.

Verification

The Verifier's role is to ensure that a consistent standard of mentoring is maintained throughout the County. The Leader in Training's qualification is already gained regardless of the outcome of verification. The Verifier may contact you to give you some constructive feedback on your mentoring.

Support for Mentors

Support is available from a range of sources. Remember, you don't need to have all the answers, just to know where to ask.

1. The *LQ* workbook contains useful information, such as safety checklists and a grid to record how the Five Essentials have been covered over a term.
2. Local guiding members, such as your Commissioner, Advisers, Administrator, other Leaders and Mentors, can all help.
3. Publications. Girlguiding has a range of publications that can support you. Many can be bought at your local volunteer shop or from www.girlguidingshop.co.uk, and others can be downloaded free from the members' area of www.girlguiding.org.uk.
4. Trainings/adult support sessions can be especially useful if you are mentoring out of your section.
5. County information sources, such as calendars, websites or newsletters, are helpful.

You may need to claim expenses from time to time in your role as Mentor. Check with your LQ Coordinator about expenses and how to claim.

Online learning

If you'd like to develop or brush up on your mentoring skills, try the fun and interactive Mentoring e-learning module at www.girlguiding.org.uk (search for 'building your skills').

Including all

Girlguiding's qualifications for adults allow members to develop skills and experience in giving girls a great guiding experience. However, there may be times that these qualifications need to be adapted for members with additional needs. This is a requirement so that all members can be included within Girlguiding. Read our guidance on the Equality Act (2010) at www.girlguiding.org.uk (search for 'equality act') to learn more.

To achieve a qualification, a member must show that they have the necessary skills. The outcomes of the qualification cannot change, but when necessary you can change the route that a member takes to achieve these skills. Always discuss any changes to the qualification with the member beforehand. They may not require, or want, any changes to be made. This is their decision.

Adapting qualifications

To help adapt the route to achieving these skills, think SET qualifications:

- Skills
- Evidence
- Time

Skills - What skills are required to achieve the qualification, and what are the core outcomes? These will be clear from the module descriptions in each qualification. Discuss these skills with the member and how they hope to work towards them. This is no different to the process that should be taken with all adult members working towards a Girlguiding qualification.

Evidence - How will the member record their achievements? Do these need to be in written form? They may wish to be more creative. Video and photo evidence could be used to demonstrate skills. If it is entirely necessary to provide written evidence, for example demonstrating the use of forms, someone else could act as scribe.

Time - Is there a time restriction to achieve the qualification? Does there need to be a time restriction? Could this be relaxed?

If there are issues

It is important to help identify any issues early on, for the sake of both the Leader in Training and yourself.

There's a whole Girlguiding team behind you, so don't feel alone. If you have concerns about your Leader in Training's progress, please talk to her local Commissioner and/or the LQ Coordinator - they are there to support you.

The task of mentoring a Leader in Training through the LQ is a voluntary, two-way partnership. If for any reason your mentoring relationship is not working out, contact your LQ Coordinator.

What's next for you?

Some members mentor several people through the Leadership Qualification, and are happy for this to be part of their long-term contribution to guiding. Others undertake the role just once as they are a good match with an individual Leader in Training in their area. If you would like to mentor more Leaders in Training, let the LQ Coordinator know. Alternatively, look up the 'Building your skills' section of www.girlguiding.org.uk (search for 'building your skills') for suggestions on lots of ways to develop your skills and support guiding.

Checklist - The mentoring process

This overview is an example and may be adapted according to the needs of the Leader in Training.

Note: We use the word 'meeting' below, but this does not strictly imply face-to-face meetings. Working flexibly with your Leader in Training is important, so use different ways of keeping in touch. You could communicate just as effectively over the phone or a video call. Remember, the important thing is to discuss and agree together how and when to stay in touch.

Mentor assigned

The Mentor may be mentoring one-to-one, or with a group of Leaders in Training.

Initial contact between Mentor and Leader in Training

This can be by text, email, phone call or a unit meeting visit.

- Aim to contact within two weeks of being assigned to maintain enthusiasm.
- Introduce yourself.
- Arrange initial meeting.

Initial meeting

- Agree roles and responsibilities - include ground rules for working together, for example keeping to meeting times and cancelling in advance if necessary.
- Provide an overview of the LQ and introduce the *LQ* workbook.
- Get to know each other.
- Find out about her guiding roles, background and previous experience.
- Identify next steps for the Leader in Training. Set goal(s) together for completion by the next meeting.
- Look out for prior learning - can you sign off some parts of the LQ straight away?
- Arrange the next meeting.

Next meeting

- Catch up on how the Leader in Training is finding her time in the unit.
- Review what's been done and sign things off as applicable.
- Encourage the Leader to use the workbook to record discussions and make notes.
- Determine and agree any learning needs.
- Plan what to do next - help the Leader to start an action plan.
- Agree what to do for next meeting.
- Get necessary trainings booked.
- Arrange next meeting/when you will contact each other next.

Subsequently

- Determine and agree any learning needs.
- As modules are completed, inform the LQ Coordinator.
- Suggest suitable upcoming trainings or put in a request with the training team if needed.
- Review notes on page 9 of the *LQ* workbook on what sort of evidence is needed (keep it simple and minimal).
- Ensure the Leader in Training knows what support is available and where to find it - for example other Leaders, local Commissioner, trainings, publications, Girlguiding website and so on.
- Agree a date for the next meeting/chat.
- Agree a date for the unit meeting visit.
- Arrange signing-off opportunities.
- Discuss what might be next on her guiding journey.