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**Girlguiding**

# Supporting Leaders in Training

## Guidance for Unit Leaders

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## Introduction

Welcome, and thank you for taking an active part in supporting someone in your unit working on the Girlguiding Leadership Qualification (LQ).

As a Unit Leader, you will play a key role in giving your Leader in Training the chance to develop her leadership skills and gain confidence working with the girls. Please read this document which provides guidance on how best to help your fellow volunteer.

## The Leadership Qualification

The Leadership Qualification (LQ) 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.

## Young Leaders undertaking the Leadership Qualification

Young Leaders are future Unit Leaders and need the support of their Unit Team like all other Leaders in Training. If you have a Young Leader in your unit who is working on, or has just completed, her Young Leader Qualification (YLQ), encourage her to continue with the LQ (which she can start on from 16).

Let your Young Leader know that her YLQ covers a significant amount of Modules 1 and 2 of the LQ, so she will have already completed a lot. A helpful table showing which parts of the LQ the YLQ covers is available from [www.girlguiding.org.uk](http://www.girlguiding.org.uk) as well as [www.girlguiding.org.uk/theseniorsection](http://www.girlguiding.org.uk/theseniorsection) (search for 'ylq').

Mentors working with Young Leaders who have achieved their YLQ should have this document. This means that a Mentor will have signed off the LQ work already covered, before helping her Leader in Training cover the rest of the qualification.

## Students and the Leadership Qualification

Students who are Leaders and helpers are a great source of support for Girlguiding, and are often enthusiastic about continuing with their guiding while studying. They benefit from the fun of guiding and a wider support network, while Girlguiding benefits from extra volunteers.

If you have a Leader in Training in your unit who is going to move away for her studies, then encourage her to stay in guiding in her new location and to continue with her LQ. Ensure that relevant clauses of her *Leadership Qualification* workbook are signed off to show everything she has achieved with you to her new unit.

Print out her Go! record for her, as this will contain her Girlguiding membership number which will enable her to transfer smoothly to another unit.

While it can be sad to feel you are 'losing a Leader', remember that you will have helped develop her skills and confidence during her time with you. Keep in touch with her - you could offer her the chance to visit your unit and help out during her holidays from studying, or to join residential events.

If you are welcoming a student to your unit as a new volunteer, make sure that she is aware of opportunities to help her complete her LQ if she wishes, such as training opportunities or local events.

## Helping a Leader in Training - how it works

Once registered on the Leadership Qualification, your Leader in Training will be matched with a Mentor who will provide one-to-one support and be responsible for signing off completed modules.

You can help the Mentor by signing off elements of the modules. As Unit Leader you will see many aspects of the LQ being completed and may sign them off. Also, with the support of the Mentor, you can encourage other Leaders, the girls, parents or your local Commissioner to sign off individual elements as appropriate. These elements are not 'tests' but opportunities for the Leader in Training to show what she can do.

## Top tips for supporting your Leader in Training

Although your Leader in Training will have a Mentor to help her work through the LQ, there are lots of ways in which you can support her too.

- Find out more about what is expected of your Leader in Training. Get to know the Leadership Qualification - if you qualified a while ago, ask your Leader in Training to show you her *Leadership Qualification* workbook. Read the checklist of requirements for the LQ on pages 5 to 7.
- Help her to feel welcome as part of the Unit Team and local guiding - retaining Leaders in Training helps guiding to grow and continue!
- Together with your Leader in Training, take a look at *Good guiding is...* in *The Guiding Handbook* or from [www.girlguiding.org.uk](http://www.girlguiding.org.uk) (search for 'unit leader resources'). Use it to support programme planning and stimulate ideas.
- It may be helpful to spend extra time with your Leader in Training on a one-to-one basis until she feels confident in what she is doing with the girls.
- Encourage her to offer her own ideas and see what activities she can lead. Let her take on new things at a comfortable pace.
- Let your Leader in Training try out any new ideas and ways of doing things which fit the Guiding Method - give her a chance to develop her own style of leadership to enhance your unit.
- Help your Leader in Training develop skills in supporting and developing girls in the unit by discussing each girl's progress with her from time to time.
- Support her to enable girl-led guiding by helping her to develop good skills in facilitating girls to make decisions. *Participation on a Plate* is a useful resource for how to involve girls in unit decision-making and can be found at [www.girlguiding.org.uk](http://www.girlguiding.org.uk) (search for 'involving your girls').
- Encourage her to reflect on her experiences. Learning from mistakes can be valuable and the odd 'boring' or 'too hard' activity is part of the learning process. If she likes, you could act as a sounding board for ideas, especially in the early stages.
- At times, having a Leader in Training in your unit might temporarily mean a few changes to how you do some things, or who does them, to help her achieve particular elements of the LQ. For example, planning your programme, accounts, record-keeping or communicating with parents. Support your Unit Team with any changes.

## Other support for your Leader in Training

### *Trainings*

- Most Leaders in Training need to attend a 1st Response training, a section training and A Safe Space training. Any costs for these trainings should be paid from unit funds.
- Help her to find training dates, encourage her to attend and if possible go with her to her first training.
- Encourage her to book into 1st Response and A Safe Space trainings as soon as possible - they can fill up fast!

### *Books and publications*

- Make sure you have current copies of relevant publications.
- Provide access to *The Guiding Handbook* and help the Leader in Training to access *The Guiding Manual* ([www.girlguiding.org.uk/guidingmanual](http://www.girlguiding.org.uk/guidingmanual)).
- Provide access to Girlguiding publications to help with activities, for example section resources.

### *In the unit*

- Get your new Leader involved in planning meetings with the rest of the Unit Team. It will help her understand the language and methods of guiding.
- Provide her with a copy of the planned programme for the month/term/year.
- Give her the opportunity to plan, lead and evaluate unit activities. Be open and welcoming to new ideas if she does things differently.
- Help her collect evidence such as photographs and activity instructions.
- Sign her workbook when she completes a part within a module. Encourage her to bring the workbook with her to each meeting so you can sign off elements as she completes them.
- Make opportunities for her to discuss any concerns she has.
- Encourage her to make regular contact with her Mentor and welcome her Mentor to unit meetings.
- Involve her in the jobs that need to be done to run a good unit. She could write the next letter to parents or manage the budget for an activity.

### *Local guiding matters*

- Let her know future dates of local trainings, meetings and events.
- Let her have a copy of the District/Division minutes and take her to meetings with you to introduce her to the local area team.
- Work with her on opportunities to do activities with other units and sections, for example at a District event, on World Thinking Day or on an outing.
- Between you and the Leader in Training, keep your local Commissioner/Adviser/Administrator up to date with her progress.

Thank you for all your help with supporting your Leader in Training throughout the scheme and welcoming her to Girlguiding.

## Frequently asked questions

### **How does the Leader in Training get her Leadership Qualification pack?**

Her Mentor will arrange a meeting to hand over the pack and discuss the way forward.

### **What should I do if my Leader in Training's Mentor doesn't contact her?**

Contact the Mentor yourself to see if there's a problem. If that doesn't produce the desired result get in touch with the County Leadership Qualification Coordinator or local Commissioner.

## **When can the Leader in Training take responsibility for the girls?**

The Leader in Training can plan and run activities and whole sessions as soon as she feels ready, and can play a full part in the Leadership Team. However, the new volunteer must not be left alone with girls until her recruitment checks have been completed and you are told there are no issues. Wherever possible it is good practice to avoid one adult being alone with a girl even once checks are complete.

## **What should I do if my Leader in Training doesn't get on with her Mentor?**

Tell your local Commissioner or encourage the Leader in Training to tell the Commissioner. Or, with her agreement, go directly to the County Leadership Qualification Coordinator and ask for a new Mentor.

## **What should I do if I'm concerned about the progress of my Leader in Training?**

Discuss any concerns with her Mentor, your local Commissioner or the County Leadership Qualification Coordinator. In the rare case where things are not working out, your local Commissioner will be able to advise and support.

## **What happens when my Leader in Training has completed her Leadership Qualification?**

Her Mentor will inform your local Commissioner and send her LQ workbook off to be verified. The Commissioner will update her role on Go! to qualified Leader and arrange for her Girlguiding Leader certificate and badge to be presented to her.

If you have any queries about any aspects of the LQ, contact your County Leadership Qualification Coordinator or local Commissioner.

## **Useful contacts**

To help you support your Leader in Training, you might like to note the name and contact details of her Mentor and also the County Leadership Qualification Coordinator.

## **Leadership Qualification checklist**

### ***Module 1 Your role in the programme***

#### **Part 1 - Use the Five Essentials in the unit's programme over a period of three months.**

- a) Read *The Guiding Handbook*, specifically the chapter covering the Guiding Method and the one on the guiding family as it applies to your section. See also the relevant *Guidance Notes for Leaders* for your section.
- b) Discuss with your Mentor how you can ensure the Five Essentials are put into action in your unit.
- c) Review the programme to check that the Five Essentials are being put into practice. Find out more about how the Five Essentials can be built into your unit programme by undertaking the *Being a Leader* e-learning module for your section.

#### **Part 2 - Work with the unit and the Unit Team to plan and carry out the programme.**

- a) Agree the programme content with the members of the unit. This could involve taking part in a Rainbow Chat, Brownie Pow-wow, Patrol Leaders' Council or Look Wider Team meeting, or any other suitable method of gathering members' input to get ideas and suggestions.
- b) Take part in Unit Team planning meetings. Using a record of the unit's programme, show your contribution to planning it and carrying it out, and discuss this with your Mentor.
- c) Show how all members of the Unit Team, especially the Young Leaders and Unit Helpers, are involved in planning and carrying out the programme.

- d) Involve members of the unit in the delivery of the programme as appropriate and demonstrate where in the programme this has happened.
- e) Use a style of leadership appropriate to the age group and your role in the unit. This should be observed by the Mentor in a unit setting.
- f) Attend a training session appropriate to your needs on the relevant section programme. This could be a one-to-one, small group or large group training, or you could complete an e-learning module on *Being a Leader*.

### **Part 3 - Provide opportunities for the unit to carry out a range of activities, reflecting balance and variety in the programme.**

- a) Plan and carry out an activity that helps unit members gain an understanding of the Promise.
- b) Plan and carry out two activities in the unit meeting place.
- c) Carry out an activity or visit away from the meeting place. Ask the girls if they thought it was adventurous.
- d) Help members of the unit participate in an activity with members of another section. Afterwards, get together and talk about the activity with the members of your unit. Discuss your contribution to it with the Leadership Team involved, and consider how you can encourage girls to move on to the next section when the time comes.
- e) Read *The Guiding Handbook* and discuss with your Mentor how you evaluated the activities with the unit members and the other Leaders who were involved.

### **Part 4 - Work with members of the unit to support their progress.**

- a) Discuss and give simple examples of how girls have gained in confidence, self-esteem and social skills and met challenges over a period of time.
- b) Help two members of the unit look at their progress through the programme and review with them two activities in which they have taken part.
- c) Help a member of the unit or a small group of girls find out about the section to which she/they can progress, using the relevant transition resources for your section.

## ***Module 2 Your role in Girlguiding***

### **Part 1 - Discuss your understanding of the Promise with an adult member of your choice and make or renew your Guide Promise.**

- a) Discuss your understanding of the Promise with an adult member of your choice.
- b) When you are ready, make or renew your Promise.

### **Part 2 - Attend and contribute to meetings at a local level.**

- a) Attend meetings.
- b) Feed back to the girls in your unit after the meeting and gather their views and opinions to take forward to the next meeting, to ensure their voices are heard on local plans, ideas and events.
- c) Keep a note of the meetings and discuss how information from them will be shared with members of your unit and how it will affect them. Give examples, if you can, of how this works in your unit.

### **Part 3 - Get involved in local guiding.**

- a) Help the unit participate in an activity or event involving at least one other unit. Afterwards, discuss the activity with your Mentor. It may be an activity you have suggested and it will give you an opportunity to work with other Leaders and share good practice.

## **Module 3 Your role in safety and unit administration**

### **Part 1 - Ensure that effective communication takes place with parents and with the local community.**

- a) Know how to use the Join Us system to manage enquiries and how to log on to Go! to add information about existing members. If you do not have access to the internet, know what arrangements are in place to ensure that girls in your unit are accurately recorded on Go!.
- b) Know how to run reports on Go! to meet the needs of the unit, for example emergency contact, girl age and medical/dietary information. If you do not have access to the internet, know what arrangements are in place to run reports needed to help you run the unit.
- c) Keep parents regularly informed about the unit's plans. Obtain any necessary parental consent.
- d) Discuss how you would help a parent with a query and what further action you would take, or make a note of a query you have dealt with.
- e) Explore ways of letting the local community know about guiding activities in your area and try at least one.

### **Part 2 - Ensure that the unit's programme is carried out in a safe environment.**

- a) Read 'How to make guiding a safe space' in *The Guiding Handbook* and discuss it with your Mentor.
- b) Carry out a safety check of the unit meeting place, inside and out. Discuss what action you would take if you found an unsafe situation. Explain or show how you would carry out a fire drill in your meeting place.
- c) Show that you can run activities safely in the unit meeting place.
- d) Hold a 1st Response certificate or a first aid certificate that covers the minimum requirements in the Girlguiding 1st Response syllabus (see page 41 of the *Leadership Qualification* workbook).
- e) Know who to report to locally in the event of an accident or serious incident involving members of the unit.
- f) Complete Girlguiding's A Safe Space training.

### **Part 3 - Be aware of your responsibility for unit funds.**

- a) Read the 'Financial management' section of *The Guiding Manual*. Discuss with your Mentor the need to budget for the day-to-day running of the unit and the requirement to prepare unit accounts.

## **Module 4 Your role in managing the unit**

### **Part 1 - Maintain effective record-keeping systems.**

- a) Discuss with your Mentor how you ensure that accurate and up-to-date records are maintained of unit members and the Unit Team, in particular the use of role management on Go!.
- b) Ensure that accurate records of attendance are kept for all members, including members of the Unit Team.
- c) Ensure that a programme record is maintained.
- d) Either budget for an event or maintain the unit accounts for one term, making sure that proper financial records are kept.

### **Part 2 - Ensure that effective communication takes place locally.**

- a) Read 'What is guiding?' in *The Guiding Handbook* and the 'Structure' section of *The Guiding Manual*.
- b) Use a local guiding contact list to show how the unit fits into guiding's communication network. Complete the helpful information sheet at the beginning of the *LQ* workbook.
- c) Show how information is communicated to the members of the unit, the Unit Team and your Commissioner.
- d) Take part in an activity to help raise awareness of guiding and support recruitment - for example a 'bring a friend' evening, a community event or a parents' evening.
- e) Read the 'Policies' section of *The Guiding Manual* and understand your responsibility to uphold the policies of Girlguiding.