

## Meeting idea

# Seeing it in action



While you will get a sense of how your leader in training is doing from talking to her and seeing the evidence she puts into the LQ, you can't really know how she is getting on without seeing her in action.

The idea of an observation is simply to watch your new leader in training, while she is running an activity or a unit meeting. This isn't to test your leader in training or to make her feel under any pressure. You should explain what you are doing and consider letting the leader in training know in advance in case she may be nervous. The purpose of doing a short observation is for support and to offer useful feedback and suggestions.

Think about how you position yourself when conduct the observation. Try to take part in the activity where you can, or contribute, to remain unassuming. These observation areas are a guide for some things you may want to look for.

The form below will help you to know what to look for when you're observing.

Observation area	Y/N/NA	Comments
Is everyone participating?	Y	3 different activities to keep girls involved
Are the girls working in small groups and helping each other?	Y	Girls were working in groups of 6 and were talking to each other
Are individual needs being met?	Y	Leader clearly answers girls questions and saw who was struggling and supported them.
Is there variety and balance in the programme for the evening you visit and for the term?	Y	Girls were doing Christmas craft. Girls talked about different things they had done this term - badges, games, first aid.
Does the unit make use of appropriate Girlguiding resources?	Y	Girls talked about new programme and how they worked in different groups and make decisions.
Is the meeting place suitable and safe?	Y	Fire exits clear - no trip hazards, scissors being used safely. Girls had sensible shoes on.
Is the leader in training's behaviour towards the girls appropriate for the age range?	Y	Very patient, allowed girls to choose but gave them options
Do the leaders ensure high standards of behaviour? Is the level of discipline appropriate?	Y	Arm raising used. Girls expected to listen. Girls relaxed and talkative.

Other things to note: **Leader used girls names and handed them items with a smile. She encouraged group working and engaged in other conversations about thing that interested them, showing they are treated as individuals.**

After the observation, have a chat with your leader in training.

### **Tell the volunteer what went well.**

- Use your completed form to guide a conversation with your leader in training.
- Highlight key areas that she should be proud of, and recognise them as an achievement.

### **Offer suggestions for development.**

- There will always be areas of development (even if a volunteer has been in her role for years!), and diplomacy is key to discussing these.
- As a mentor, you should stay up to date with training opportunities which are on offer in your local area. Recommend them to your leader in training, if you think that there is something which will benefit her.
- Recommend resources which may help your leader in training - the Guiding Handbook is always a good place to start, and there is also a list in the LQ workbook which describes some of the best resources.
- If there are a number of areas which need support, pick a few key areas to focus on and once they have been achieved, revisit the list.

### **Reiterate good points.**

- It's important to emphasise the good areas as this is what helps keep a leader in training motivated.

If you are able to follow up your chat with an email to recap what was discussed, and any next steps, this can be really helpful for your leader in training to feel supported.