



WE DISCOVER, WE GROW

Girlguiding

Top Trainings Information Pack

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1. Introduction

Leaders and other volunteers receive support in the form of formal training sessions to enable them to provide girls and young women with a programme that is vibrant, fun-filled and that supports their personal development. These training sessions, delivered by qualified Trainers, are made possible by Training Organisers.

[The Planning Toolkit](#) has been developed to help plan all opportunities for learning; this resource compliments that tool, and gives more detailed help in specific circumstances. The Planning Tool can also be downloaded from the Learning and Development Pages of the website.

Top Trainings is designed to enable you, as a Training Organiser, to provide effective, enjoyable and well-run training sessions. This resource can be adapted for organising any type of training, including residential events, County Days, District or Division events and even fireside sessions.

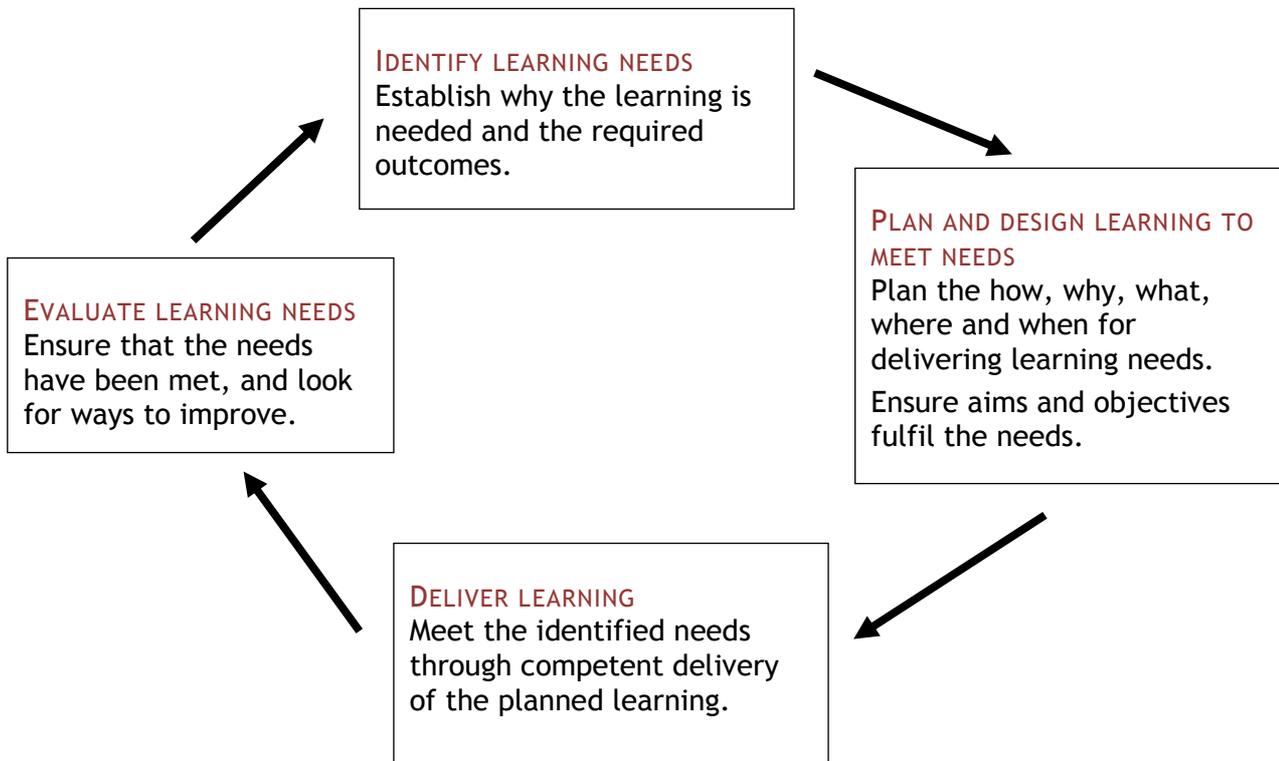
As with all aspects of guiding, proper team support will be vital in helping you to organise training events.

Top Trainings is both an introductory resource and a useful reference source. Once you have read through the general information, look at the contents page to find the resources and information useful to you.

2. General information for Training Organisers

2.1 The learning and development cycle

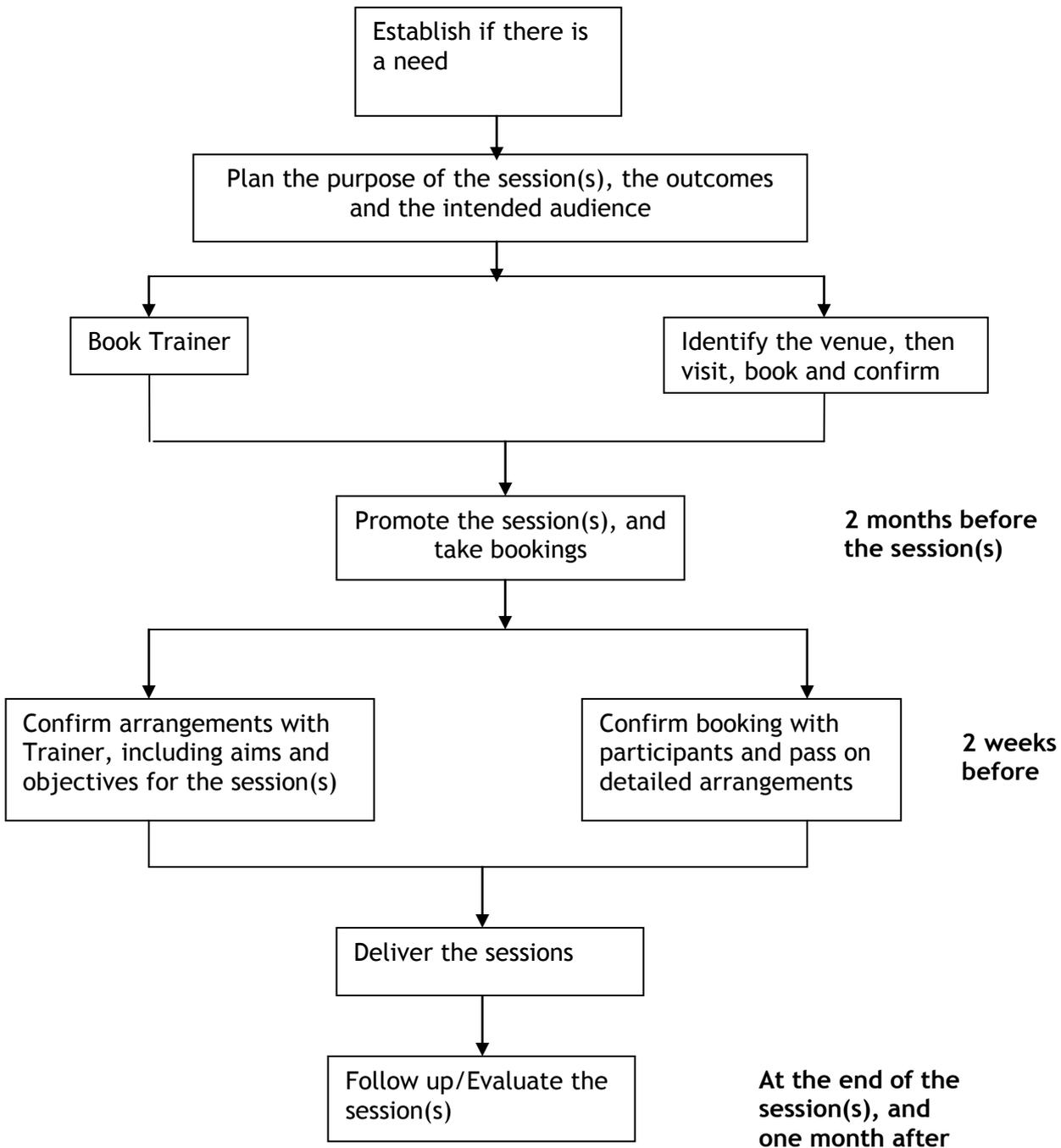
All learning in guiding follows the same learning and development cycle as shown below.



The cycle is about continuous improvement, and as a Training Organiser you need to have it in your mind. The next section shows how to develop it into the practical stages of organising training sessions.

2.2 The stages to organising training event

The diagram below shows the stages that are usually followed when organising training, and is a development of the Learning and Development Cycle, which was described above. As a Training Organiser you may find that, depending on the nature of each training, you do not need to carry out every stage for every training. Suggested timescales have also been included, but these are purely for guidance, and may, in reality vary.



2.3 What to consider when organising an event

Every learning event will be different. It may be a fireside chat for those new to guiding or a County day training with several hundred attending. Whatever the situation there will be aspects to be considered, some of which will be more relevant to the situation than others. You may be the only person involved in the organisation of the practical aspects of the event or you may be part of a much larger team - you may even be leading that team!

Where to find support

- The County Training/Adult Support team.
- A Division representative.
- The Trainer and/or County training team.
- A County Directory.
- The County, Country/Region or Girlguiding website.

Determine the purpose and needs of the training

The Planning Toolkit is a resource which has been designed to help Countries/Regions and Counties to identify learning needs in their area. Whether this is used by those requesting the training, or if you are identifying needs yourself, this useful resource is available online.

- Check the requirements of the qualifications (eg Leadership Qualification/Residential Qualification/1st Response).
- Discussion with Leaders and Commissioners.
- Discussion with the Adult Support team or other relevant body.
- Discuss with the person requesting you to organise the training
- Ideas from Trainers.
- New initiatives.

Check particular needs relating to the event

- Do many Leaders work at the time suggested?
- Do you need to provide a crèche?
- Are there enough parking spaces?
- Is there public transport to the venue?
- If providing refreshments consider dietary needs.
- Are there religious or cultural aspects to consider?
- Check access for people with disabilities.
- Are there needs you are unable to address? How will you communicate this to the participants and suggest other options?

Aims and objectives

- What are the aims and objectives of the training session?
 - The aim may be defined as the general intention of the Trainer after consultation with the appropriate parties.
 - Objectives are what the Trainer hopes that the participants will have achieved by the end of the session.
- It is important that the aims and objectives for the training session are discussed and agreed with the Trainers.

Budgeting for the event

- What are the outgoings for the event?
- What, if anything, will the participants pay?
- Is there any other income, eg grants?
- Is a contingency required?
- Does the budget balance?

How to find Trainers

- At Country/Region or County office there is likely to be a system in place to book Trainers. The County Adult Support Coordinator (or other equivalent role holder) will be able to tell you what this is.
- Recommendation from other organisers or Trainers.
- On occasions you may want someone from another organisation with particular skills, eg sports coach or environmental expert.

Your responsibilities towards Prospective Trainers

- To invite them, via their tutor, to train at your events.
- To provide them with all the information they need, including aims and objectives for the session, budget, participant information, description of training facility and available equipment, and date, time and location.
- To provide a witness statement of their contribution if requested. The Prospective Trainer should provide a form for this.

How to advertise the training session

- Advertising the event can take many forms depending on whom you wish to advertise to and where. It is a good idea to use two or more advertising channels for an event. These could be:
 - the County/Division newsletter
 - direct mailing/email/website
 - meetings
 - flyers
 - phone calls
 - word of mouth
 - District meetings
- Ensure the information provided to participants is accurate, attractive and timely. You could ask locally for sample flyers and booking forms to use as a template and inspiration.

What information will the Trainer need?

Your communication with the Trainer will be a key part in a successful learning experience for the participants. She will need to know:

- the size, nature of the group and their previous experience
- practical details - see checklist, page 9

Ensuring the event is safe and runs smoothly

- Carry out a pre-event risk assessment. There is a sample on page 18. Alternatively, Girlguiding's full risk assessment form is available on the website under risk.
- Work out a timetable for the event, bearing in mind aspects such as moving from one room to another, coffee break queues, etc.
- Room allocation - what facilities are required? Do any of the participants or Trainers have special needs?
- Have you prepared a suitable evaluation? *The Planning Toolkit* contains useful sample evaluation forms which may be copied and used for any training session.
- Do you need extra helpers on the day?

How to follow up the event

- Thank you letters will need to be sent. You may also like to consider giving a small gift to Trainers and helpers in recognition of the time and effort they have put in.
- There may be issues raised during the training session which you may need to deal with or refer to someone who can.
- Evaluations will need collating and circulating as appropriate.
- The final financial statement for the event will need to be prepared.

- You will need to keep the attendance records to help with the next event. Details of what sessions were run and which proved successful will also be helpful.
- It is good practice to review the event and make notes for future occasions.

2.4 Using technology

Make use of technology to help you organise a training event. For example:

- use spread sheets for creating a list of attendees, budgets and balance sheets
- use publishing software to create eye-catching advertising material
- communicate faster with Trainers via email
- at a large event, mobile phones can be used to communicate between organising team members, hostesses, car park attendants, etc
- the Trainer may require a laptop and projector for her presentation
- A CD or DVD of songs or singing games can help trainees pass material on
- create laminated signage that is easy to read and can be reused

3. Useful resources and templates

3.1 Training event checklist

Every training event will be different, some will involve only a few of the following points and others most of them. However, all learning events will need preparation and planning.

There are certain things to consider:

The learning needs of those attending

Who will you consult to define these?

The date and time

What dates should be avoided? What times will suit the participants?

The venue

- What is their booking system?
- Is it easily accessible and suitable for the training session?
- Are there facilities for people with disabilities?
- Will there be a charge?
- Is there sufficient car parking?
- Is there a caretaker? Would it be good to meet him/her beforehand?
- Is there a floor plan available?
- Will you need way markers?
- Are there enough tables and chairs? Do you need to book them?
- Does electrical equipment need to be PATT tested?
- Is the heating adequate?
- Have you carried out a risk assessment?

Budget

- What expenses are likely?
- Will the participants be charged?

Advertising and taking bookings for the training event

- When is the best time to circulate information to participants?
- Who will write information about the content of the event?
- Who will create the booking form and receive applications?
- When is the closing date?
- How will you manage late applications?
- What timescale will you need to follow for accepting bookings?
- Provide location details and any information about public transport. Encourage car sharing.

Booking the Trainer

- Is there a system in your County or Country/Region or at the training centre?
- Have you checked that the Trainer is appropriate for what you require?
- Are there Prospective Trainers who need specific opportunities?
- What will the Trainer need to know or contribute:
 - a) before she agrees to train
 - b) a few weeks before the event
 - c) a few days before the event
 - d) after the event
- Provide the Trainer with a request list to let you know of any special resources or special type of room/space needed. See sample on page 15.
- How would she like the room set out?
- Does she have any special or dietary needs?

- Will she be bringing her tutor or a Prospective Trainer?
- Will she provide her own evaluation form?

Registration

- Where will it be?
- Who will prepare lists?
- What do trainees need to be given?
- Is there also a crèche registration?

Help needed on the day

- What helpers will you need? Will you need people to help you with:
 - car parking and car park management
 - hostessing Trainers
 - registration
 - refreshments
 - a space for your local depot
 - crèche (is it better to pay for professional help?)
 - toilet rolls!
 - first aid provision
 - anything unexpected (it might help to have a 'gofer' without a specific task to help as and where needed)
- How will you recruit helpers? Can you get help from local Guides or members of The Senior Section? The Trefoil Guild? Scouts or other helpers outside guiding?

On the day

- What time will the venue open?
- What time do you need to vacate?
- What time would the Trainer like to arrive?
- If the Trainer is travelling by public transport will you need to meet her?
- Will people need refreshments on arrival, especially if they are travelling distance? Or overnight accommodation?
- Direct/logo boards outside
- Directions to car park
- Direction markers inside the building and room labels.
- Provide rubbish disposal in all rooms - bags or bins.
- Do you need to rearrange furniture in the rooms? Has the Trainers requested any particular layout? Are extension cables needed/available?
- How will you ensure that rooms are returned to how they were before the event?
- Who will 'welcome' the participants as they arrive, other than those doing registration?
- Do you need a welcome pack or a programme- allocated sessions, timings/directions to rooms (and toilets), and any other necessary information?
- How will participants know where to go first?
- Who will introduce the Trainer?
- Will there be a welcome gathering?
- What "notices" do you need to give out? Evacuation plan/lunch arrangements?
- Who will distribute and collect Trainer expense forms?
- Do you need to distribute certificates of attendance?
- Have you allowed participants enough time to move between sessions?
- What evaluation will be needed? From participants? From Trainers? Who will these evaluations be shared with, to see if the event has met learning needs? *The Planning Toolkit* contains useful sample evaluation forms which may be copied and used for any training session.

After the event

- Send thank you letters as soon as possible.

- Send expenses if not paid on the day.
- Follow up any problems or information from Trainer.
- Evaluate the organisation of the event.
- Thank the caretaker and venue hosts.

3.2 Scenarios to consider

Below are a couple of scenarios which you may like to look at to ensure you know what you would do if either happens.

Scenario 1

You have a Division training event on programme planning for winter evenings planned to take place in a week's time. It is being delivered by one of the County Prospective Trainers with her Tutor. You have booked the local Scout hut and anticipate approximately 15 Trainees. However, yesterday was the closing date and only five have booked. One of the District Commissioners has a large house and is willing to host the event instead. What would you do and what considerations will affect your decision?

Scenario 2

You have a large County training day planned. Applications closed last week. You have not opened the envelopes and there are just two weeks to go before the day. It becomes evident that you have a number of challenges:

- several people have not included their payment
- you have 35 Rainbow Leaders coming and only one Trainer booked
- no one has opted for the *New to Guiding* session which a Prospective Trainer was to lead
- there are no applications from a Division who normally come in good numbers - they have a new Commissioner
- you have eight children for the crèche but you budgeted for ten, as you usually get fifteen.

How might you resolve these situations? What would you do in the future to avoid them happening again?

3.3 How to organise the training space

Below is a sample exercise to help you consider the issues around organising space.

For your County Training Day you have decided on the following training sessions.

1. Music and drama in the unit.
2. New to guiding.
3. Commissioners' air and share (am session, Mrs G. uses a wheelchair).
4. Making the most of the County sports equipment.
5. International crafts - this will be a big group both sessions.
6. Leadership skills (Trainer has arthritis).
7. Drug awareness (pm session, Mrs G. uses wheelchair).
8. Outdoors from the meeting place

All sessions will be repeated in the afternoon with the exception of New to guiding, which is all-day.

You have booked the following rooms below for your sessions. How do you plan to allocate each room for each session?

Upstairs				
Classroom 1	Classroom 2	Classroom 3 with sink	You have not booked this room	Stairs
Downstairs				
Classrooms 4 and 5 have a folding, dividing wall. Not very sound proof.		Classroom 6	Classroom 7 with door to playground	Stairs
Sports Hall, which will be needed for lunchtime		Reception, guiding stall and displays can be in entrance area and corridors		

One possible solution may be found on page 19.

3.4 Helpful notes for designing flyers

Below are some tips for creating advertising flyers for your training event.

- If you use colour, think about printing cost and photocopying limitations.
- List all the information you need to provide before you design the flyer, so nothing is missed
- If you use a catchy title for the training session, be sure that trainees know what to expect from the session - otherwise there will be disappointment!
- If there is a return slip on the flyer, ensure that when it is torn off the part the trainee retains contains all the information she needs.

3.5 Helpful notes for hostesses

If you have been asked to be a hostess at a training event, below are some useful guidelines to bear in mind.

- Be friendly and relaxed in your approach, the Trainer will not want to be treated as a VIP.
- See if the Trainer will need help with finding the training room, carrying equipment and even rearranging the room.
- If rearranging the room, remember where things were or sketch the layout
- Offer coffee/tea on arrival.
- Provide water to drink.
- Point out where the toilets are.
- Offer help to set up training equipment though some Trainers may prefer to be left alone at this point.
- Escort the Trainer to lunch.
- Collect the Trainer's expenses form.
- Know to whom problems should be referred.

The below points are only possible if the hostess is present in the training session.

- Introduce the Trainer to the trainees.
- Check numbers in the session against the register.
- Integrate latecomers with minimum fuss.
- Be alert to any needs during the session.

3.6 Helpful notes for reception helpers

If you have been asked to help at reception, below are some useful guidelines to bear in mind.

- Smile and be welcoming.
- Be aware that first-time attendees may be nervous.

- Know what to do with Trainers.
- Be familiar with the welcome pack, maps and notices.
- Keep the area tidy and efficient.
- Point the way to refreshments, toilets and first venue.
- Be clear and brief.
- Explain evacuation plan if necessary.
- Receive lost property.
- Take latecomers to training room.
- Note any messages, problems.
- Know to whom problems should be referred.

3.7 What really matters - a fun exercise

Rate these items, on a scale of 1-5, on how they contribute to the smooth running of the training event.

5 = High (things run smoothly)

1 = Low - (bit of a disaster)

	5	4	3	2	1
A Trainer fails to turn up and you haven't brought her phone number with you					
The PA system keeps shrieking					
The crèche lady has no trouble finding the mum of distressed child thanks to efficient registration system					
Guides who go to the school are asked to help during the day					
The loo rolls run out					
You manage to start the day on time					
The lists for trainees to read are fixed too high for people wearing bi-focal glasses.					
You decide to pay much less for the school by clearing the tables and chairs in the dining room yourself					
You give out the thank you letters to the Trainers as they arrive					
Trainers' expenses are paid on the day					
There is insufficient parking spaces for Trainers					
The school is not difficult to navigate so you decide you do not need 'direction notices'					
Chocolate digestives are provided for morning coffee					
Consideration is given to a disabled trainee when allocating the rooms for sessions					
Rain makes the welcome leaflets wet before they are handed out					
The shop ladies have not brought enough resources as they were not told how many were coming					
You invite confident Young Leaders as hostesses for Trainers - you never know, they might get a taste for training.					
The weather is good, the caretaker cooperative, your team well briefed you have lots of other helpers and a first rate caterer.					

3.8 Contacting the Trainer

Establishing a relationship and communicating with your Trainer is vital to the success of the event. This can be done in a variety of ways beforehand - telephone conversations, emails, letters, even a meeting if you are planning a weekend event. However, after you have made initial contact, there may be a point at which a Trainer information form will be useful, particularly if you are managing several Trainers. It will ensure that everyone receives the same information and saves time and effort on your part. Below is a sample form that you can tailor to your needs.

Trainer information

_____ Training Event

Date:

Venue:

Thank you for agreeing to provide training at our County Day. I hope the following information will be helpful. Please contact me if you need any further help.

The venue will be open from _____

Enclosed with this letter are:

- A timetable for the day
- An expenses claim form
- A map and travel details.

Coffee will be available on arrival and lunch provided for you. There will be a hostess allocated to your session.

Your session[s]

_____ AM
Numbers attending _____

Room _____

Other details _____

_____ PM
Numbers attending _____

Room _____

Other details _____

There will be a Guiding shop during the lunch break

3.9 Sample Trainer's request form

We look forward to welcoming you to train _____

At _____

On _____

To enable us to provide you with as much support in training our Leaders as possible please fill out the required information below and return the form to:

[Insert name and contact details of form recipient]

Session you are running _____

Do you have any dietary, mobility or other needs _____

How will you travel to the venue? _____

What time do you expect to arrive? _____

Would you like to be collected from the station/bus stop? _____

If yes what time are you arriving? _____

The following equipment is available to book in advance, please tick any you would like to use.

- Flip chart and pens
- Lap top, projector and screen
- White board
- Overhead projector and screen
- Display boards

Some basic craft materials and food items can also be purchased for you if required. Please list what you need below in as much detail as possible (eg 'ream of A4 white paper' instead of 'white paper').

If you would like the training room to be set out in any particular format please give details...

3.10 Sample Trainer's evaluation form

Title of training: _____

Trainer: _____

1. Did you receive adequate information about the training before the event?
Yes [] No []
If no, what else would have helped?

2. Was the training room appropriate for this type of session?
Yes [] No []
If no, why not?

3. Were there any significant issues that affected your training delivery?
Yes [] No []
If yes, what were they?

4. Did any issues arise which you feel should be addressed by the local Commissioner? You may feel it more appropriate to discuss these in person.

5. Did you observe a participant who might be a potential Trainer?
Yes [] No []
If yes, please give her name and any other details that may be helpful.

Thank you for the time you have given to the development of guiding. It is very much appreciated.

3.11 Sample budget - County Day

Expected expenses

Hire of school	£430
Trainers' fees and expenses:	
12 Trainers, average travel each £20	£240
20 sessions, expected expenses each £10	£200
4 craft sessions, 20 in each, £1/person	£80
Trainers' gifts	£60
Trainers' lunches	£36
Caretaker's gift	£10
Printing and administration costs	£50
Total	£1106

Income

Here is how the charge for each participant might be calculated:

1. If 180 trainees expected then: $£1070/180 = £5.95$
2. Round it up to £6 for ease
3. Break even numbers would be: $£1070/6 = 178$ attendees
4. To add contingency, charge £7 which makes break even number: $£1070/7 = 153$ attendees - a much safer situation

Alternatively, you may have fixed training fees, in which case you might want to present the income table, together with this calculation to your County to underwrite a loss:

- Income is expected to be £1070
- Fixed training fee is £5 per day
- Expected attendees = 180, thus expected income = $£5 \times 180 = £900$
- Thus expected loss = $£1070 - £900 = £170$

Remember, the easy way to carry out budgeting is to use a spread sheet, which is also easy to update.

3.12 Sample Risk Assessment

Event description: District 1st Response Renewal in Guide hut

Item no.	Hazard description	Effects	Severity	Likelihood	Rating	Management
1	Trailing wire from laptop or projector	Risk of injury from tripping	2	3	6	Wires to be placed in routers
2	Spillage of hot drinks	Burns from contact with hot drinks	2	3	6	Refreshments to be taken in lobby
3	Fire from short circuit in electrical equipment	Death or serious injury	1	3	3	All equipment to be PATT tested
4	Trainees on floor for recovery position	Splinters and minor injuries	3	2	6	Use blankets on floor
5	Infection from shared resuscitation dummies	Transmission of colds, etc	3	2	6	Use antiseptic wipes after each user

Severity Rating

- 1 High
- 2 Medium
- 3 Low

Likelihood Rating

- 1 Likely
- 2 Possible
- 3 Unlikely
- 4 Inconceivable

Signed _____ Date _____

3.13 One suggested solution to 3.3. - How to organise the training space

This is one possible solution to the exercise - others may be equally valid.

First book the room that is not booked, call it room 8!

- | | | |
|----|--|-------------|
| 1. | Music and drama in the unit | Room 1 |
| 2. | New to Guiding | Room 2 |
| 3. | Commissioners air & share | Room 4 |
| 4. | Making the most of County sports equipment | Sports Hall |
| 5. | International craft with free flow between | Rooms 3 & 8 |
| 6. | Leadership skills | Room 6 |
| 7. | Drug awareness | Room 5 |
| 8. | Outdoors from the meeting place | Room 7 |