



WE DISCOVER, WE GROW

Girlguiding

Supporting Leaders in Training

Guidance for Leadership Qualification Coordinators

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Introduction

Thank you for volunteering to be a Leadership Qualification Coordinator. Effectively welcoming and supporting Leaders in Training helps guiding in your area to thrive.

As Leadership Qualification Coordinator, you will oversee the mentoring of Leaders in Training in your area. You will be supporting Leaders in Training (including Young Leaders) undertaking the Leadership Qualification (LQ), and Leaders who are changing or adding a section or role within their unit. You will need to match each Leader in Training with a Mentor to help them progress through the LQ. You are responsible for ensuring your Mentors provide good quality mentoring and are up to date on Girlguiding requirements.

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

Your role of Leadership Qualification Coordinator

As LQ Coordinator you need to:

- understand your role in the Leadership Qualification process (see a helpful summary in Appendix 1, page 9)
- recruit and brief Mentors and, if required, organise opportunities for their learning and development
- ensure that Mentors know how to mentor for the LQ.

The role of LQ Coordinator is flexible and may differ between Girlguiding areas. You might also like to delegate aspects of the role. At the same time, especially in smaller Counties, more than one role may be carried out by the same person, for example a combined Coordinator and Verifier.

- Contact Leaders in Training to help welcome them to the qualification. Give them *Getting Started on the Leadership Qualification*, available from www.girlguiding.org.uk (search for 'supporting leaders in training') to help them get started. Let them know you are finding them a Mentor and give possible timescales for this.
- Match Leaders in Training with Mentors and inform the local Commissioner.
- Brief Mentors on their role in the LQ process with the help of *Supporting Leaders in Training: Guidance for Mentors*. It is available from www.girlguiding.org.uk (search for 'supporting leaders in training').
- Give the Mentor the Leader in Training's contact details and *Leadership Qualification* workbook. Give the Leader in Training her Mentor's name and contact details.
- Ensure that all Mentors' Go! records are updated with their mentoring role.
- Ensure that LQ packs are available when and where needed and that arrangements are in place for payment. Each County has its own arrangements but a Leader in Training should not be expected to pay for her pack.
- Make sure there is a system in place for you to be notified when a volunteer is registered on the LQ, and also for when a Leader in Training completes the qualification.
- Support students in your area who are undertaking the LQ by ensuring that their Leadership Teams and Mentors are supportive of the challenges they face. Students may not be able to attend every meeting as they may have different holiday dates or need time out to focus on studies. However, it is important that the time they are able to give is recognised and used so that they will be encouraged to stay in Girlguiding.
- Regularly review the Go! reports relating to Leaders in Training in your area, which you can run yourself or request from your Go! Coordinator.
- Monitor the progress of Leaders in Training and liaise with local Commissioners as necessary. While allowing for flexibility, the suggested timescale for completing the LQ is six months (two terms). In the unusual situation that the LQ is taking more than two years, the Leader in Training's role will need to be extended on Go! by her Commissioner.
- Raise the LQ at Division/County meetings (as appropriate) to ensure everyone is aware of making opportunities available to Leaders in Training.

- Provide appropriate support for Mentors and keep in touch from time to time using the Contact report on Go!.
- Ensure consistent mentoring standards on the LQ using the verification process.
- Understand the verification process (see Appendix 1, page 9).
- If required, recruit a Verifier (see Appendix 2, page 10, for the Verifier role description). Please share Appendix 2 with your Verifier.
- Maintain communication with your Verifier, to inform Mentor recruitment and training.
- Help the Verifier to manage any concerns around Mentor standards.

You may need to claim expenses from time to time in your role as LQ Coordinator. Find out from your County how to do this and where to acquire an expenses form. This will help them to ensure that an adequate amount is budgeted for each year.

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 them can also sign off LQ clauses for the Leader in Training 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.
- Supports if there are issues to be addressed.

Local Commissioner

- Completes Join Us process 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/LQ Coordinator/local Commissioner.
- Helps access resources/trainings.

Go! Coordinator

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

Recruiting Mentors

For a full description of the role and responsibilities of a Mentor, read *Supporting Leaders in Training: Guidance for Mentors*.

Mentors will ideally:

- be enthusiastic and positive about guiding with an awareness of best practice
- be able to meet a Leader in Training within a reasonable timescale
- be able to assess fairly
- be able to communicate and get on well with people
- be fairly local to the Leader in Training, unless the Leader is prepared to travel or be mentored remotely
- be working with the same youth section where possible, unless mentoring for Module 4 only
- have, or be able to make, local connections and be in touch with local news and events
- not need to be actively guiding, but they must be members of Girlguiding and up to date on best practices.

Mentors may be:

- existing Leaders
- former Leaders with recent experience
- Commissioners
- Trefoil Guild members who are also members of Girlguiding
- recently qualified Leaders.

Mentors ideally should not be from the same District as the Leader in Training (unless there is no alternative). They should have the role of 'Division Mentor' or 'County Mentor' added to their Go! record to enable them to receive the appropriate communications and recognition for their role.

Top tips for recruiting Mentors

- Advertise for new Mentors in your local newsletters, websites or by email.
- Network to find Mentors in other Districts and Divisions. Ask local Commissioners and Advisers to recommend people who would make good Mentors. Look around your area. You may know someone already who would make a great Mentor.
- Encourage enthusiastic Mentors to talk about why they enjoy it and use quotes from them when advertising.
- A recently qualified Leader can make an excellent and enthusiastic Mentor. They don't have to have years of experience.
- Experienced volunteers who have recently stopped guiding can also make good Mentors.
- If someone has mentored once and done a great job, keep in touch - even if she doesn't feel able to mentor another Leader in Training straight away she might well be happy to do so after a break.
- When talking to a potential Mentor, emphasise the rewarding nature of the role. Find out their motivation, whether it is 'giving something back' or for career development.
- Hold a 'mentoring skills' or 'communication skills' training session, then offer people the opportunity to put their newly developed skills into practice.
- Promote the Girlguiding e-learning module on mentoring skills - it is a great tool to support potential and new Mentors. Existing Mentors will also find it useful to brush up their skills. It is available at www.girlguiding.org.uk (search for 'building your skills').

Group mentoring

Group mentoring involves one person mentoring a number of Leaders in Training together. As well as being useful and fun, it gives the Leaders in Training a chance to learn from each other, and can also help to overcome a shortage of Mentors. This might be particularly useful if some members of the group are new to guiding or to the local area, as it will enable them to meet other volunteers locally and form a supportive peer network.

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

Supporting Mentors

Matching Mentors to Leaders in Training

Try to make a good match in terms of:

- location
- personality
- skills/experience.

Finding out more about potential Mentors will help you to match them with Leaders in Training appropriately and will also help you to support them. Ask new Mentors for information to help you match them. Appendix 3 (page 11) contains suggested information to gather.

If you would like local Commissioners to gather and forward information to you about Leaders in Training at registration, share Appendix 3 with them too.

Once you have allocated a Mentor, and updated her Go! record, brief her (see 'Briefing Mentors', page 7) and also inform the Leader in Training. You might like to send a letter or email to the Leader in Training welcoming her to the LQ, together with details of her Mentor.

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?

Young Leaders undertaking the Leadership Qualification

The Young Leader Qualification (YLQ), which is open to all members aged 14 to 18, covers a significant amount of Modules 1 and 2 of the LQ. 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').

Mentors working with Young Leaders who have achieved their YLQ will need to have a copy of this document. It will help Mentors know what LQ work Young Leaders will have already covered that they can sign off at the start before helping them complete the rest of the qualification. All members doing the YLQ are also supported within their unit by their Unit Leader.

Members can remain Young Leaders until the age of 18 if they choose, and can also start the LQ at 16 if they wish. 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.

Flexibility

Maintaining a flexible approach is essential to help support and retain volunteers who may be juggling a number of commitments. Encourage flexible attitudes - take local and personal circumstances into account. For example, in remote areas you may need to match a Leader in Training with someone who can mentor only online, with unit visits being covered by the local Commissioner. Some Leaders in Training might prefer to be matched with someone who is comfortable communicating mostly by text or social networking tools.

Supporting Leaders in Training: Guidance for Mentors was created to be a flexible guidance tool. So feel free to adapt its guidelines according to your local circumstances. However, at the same time, do not create bye-laws.

Briefing Mentors

Ensure that new Mentors are given *Supporting Leaders in Training: Guidance for Mentors*. You might like to discuss it with them and give them the opportunity to raise any questions.

Share appropriate local information with Mentors once they have been matched, for example:

- County map
- who's who in local guiding - useful local contacts such as section Advisers, Verifiers and so on
- training diary
- expenses form for Mentors and information about how to claim.

Ensure new Mentors are aware of the importance of getting in touch with their Leader in Training quickly. Leaders in Training are generally keen to begin their qualification and like to know what's happening. Encourage the Mentor to contact the Leader in Training to arrange a meeting within two weeks of being matched. They can find their Mentor's up-to-date contact information using the My Mentoring Information report, in the Update Details area of Go!.

New Mentors may need support and experienced Mentors will enjoy and benefit from the opportunity to meet up, share experiences and extend their mentoring skills. You might like to run a training session or get-together for Mentors - new and perhaps also experienced. Trainers will be able to help you run a Mentor training session if you need one in your area - contact your County Training Adviser to help put you in touch. Advertising, bookings and event organisation may all be delegated.

Ask a new Mentor if she has any preferences, for example whether she is confident to work with 16- to 18-year-olds on the LQ.

Let Mentors know when and how to contact you for support.

If there are concerns

Local issues may be best tackled by the local Commissioner in the first instance. However, it is important to step in if the Mentor, Commissioner or Leader in Training needs additional support. Concerns may include:

- questions about the Leader in Training's suitability for the role
- a Leader in Training taking an unusually long time over the LQ
- a problem in the relationship between the Mentor and the Leader in Training.

If the Mentor is underperforming, or lacks confidence, she may need additional support or training.

Sometimes relationships between Leaders in Training and Mentors don't work. In this case, it will be more productive to let both parties know that you will find an alternative Mentor. Remember to update the records on Go! when a new Mentor has been found.

When the Mentor has finished

Remember to thank Mentors for their hard work once a Leader in Training has completed the LQ - perhaps with a 'thank you' card. Follow up with the Mentors and check whether they would like the opportunity to do it again in the future. If they do not, ensure that their Mentor role is made inactive on Go!.

Useful resources

- *Modules for Qualified Leaders* contains information about Modules 1 and 4 for Leaders interested in working with a different section and for Assistant Leaders wishing to become Leaders. It is available from www.girlguiding.org.uk (search for 'modules for qualified leaders').
- 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').
- A helpful Leadership Qualification checklist is available from www.girlguiding.org.uk (search for 'supporting leaders in training').

If you have any further questions, please contact your County Commissioner.

Appendix 1: Leadership Qualification process

This is an example of the Leadership Qualification (LQ) process and can be adapted. Where things are different in your area, follow your local procedure (but ensure no bye-laws are created). The person who undertakes a particular task may vary from County to County.

1. Registration

- a) The new volunteer is registered on Go! as a 'Leader in Training'. She can start her LQ before her recruitment checks have been completed. If the individual is under 18 she will be registered as a 'Young Leader LQ'.
- b) Leadership Qualification Coordinator is notified through Go! reports and any local process.
- c) Local Commissioner or her representative contacts the LQ Coordinator and arranges for a Mentor to be assigned and an LQ pack to be provided to the Leader in Training.

2. Mentor assigned

- a) Leader in Training matched with Mentor and both parties informed, as well as the local Commissioner. LQ Coordinator or nominated Go! user updates the Mentor's record through County Go!.
- b) Mentor role entered on Go! (if not already on).
- c) Mentor given Leader in Training's contact details and *Leadership Qualification* workbook.

3 First contact

Mentor makes arrangements to meet the Leader in Training as soon as possible.

4 Mentor supports the Leader in Training through the qualification

5 Qualification and sign off

- a) Mentor signs off the LQ when complete, notifies local Commissioner and Leadership Qualification Coordinator. Mentor sends Leader in Training's LQ workbook to LQ Coordinator. The Leader in Training is now qualified and her role on Go! is updated. If she is under 18 her qualification is marked as completed but her role is not changed until her 18th birthday.
- b) LQ certificate and badge are requested by LQ Coordinator and sent to the local Commissioner. The module completion dates are updated on Go!.

6 Certificate and badge awarded to newly qualified Leader on a suitable occasion

7 Verification

- a) County Verifier checks LQ workbook to help ensure Mentors are working to a consistent level.
- b) Verifier sends workbook back to newly qualified Leader.
- c) Verifier feeds back any comments or concerns about the mentoring process to the Mentor. In some Counties this is done through the LQ Coordinator.

Appendix 2: Verifiers

Verifiers play an important role in helping to maintain a consistent standard for the Leadership Qualification (LQ) within their County, which in turn will help keep the standard consistent throughout Girlguiding.

Verifiers check completed *Leadership Qualification* workbooks to ensure Mentors have asked for an appropriate standard of work from their Leader in Training - neither too much nor too little.

A Leader is qualified as soon as her Mentor signs off her qualification. The verification process does not change this. It simply checks the standard of mentoring.

Verifier's role and responsibilities

- Receives completed *LQ* workbooks for review.
- Reviews workbooks in a timely manner and returns them to the qualified Leaders (ideally within a month).
- Reviews the work of Mentors on the LQ to help ensure consistency.
- Feeds back to Mentors as appropriate, if the standard and amount of work is too low or too high.
- Updates the LQ Coordinator on mentoring standards and any concerns.

Tips for Verifiers

- Review the evidence guidelines in the *LQ* workbook (page 9).
- Ideally, any additional evidence should fit into the Leadership Qualification pack wallet - more than this may signal that too much work has been undertaken.
- If you are unclear on the appropriate standard for the LQ, ask your LQ Coordinator for support.

Appendix 3: Matching Mentors with Leaders in Training

Some essential information that might help you to match potential Mentors and Leaders in Training can be found on Go!, for example:

- District
- Division
- meeting night(s) and time(s), and address(es) of meeting place(s)
- sections they work with
- Mentors' experience (roles, qualifications, recorded skills).

It may be helpful to ask both Mentors and Leaders in Training about:

- commitments outside guiding - voluntary or paid employment and their interests
- days and times they could be available to meet or speak with a prospective Leader in Training/Mentor
- ease of travel - car, public transport, difficulty finding transport
- where else in the County they could meet (eg if they work in a different area)
- any other information that could be helpful for the Leadership Qualification Coordinator to know, for example any special needs.

Additionally you could ask Mentors about any previous experience they may have of supporting other people.

For Leaders in Training, additional questions could include:

- any previous experience in Girlguiding, if relevant - as a young member or as an adult volunteer
- any experience working with children (including her own family if appropriate)
- the best time for the Mentor to make contact with her and any other information about how to contact her.