

<b>Table Exercise</b>	<b>Scenario and table discussions</b>
Scenario A	<p><b>Supporting a unit with a very established leadership team to adapt to the new programme.</b></p> <ul style="list-style-type: none"> <li>● Encourage attendance at new programme trainings</li> <li>● Help with financing resources</li> <li>● Get the girls involved</li> <li>● Involve parents and seek their support</li> <li>● Take on board positive and negative feedback</li> <li>● Delegate programme reporting on GO to other leaders</li> <li>● One to one/face to face help and advice – plan a model programme</li> <li>● Section meetings and/or all leaders meetings for mutual support</li> <li>● Share resources and programme ideas</li> <li>● Assure leaders that they can use some/all of their current activities</li> </ul>
Scenario B	<p><b>Dealing with a complaint from a parent who feels the unit programme isn't good enough.</b></p> <ul style="list-style-type: none"> <li>● Meet parent and find out what isn't good enough</li> <li>● Meet the unit leaders</li> <li>● Get a copy of the unit programme – do the 5 essentials run through the programme?</li> <li>● Is the programme girl led?</li> <li>● What do the girls think of the programme/enjoy?</li> <li>● Is the complaint justified?</li> <li>● If yes, work with the unit team, provide training, use participation on a plate resource.</li> <li>● If no, talk to the parent about the programme. Is the girl happy/challenged? Give the girl a voice.</li> </ul>
Scenario C	<p><b>Supporting a leader who is great with the girls, but you think may be struggling with some of the other aspects of running a unit. The unit accounts haven't been reviewed for 3 years and you've noticed GO hasn't been updated for a while.</b></p> <ul style="list-style-type: none"> <li>● Have a chat. Offer support and training. Maybe they don't know what to do and just haven't asked for help.</li> <li>● Remind her of her responsibility for accounts. Offer to write up the accounts for the past x years or/and put a plan in place for moving forward</li> <li>● Who does the accounts? Find someone who can help or the leader can delegate them to.</li> <li>● Not a quick fix – may take 6 months to fix</li> <li>● GO training for the unit</li> </ul>

	<ul style="list-style-type: none"> <li>● Nominate one of the team to help or take responsibility for updating GO</li> <li>● Provide a copy of the Starting Form to parents so that GO can be updated.</li> </ul>
Scenario D	<p><b>Supporting a unit which has a new leadership team with lots of great ideas and enthusiasm, but who lack confidence.</b></p> <ul style="list-style-type: none"> <li>● Find out the strengths in the team</li> <li>● Use the checklist to identify what they do well and where they need support</li> <li>● Encourage them to use the 5 essentials and the must haves for safety etc.</li> <li>● Encourage new leaders to attend training days</li> <li>● Rota of supporting leaders to offer guidance and give confidence</li> <li>● Visit other units – key points to observe</li> <li>● How are they using the new programme in unit meetings?</li> <li>● Use checklists as an evaluation tool</li> <li>● Make them aware of the structure and who to go to if they have questions or need help</li> </ul>
Scenario E	<p><b>Planning a thanks and recognition event for volunteers in the division.</b></p> <p><b>Beforehand:</b>  Plan a convenient time and place e.g. not on unit meeting night.  Just adults or girls too? (CI)  Social aspect of the evening? (Making Guiding Happen)</p> <p>Decide what will be celebrated:</p> <ul style="list-style-type: none"> <li>● Taking girls/leaders out of their comfort zone (BVP and SG+DM)</li> <li>● Girl led nomination of leader</li> <li>● Going the extra mile</li> <li>● Celebrate the expected/mundane e.g. accounts in on time (Safety and Making Guiding Happen)</li> <li>● Living the promise/the promise in action (CCS)</li> <li>● Mentoring/buddying (CI)</li> <li>● Expecting the unexpected (Safety)</li> <li>● Transition award (Making Guiding Happen)</li> </ul> <p>Key:  CI – Care for the individual  BVP – Balanced and varied programme  SG + DM – Self Government and Decision Making  CCS – Commitment to a Common Standard  SG – Working in small groups</p>