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**Girlguiding**

# Supporting Leaders in Training: Leadership Qualification Coordinators

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## Introduction

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

As Leadership Qualification Coordinator, you will oversee the process of mentoring Leaders in Training in your area. You will be supporting Leaders in Training and Young Leaders undertaking the Leadership Qualification (LQ), and Leaders who are changing or adding a section or role within their unit.

Those completing any of the above will need to be matched with a Mentor to help them progress through the LQ. As Leadership Qualification Coordinator, you are responsible for ensuring your Mentors provide good quality mentoring and are up to date on requirements.

In this document you will find information on:

- your role
- recruiting Mentors
- supporting Mentors
- useful resources.

## Your role

The role description below is an example; it is flexible and may differ between areas. You might like to delegate aspects of your role. At the same time, especially in smaller Counties, more than one role may be done by the same person eg a combined Coordinator and Verifier.

- Understand the Leadership Qualification process (Appendix one, page 9).
- Recruit and brief Mentors and organise opportunities for their learning and development if required. It is your responsibility to ensure that Mentors know how to mentor for the LQ.

Use *Supporting Leaders in Training: Leadership Qualification Mentors* to assist with briefing Mentors. You should also ensure that all Mentors' Go! records are updated with this role. Contact Leaders in Training to help welcome them to the qualification, give them further information (use *Getting Started on the Leadership Qualification*), 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.
- 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 Leadership Qualification 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 Leadership Qualification 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 guiding.

- 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 progress 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 it is kept alive and in mind.
- 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 Leadership Qualification using the verification process.
- Understand the verification process (see Appendix one, page 9).
- If required, recruit a Verifier (see Appendix two, page 10, for the role of the Verifier). Please share Appendix two with your Verifier.
- Maintain communication with your Verifier/s, 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 Leadership Coordinator. Find out from your County how to do this and where to acquire an expenses form. This helps to ensure that an adequate amount is budgeted each year.

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 these people can also help the Leader in Training or Young Leader on the Leadership Qualification by signing off clauses 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. NB: this is only done once the individual turns 18.

## Verifier

- Checks completed LQ to verify work of Mentor.
- Gives constructive feedback to Mentor.

## Unit Leader/s

- 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/Leadership Qualification Coordinator/local Commissioner.
- Helps access resources/trainings.

## Go! Coordinator

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

## Recruiting Mentors

Read *Supporting Leaders in Training: Leadership Qualification Mentors* which will be useful background reading on the role and responsibilities of a Mentor.

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 get on well with people and communicate well
- be fairly local to the Leader in Training, unless she is prepared to travel

- be from the same section where possible, unless mentoring for Module 4 only
- have local connections and be in touch with local news and events
- they do not need to be actively guiding, but they must be members of Girlguiding and up to date on best practice.

#### **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 in 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 communications and recognition of their role.

### **Top tips for recruiting Mentors**

- Advertise for new Mentors in your local newsletters, websites or by email.
- A recently qualified Leader can make an excellent and enthusiastic Mentor! They don't have to have years of experience.
- When talking to a potential Mentor, emphasise the rewarding nature of the role. Find out their motivation, whether it is 'giving something back' or the benefits for career and skill development.
- Encourage your enthusiastic Mentors to talk about why they enjoy it or use quotes from them when advertising.
- Experienced volunteers who have recently stopped guiding can be good Mentors.
- Hold a 'mentoring skills' or 'communication skills' training session then offer people the opportunity to put their newly developed skills into practice.
- The e-Learning module on mentoring skills is a useful tool to support potential and new Mentors. They can pick up skills and knowledge and hopefully get excited about mentoring! Share the link with possible Mentors:  
<http://www.girlguiding.org.uk/elearning/mentor/mentormodule.html>  
Existing Mentors will also find it useful to brush up their skills.
- Mentors will be found in other Districts and Divisions - network to find them. 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!
- If someone has mentored once and done a great job, keep in touch - even if she doesn't feel able to take on another Leader in Training straight away she might well be happy to do so after a break.

### **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 three (page 11) contains suggested questions to ask.

If you’d like local Commissioners to forward you information about Leaders in Training at registration, share the relevant questions with them.

Once you have allocated a Mentor, and updated her Go! record, brief her (see 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 Qualification, together with details of her Mentor.

### **Leaders in Training with special needs**

Leaders in Training with special needs should be offered the support they need to complete the LQ within their skills and capabilities. If the Leader in Training has a special need or disability which may affect her role, it is important to discuss this with her County Commissioner and undertake a risk assessment. In certain circumstances, it is possible for the County Commissioner to place a restriction on a role; for example, when qualified, the new Leader must always work with another Leader in a unit setting.

Ideally, this risk assessment will be undertaken before the Leader in Training is matched with a Mentor, and communicated to the Mentor, local Commissioner and Leader in Training from the beginning. However, the Mentor or Commissioner may contact you if special needs are identified at a later date.

In all cases, it is good practice to inform the Leader in Training and ensure she is aware of the reasons for any risk assessment.

## Young Leaders undertaking the Leadership Qualification

The Young Leader Qualification (YLQ) covers a significant amount of Modules 1 and 2 of the Leadership Qualification. A chart showing which areas the Young Leader Qualification covers may be found on the website

[https://www.girlguiding.org.uk/members\\_area\\_go/learning\\_development/becoming\\_a\\_leader/young\\_leader\\_qualification.aspx](https://www.girlguiding.org.uk/members_area_go/learning_development/becoming_a_leader/young_leader_qualification.aspx) or on The Senior Section CD.

Mentors working with Young Leaders who have achieved their YLQ need to have a copy of this document and should then sign off the work already covered, before helping the Young Leader to cover the rest of the Qualification. On Go!, Young Leaders undertaking the Leadership Qualification are recorded with the role 'Young Leader LQ' until their 18th birthday. If they complete the Leadership Qualification before turning 18, their role will be updated to 'Leader' on their 18th birthday.

All 14- to 16-year-olds doing the Young Leader Qualification are supported within their unit by their Unit Leader. They may choose to remain Young Leaders until the age of 18, although they can start the Leadership Qualification at 16.

## 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 only mentor 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: Leadership Qualification Mentors* was written with flexibility in mind; please feel free to adapt it according to local circumstances. However, at the same time, be careful not to create by-laws which slow down progress unnecessarily.

## Briefing Mentors

Ensure that new Mentors are given a copy of *Supporting Leaders in Training: Leadership Qualification Mentors*. You might like to discuss this 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
- 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 Mentors 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 to 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 they have any preferences, for example whether they are confident to work with 16- to 18-year-olds on the LQ.

Let Mentors know when and how to contact you for support and give them a list of useful contacts in their area, such as section Advisers, Verifiers and so on.

### **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 the 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*: for Leaders either adding/changing section (Module 1) or Assistant Leaders becoming a Unit Leader (Module 4). Available to download from [https://www.girlguiding.org.uk/members\\_area\\_go/learning\\_development/becoming\\_a\\_leader/modules\\_for\\_qualified\\_leaders.aspx](https://www.girlguiding.org.uk/members_area_go/learning_development/becoming_a_leader/modules_for_qualified_leaders.aspx)
- Information on the Young Leader Qualification may be found on The Senior Section CD.
- A summary document of the Leadership Qualification is available on the website [https://www.girlguiding.org.uk/members\\_area\\_go/guiding\\_roles/mentors.aspx](https://www.girlguiding.org.uk/members_area_go/guiding_roles/mentors.aspx)

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



## Appendix one: Leadership Qualification Process

This is an example of the LQ process and can be adapted. Where things are different in your area, follow your local procedure. The person who undertakes a particular job may vary from County to County.

### 1. Registration

- a) The new volunteer is registered on Go! as a 'Leader in Training'. NB: The Leadership Qualification process can begin before 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 Leadership Qualification Coordinator and arranges for a Mentor to be assigned and an LQ pack to be provided.

### 2. Mentor assigned

- a) Leader in Training matched with Mentor and both parties informed, together with the local Commissioner. Leadership Qualification Coordinator or nominated Go! user updates the record through County Go!.
- b) Mentor role entered on Go! (if not already on).
- c) Mentor given Leader in Training's contact details and LQ 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 Qualification when complete, notifies local Commissioner and Leadership Qualification Coordinator. Mentor sends workbook to Leadership Qualification Coordinator. The Leader in Training is now qualified and her role on Go! is updated. NB: If she is under 18 her qualification is marked as completed but her role is not changed until her 18th birthday.
- b) Certificate and badge are requested by Leadership Qualification Coordinator and sent to the local Commissioner. The module completion dates are updated on Go!.

### 6 Certificate and badge awarded 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 to the Mentor. In some Counties this is done through the LQ Coordinator.

## Appendix two: Verifiers

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

Verifiers check completed LQs, 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 the Mentor signs off her qualification. The verification process does not change this. It simply checks the standard of Mentoring.

### Verifier's role and responsibilities

- Receive completed LQs for review.
- Review LQs in a timely manner and return them to the qualified Leader (ideally within a month).
- Review the work of Mentors on the LQ to help ensure consistency.
- Feed back to Mentors as appropriate, if the standard and amount of work is too low or too high.
- Update the Leadership Qualification Coordinator on mentoring standards and any concerns.

### Tips for Verifiers

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

## Appendix three: 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 the following:

- 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 it could be helpful for the Leadership Qualification Coordinator to know, for example any special needs.

Additional questions for Mentors:

- their experience of supporting other people.

Additional questions for Leaders in Training:

- previous experience in guiding, if relevant - as a girl or as an adult Leader/Unit Helper
- experience working with children (including her own family if appropriate)
- the best time for the Mentor to make contact and any other information about how to contact her.