

Learning Partner Training

Manager Focus

This booklet is an outline for a Trainer to use in a 1:1 learning session to enable a Manager to become a new Learning Partner. It is designed to be used in conjunction with the Learning Partner Workbook.

Meet with the prospective Learning Partner after determining that she has a copy of the Learning Partner Workbook and has completed the items required before the learning session e.g. accessed the relevant Passport and Guidance notes.

It is likely that a Manager who chooses a Manager focus LP Training holds a District Manager or Region Manager qualification. If she is a Unit Leader then she completes the Unit Leader focus. A Unit Leader may be a Learning Partner for a District Manager if she has recent and substantive involvement in District management.

As much as possible, it is preferred that the session mirrors the situation in which the new Learning Partner is likely to be working with members. Meet in a hall or her home or on line, depending what is likely.



Learning Styles and the ALQP

This section explores how adult learning should take place – a little different from attending school as a child, and more like the non-formal learning of Girl Guiding. You will receive recognition of prior learning (RPL) for Clause 1 if you hold a formal qualification in education, psychology or similar.

Activity to complete at your training session:

1. Different learning styles

Take part in a discussion on your own learning style and how to cater for people who learn differently

2. Roles and qualifications

Demonstrate awareness of all the primary and supplementary roles and their relevant qualifications

Learning Styles

Rate the following from 1 to 10 for how this applies to you, 10 being absolutely 'me':

1. Realistic learners like to do activities one at a time, module by module
2. Creative learners like multiple activities in any order
3. Doers just want to do activities
4. Thinkers like reading and reflection
5. Verbalisers like writing notes taking notes and discussion
6. Visualisers like taking photos of activities and seeing for themselves

Ask:

How do you like to be instructed?

How do you like to study?

How do you like to understand?

How do you like to remember?

Ask how can we cater for people who learn differently?

Go back to the six learners listed above and chat together about how each would prefer to learn.

Roles and Qualifications

The ALQP is designed to meet the needs of all new Leaders regardless of their learning style. We want to tailor it to meet her circumstances, based on the things she needs to do. By the time she is qualified she should have great preparation to be a successful Leader or Manager.

Role	Primary or Supplementary	Associated qualification or training
Unit Helper	Primary	None required
Assistant Unit Leader	Primary	Unit Leadership Qualification – modules 6.1 to 6.5
Unit Leader	Primary	Unit Leadership Qualification - all
Outdoors Leader	Primary	Outdoors Leadership Qualification
District Manager	Primary	District Management Qualification
Region Manager	Primary	Region Management Qualification
Learning Partner	Supplementary	Learning Partner training
Workshop Presenter	Supplementary	L&D Qualification for Workshop Presenter
Trainer	Supplementary	L&D Qualification for Trainer
Training Partner	Supplementary	L&D Qualification plus Learning Partner training plus WLDP learning

Ask:

How do you fit in the roles and qualifications table?

Where do you think I fit in the roles and qualification table?

Qualification Passports

This section explores your role in enabling members to become qualified Managers.

Reading and activities to complete and discuss at your training session:
Attend a <i>Guiding Orientation</i> webinar
District Management Qualification Passport

Activity to complete at your training session:
1. Your role Take part in a discussion on your role and the other people who support a new member
2. Passport format Identify the different sections of a Passport and how they are used

The people who support a 'not yet qualified' Manager are very important to her. They include her previous District Manager, her Learning Partner, and other Leaders in the District, Support Group Chair, Trefoil Guilds, other District Managers, her Region Manager, State Teams and Trainers. When you become a Learning Partner, you may support someone who is aiming to gain the same primary appointment as the one you hold yourself or one that is covered by your training.

Ask:

In your future role as a Learning Partner, how would you rate the need for coaching skills, friendliness, empathy and mentoring skills?

In the Learning Partner Position Description, there are four purposes of the position – developing a learning plan, supporting, monitoring progress, and completing administrative tasks. Which of these do you think may be your greatest challenge and why?

It is important that 'not yet qualified' Managers have the opportunity to become qualified in a timely manner. How do you think each of the people who support her can make this happen?

The Manager's own Passport and your Qualification Passport Guidance Notes are a great source of learning for you.

Try the following quiz together:

1. Where will I find a summary of the GGA District Management Qualification? How do you think the summary is useful?
2. When must the reading of the Leader's Handbook be completed?
3. Which module of Section 6 of the District Management Qualification Passport has the most clauses for a not yet qualified District Manager to sign off herself?
4. What is the aim of the Induction and who is responsible for it?
5. Find three areas where a Trainer must sign the Passport.
6. What is meant by qualified Leader on p.6 (in the Passport)?
7. In the 'Minimising Operational Risk' module a Learning Partner has a critical role. Look at the clauses. Why do you think this is so?
8. What does the Passport say on p.6 about the order in which clauses are completed?
9. The reflections are signed after a discussion with the Learning Partner. How do you think this has value?
10. How does the *Guiding Orientation* webinar fit into the Passport?

Recognition of Prior Learning (RPL)

In order to tailor a learning pathway so it meets a member's needs and to ensure she doesn't have to repeat any activities or training unnecessarily, you will identify areas where requirements have already been met. This process is formally known as Recognition of Prior Learning (RPL). Through this process you are able to give exemptions for many things.

This section explores your role in RPL.

Action to complete and bring to discuss at your training session:
Print a copy of the ALQP Passport Guidance Notes or have an online copy available (whichever applies)
Activity to complete at your training session:
1. RPL Explain a number of examples of RPL you are likely to encounter
2. Filling in RPL in the Passport Identify the different sections of a Passport where RPL can be recorded and fill them in for a particular scenario

An explanation and example of RPL can be found in the Passport Guidance Notes. This is your go-to place!

The aim of recognising a Manager's experience is to value what they already do, speed their time for becoming qualified by eliminating the repetition of activities, and individualise their learning. This is particularly important for District Managers who have existing qualifications as a Unit Leader in skills that include relevant clauses such as record keeping, group management, communicating with parents, understanding the Promise and Law, and so on.

Say

Over to you! What clauses can you sign off immediately for the following three women? Remember the learning must be current (within the last three years), her own activities, relevant and sufficient compared to what is written in the Passport.

Read about Agnes Baden:

"I am 24 and passionate about Guiding. I was a Guide from the age of 5. I got my Queens Guide with an Outdoor Focus. I love power boating and bush walking. I have just completed a degree in Environmental Science and have a job with the CSIRO. I've chosen to be a District Manager as I can't commit to a weekly meeting. My First Aid is up to date and I'm thinking of doing a Management postgraduate degree next."

Read about Peggy Muir:

"I've been a Unit Helper when my daughter was a Guide. I run my own business – a florist shop. I've recently taken on two new staff so the business is going well and I have some spare time. I have a current First Aid certificate and love bushwalking. My daughter and I go out in the bay most weekends when she is home from uni."

Read about Anne Powell:

"I was a Leader of Guides in England for 10 years until I moved to Australia this year. I loved it! In my job as a special needs teacher I used a lot of the skills from Guiding. I used to take my Guides hiking several times a year to a local forest reserve. I'm a deputy headmistress now and think I can use those skills too."

Role play yourself being the people described here. Encourage questions and invent answers to fit. It is a good idea to go through the Passport page by page to determine clauses, even if you know they won't fit. This will reinforce the sections and the content of the clauses.

Explain that there is a State RPL Liaison who can help if you are unsure about RPL for particular situations. Share the contact details. And if in doubt (except for Minimising Operational Risk clauses) accept the RPL.

Skills to enable Managers to succeed

This section is about effective communication, setting realistic timeframes and tailoring the Passport to meet the individual needs. There are many ways that a little planning and discussion of concerns can allow a member to be successful. Discuss receiving RPL with your Trainer where you already have these skills.

Activity to complete at your training session:
1. Listening & questioning Take part in activities to practice effective communication skills
2. Forms of evidence Identify the different ways that evidence of competence can be organised
3. Learning Plans Complete a scenario to fill in a learning plan and set realistic timeframes
4. Tailoring needs Use appropriate skills to identify underlying concerns or issues
5. Tailoring needs List alternative activities to meet individual circumstances e.g. location, disability, Unit size

Say

I am going to act out the part of a new Manager. Chat with me and work out what I can do to work towards completing my Passport. I want you to consider

- all the ways you are getting feedback from me
- active listening skills – orienting to speaker, reflective techniques, acceptance, being open
- how my body language can assist you to understand
- how questioning can be changed to get the most useful information
- how questioning can help to find solutions

Check the Learning Plan Page. Imagine I am Agnes Baden. We have already given RPL for some of these clauses, so fill them in. So what will Agnes need to do to show her learning? Options may be notes, photos, feedback from Leaders, meeting plans, parent reports, notes from other Managers, Skype or video on a mobile.

How could each of these things affect progress through the Passport?

- Isolation
- Disability
- New District

It is very important that a learning plan is developed so that a Manager can become qualified in a reasonable timeframe. Consider fleshing out some future meetings/activities that could include clauses that are needed for the Passport. Establishing good working relationships with the Units she is mostly likely to support is important. Consider any blockages for success and how these could be overcome.

Discuss the Term Plan together

One possible way to do this is shown here. Mention that it is a good idea to try to include at least one clause in each week either at a meeting or another time. There are 35 clauses all up. So planning ahead to include the clauses is pretty important.

Term Plan

Week	Activities	Clauses discussed	Clauses included in meeting
1 TUE	Region meeting at Devonport	6.1.3 State Office "who's who" 6.1.5 and 6.4.1 and 6.6.1 access WAGGGS, state web site and database 6.2.6 Begin Learning Log 6.4.2 Establish filing system 6.5.3 Compile 12 month calendar	6.1.4 attend Region meeting 6.2.5 Contact 2 DMs
2 SAT	District Thinking Day activities: Impact walk SDGs about environment How to make an impact	6.2.1 Contact 2 ULs 6.4.3 Review forms and processes	6.1.1 Attend District event 6.2.3 Contact 6 parents 6.2.4 Recognise Leaders 6.3.2 Discuss social media 6.5.1 Discuss mall promotion 6.6.2 Participate in flag ceremony
3 WED	Support Group Meeting	6.4.6 Discuss accounting requirements with Treasurer 6.4.7 Review budget vs expenditure 6.4.8 Identify property issues	6.1.2 Give a short talk at SG meeting 6.2.4 Recognise Leaders 6.5.1 Discuss mall promotion
4 FRI	Rotary Conference		6.5.2 Attend conference and discuss potential leadership needs
4 SAT		Guiding Orientation	
5 SAT	Display in supermarket mall	6.5.1 Promotional activity	
6 TUE	District Meeting		6.1.6 Chair District meeting 6.1.7 Discuss parent involvement with ULs 6.3.1 Review Environment Day Risk Management
7 WED	Attend Galaxy Guide Get Messy night		6.6.6 Visit Unit 6.6.2 Participate in opening ceremony
8 SAT	Environment Day Plant activities Service to the park Bushcraft skills Minimum impact activity		6.1.1 Attend District event 6.2.4 Recognise Leaders
10 TUE	Attend Rainbow Unit's Promise Ceremony		6.6.3 Assist in Promise ceremony 6.6.4 Attend badge presentation 6.6.6 Visit Unit
10 TUE	District Meeting	6.4.4 Process correspondence and forms for 3 months 6.4.5 Process finances for 3 months	6.2.2 Incorporate Promise and Law 6.3.3 Review Accident/ Incidents 6.6.5 Discuss developmental stages

Ask In what circumstances do you think this plan is reasonable? How can you assist a Manager to achieve this? Many new Managers take a long time to complete all the clauses. Which ones do you think might be 'road blocks'? How can you help them?

Meetings

This section explores how and when and why to catch up and work through progress in the member's Passport.

Activity to complete at your training session:
1. Your role Take part in a discussion on ways to arrange and manage meetings between a 'not yet qualified' Manager and yourself
2. Quality assurance Identify examples of evidence that is appropriate or not sufficient for Passport clauses
3. Coaching Take the coaching role in a scenario where a member needs coaching i.e. what to say when evidence is not sufficient

Explain:

In your Learning Partner role, you will need to catch up regularly about your Manager's progress. Just how regularly will depend on her commitment to finishing clauses. As the experienced person in this relationship, it is up to you to take the lead. As a rule of thumb you should expect to meet face to face around four to six times. So if she wants to finish very quickly such as in the one term program, schedule fortnightly meetings. Once a month may be enough if she is taking longer.

Your first meeting after she starts will be critical as it will set the tone for your relationship, establish trust, give her motivation and provide her with feedback on the standard needed.

Your aim will be to reassure the new person, gain an overall sense of progress, review clauses signed off, and sign off activities, reading and reflections.

And don't leave one meeting without arranging the next!

Ask:

How do you think would be the best way to arrange these meetings?

How can you best make yourself available between meetings?

Where is the best venue?

How long do you think you will need to set aside? Why?

What paperwork will you need to take with you?

Can you think of ways to find out what she has been doing and whether there are other clauses she may have already done?

We are not expecting perfection, but how can you decide what is appropriate and sufficient?

So let's look at what appropriate looks like:

Act out the role of the new Leader as required. Point out that the program is girl-led so you don't expect her to do all the teaching.

Read about Agnes Baden:

"The Rainbow Unit went outside last week. Jane, the Unit Leader, did the letter to parents. She met with the park ranger and arranged for them to clear a patch of weeds along the side of the track and then go abseiling. Between all the girls, they cleared about 100m along the track. Jane sent me her risk management plan at the beginning of term. And the park ranger was really impressed and is now asking about becoming a leader."

Ask:

Which clauses could this activity include?

How can you decide if Betty has done a sufficient part of those clauses to be signed off?

Read about Betty Grey:

"I visited the Rotary Club last week and they invited me to their conference – my first time representing Guiding! The members were very keen to support any building work we might be doing at our property. I've looked in the property file Julie left me and there is a painting schedule that shows we need to repaint the windows, so it will be great to get their help."

Ask:

Which clauses could this activity include?

How can you decide if Agnes has done a sufficient part to be signed off?

Read again about Agnes Baden:

"The Rainbow Unit is a bit noisy at the moment. The girls get a bit bored when Jane, the Unit Leader, gets tied up with parents. I wasn't sure how much I should take on as the new District Manager. I stepped in and asked if I could chat with the parents instead, but they only wanted to talk to Jane."

Ask:

Which clauses could this activity include?

Agnes obviously feels she failed. And it sounds like she wants to do better. It's up to you to help her out.

One method of coaching is called the GROW model.

Goal – agree what the issue is

Reality – discuss what the current situation is

Options – cover options for what might solve the issue

Wrap up – agree on a way forward

How can you coach her? Between you, decide what she wants to do, exactly what is happening at the moment. Offer some ideas and ask her if she has any ways of acting. Agree what she will do and relate it to her Passport progress.

Read about Betty Grey:

"The Rotary Club asked me to go to their conference. As a new person I wasn't sure how much I could get out of this, but there were several women there who had been Guides when they were girls. Even though they were busy in Rotary I thought I would ask if they were interested in Guiding too. After all, ask a busy person if you want something done!"

Ask:

Which clauses could this activity include?

How can you coach her? Between you, decide what she wants to do, exactly what is happening at the moment. Offer some ideas and ask her if she has any ways of acting. Agree what she will do and relate it to her Passport progress.

Signing off Passports

This section explores your role in signing off learning in the Passport and the final steps by your Region Manager to complete a *Qualification and Appointment Form*.

Activity to complete at your training session:
1. Your role Identify ways to check that the passport is completed at an appropriate quality
2. Processes Identify the steps for completion of the Passport

The last steps:

1. Ask the Leader to fill in the first two sections of the *Qualification and Appointment Form* for Agnes Baden then sign their part of the Confirmation section.

2. You check all the clauses are completed and sign the *Qualification and Appointment Form* in your section.

So, what do you look for to know if the Passport is completed ok?

Are there sufficient notes or extra pages to make it clear what the Manager has done?

Are all the sections initialled, signed and dated by someone who is qualified?

Is there any information provided by an observer that needs checking?

Ask about a few clauses at random to confirm that the Manager does understand her role.

Ask her how she felt she went overall.

Give her some positive feedback! It is a great achievement to complete the Passport and to be ready to become a Manager.

3. Hand the *Qualification and Appointment Form* to your Region Manager (or other line Manager) so she can sign the last section, set a date for the Manager's first review, send off the paperwork and plan a ceremony for presentation of her badge and certificate.

Remind her that there are plenty of resources available if she wishes to find out more about specific skills:

Optional reading and activities you may choose: www.girlguides.org.au/australian-learning-qualification-program/learning-topics/
Management skills – Problem Solving
Management skills – Supporting Others
Management skills - Communication
Management skills - Coaching