

Facilitator's Guide to Leadership Essentials for Troops

Welcome Leadership Essentials facilitators. This document's purpose is to serve as a tutorial and assist you in interpreting the design, so that you will be able to deliver the course effectively and with confidence.

THE LEARNING PLAN

Leadership Essentials is **one** piece of the learning plan for new volunteers partnering with girls in troops. Prior to taking Leadership Essentials, either on line or on-site, volunteers take the online Orientation which gives them an overview of Girl Scouting. The Volunteer Packet enhances this session by providing relevant information that the volunteer will be able to access when she needs it. Where available a leadership experience coach will provide ongoing support for the first year volunteer. Other avenues of support and ongoing learning opportunities will vary from council to council and may include online communities of practice using wikis and blogs, service unit meetings, and electronic supports, including websites and possibly enrichment learning modules offered in different ways.

Let's not overwhelm new volunteers by trying to "tell" them everything they will ever need to know in Girl Scouting, all in one or two sessions. Let's assure new volunteers that there are many ways in which they can continue to learn and gather new information to help them effectively partner with the girls in their troops.

CHALLENGES

We know that a volunteer who attends Leadership Essentials wants and needs the nuts and bolts of how to do the Girl Scout program with girls and how to manage a troop. In order to ensure quality, consistency and safety, the Girl Scout organization also has learning needs for the new volunteer. So, we do have the challenge of meeting both the individual and organizational needs without overwhelming the new volunteer.

The Girl Scout Program is the Girl Scout Leadership Experience, which includes **what** we do with girls, **how** we do it and **how girls will benefit**. In the past we only focused on **what** we do in Girl Scouts; the activities, badge work and events. What is different is the focus on the processes or the "how.," and the identification of 15 national outcomes for each grade level which help us move closer to our long term outcome to help girls lead with courage, confidence and character to make the world a better place. Since the Girl Scout Leadership Experience model is at the heart of Girl Scouting it is essential that we help the volunteer understand her role and how to effectively deliver the Girl Scout Leadership Experience to girls and do it in a purposeful way.

Leadership Essentials is designed for a 3 hour session. So, another challenge is content versus process. According to the Peer Research Laboratory at the Graduate School of the City University of New York, adults retain 10% of what they read, 20% of what they hear and 80% of what they experience. Less is indeed more. Less content delivered in an experiential way will help the learner will retain and apply more.

As the Wheel of Learning suggests for both the individual and group, for learning to take place, reflection needs to follow the experience which then leads to the application. For the facilitator this means guiding not telling the learner(s) what they have learned and then helping them make the bridge to how they are going to apply it.

Note: The Wheel of Learning is only one model of learning. There are many, including the ELC, the Experiential Learning Cycle and the Inquiry-Based Method. All of them encourage that we engage the learner, help the learner process what s/he has experienced and how she will apply it. The important thing to remember that learning is not simply the doing. It is a combination of the doing, the reflecting and the applying.

INSERT Wheel of Learning

In this design we have tried to minimize the content and allow more time for the learner to reflect and consider how she will apply what she is learning with her troop. Remember, much of what we might “tell” a new volunteer she can access on her own when she needs it through various means including the Volunteer Packet and other ongoing learning avenues, both formal and informal.

THE OBJECTIVES

The objectives evolved from the question, what skills, knowledge and attitude does a Girl Scout volunteer need to be successful in partnering with girls in troops. Since everything we do in Girl Scouting is driven by the Girl Scout Leadership Experience, it is critical that we help volunteers understand all the components of this model. It is this model that is at the heart of Girl Scouting. **This is the Girl Scout Program.**

Remember, the acronym SMART (specific, measurable, attainable, relevant and time-based). This means the objectives have to be **realistic** for the 3 hour time span. To suggest that a volunteer is going to be able to conduct a one hour meeting is not measurable during a 3 hour session. However, a participant could describe what a 1 hour meeting might look like.. When we say measurable that means we would be able to observe or hear it. We cannot observe a volunteer facilitating a meeting during a session unless we scheduled a simulation and that is not possible given the time frame.

Let's look at the objectives

By the end of the 3 hour session the volunteer will be able to describe:

1. The components of the Girl Scout Leadership Experience: the keys, the processes, the short/intermediate outcomes and the long term outcome.
2. How to use the adult "How To guide, along with the girl book for a Journey..
3. What a typical "session" might look like for her grade level.
4. How to do Try-Its, Badges, Patches or other activities with one's troop and align it with the Girl Scout Leadership Experience
5. Several tips for managing a troop and conducting a troop meeting including the following: circles, check-ins, quiet sign, troop agreements and parts of a troop meeting.
6. The value of and application of purposeful leadership.*

Objective 1 expanded

Now let's consider why these have been selected. The Girl Scout Program is the Girl Scout Leadership Experience (GSLE), so it is critical that the volunteer knows how to interpret this and make it come alive for girls. The first objective focuses on all of the components of the GSLE. We start with the end in mind and then introduce each component and the significance of each. It is important that the learner sees the whole picture and what the determined outcomes are so they can begin to consider their role in achieving these outcomes with girls. Let's not leave any part out.

Objective 2 expanded

Objective #2 has to do with the Journey for the grade level. Since the Journey, by design contains Discover, Connect, Take Action activities, the processes and pre-determined outcomes for that Journey, it is essential that we introduce new volunteers to the Journey and how to use it to deliver the GSLE.

Objective 3 expanded

Objective #3 addresses a primary learning need that a new volunteer has. She wants to know what a troop meeting looks like. Within the Journey adult How To guide there are sample sessions. One of the points we need to help new volunteers understand is that a session may run over several meetings. Following the Girl Led process, the girls may determine they would like to do additional activities around a certain topic that may take longer than 1 meeting. We sometimes refer to these as "side trips" or detours along the Journey.

The sample session in the How to guide details steps for conducting the activity, There are also tips on ways to make the session more Girl Led. Since the focus within the guide is on facilitating the activity, other parts of a troop meeting are not emphasized. We can introduce the traditional parts of a troop meeting and refer them to the "Structure of a meeting" in their Volunteer Packet. The caveat here is that if the meeting is truly Girl Led, the girls may opt not to have a traditional opening or closing. As adults we need to

remember to **let go and let the girls**, with our guidance. So, although they will be creating what a typical meeting might look like, it is with the understanding that we want the girls to plan their meetings as much as they are able, with the volunteer's guidance.

Objective 4 expanded

Objective #4 looks at how the volunteer can take other program activities, outside of Journeys and link them to the GSLE. The focus here is not on the Bronze, Silver or Gold award. If a volunteer wants to know the specific requirements for any of these rewards either direct her to resources where she can find the information or have a handout with you.

To meet this objective the participants will use a tool to help them connect a Try-It, Badge, Interest Project Patch or even a participation patch to the GSLE.

Objective 5 expanded

Objective #5 meets the need for the volunteer to have some of the basic tips for managing a troop. Several of these the participant actually experiences within the first 35 minutes of this learning session. It is critical that we help them make the connection of what they have experienced to the application of managing a troop.

Objective 6 expanded

The last objective will be covered following the overview of the GSLE, as well as throughout the session. When purposeful leadership is first mentioned we need to provide a brief description of what this means and why we need to practice it in Girl Scouting.

Draw from them the value of being purposeful. What does it do for their own leadership development and the carry over value for the girls?

Frequently asked question about the design:

How much liberty may we take with the Leadership Essentials design? Remember one of our goals is to have consistency in basic learning modules around the country. So, we encourage councils to adhere to the learning objectives, ensuring consistency in content. We also know that facilitator's are at their best when they are themselves. This is part of purposeful leadership and what better way to model this then have the facilitator demonstrate a strong sense of "self." The uniqueness and the individual personality of the facilitator will enhance the session. We do need to stress however, that we want everyone to be learner-focused, so we need to remind facilitator's to truly be that "guide on the side and not the sage on the stage."

THE DESIGN

The Flow of the design.

This design flows as follows:

- Setting the tone for learning
- The Girl Scout Leadership Experience –an overview of the components.
- The volunteer’s role in delivering the GSLE with girls.
- How to delivering the GSLE through the Journey.
- How to align other program activities to the GSLE.
- Continuous learning opportunities, resources and support
- Summary
- Evaluation
- Wrap-up/Reflection

Let’s look at how setting the tone for learning is addressed by looking at the first 35 minutes of the design beginning with the Arrival Activity.

Arrival through Creating Safe Space- 35 minutes

It is important to note that none of this time is being wasted. It is critical that we help the volunteer see the relevance of these start-up steps in this learning session as well as the application to the troop setting.

Let’s take a closer look at possible questions we might ask and the answers we are seeking so volunteers understand how to transfer what we did to managing their troops.

Activity	Questions	Answers
Arrival activity	What did you do when you arrived?	Created a name tag and wrote course expectations on Post-Its
	What is the value of having an arrival activity for troop meetings?	The girls arrive at different times & it makes them feel comfortable & gives them something meaningful to do until the troop meeting begins.
	After the first meeting, how would you make this Girl Led?	With the girls create a Kaper Chart (a chart that indicates troop responsibilities and which girl(s) will assume these for each meeting.)- show an example on newsprint
The Circle & Check-In If you covered the value of these when you did it,	What is the value of using circles and check-ins in the troop?	Meeting in a circle provides face to face communication, everyone is equal, ensures inclusiveness. Check-ins

emphasize again , the value of using these in the troop.		brings everyone’s voice into the room. So everyone is being included and being heard. These initial practices are setting the tone for a “safe” emotional space.
GS Foundation & basic ceremony	Why would you encourage your girls to begin a GS meeting with a basic ceremony?	There are many possible answers, including the reminder of the importance of the Promise and Law.
	How would you make this Girl-Led	This depends on the grade level.
	What if the girls decide they do not want to begin the meeting with a ceremony?	That is okay. As the “guide/facilitator” this is the girl’s meeting, not ours.
Session Objectives/ Meeting objectives	Why is it important to go over the plan for the meeting with the girls?	This is all part of practicing the Girl Led process. It is good for everyone to know what they are going to do within the meeting.
Parking Lot	Is there a place for a “Parking Lot” within the troop meeting, or would it take on a different look? If so, what might that be?	Yes, sometimes when girls are excited about an idea, it may spark a non-related topic. Ask them if they would like a parking lot. If so, let them design it. A “talking stick” would encourage the idea of only one person speaks at a time. Again, practicing the Girl Led principle, the girls may decide to create a “parking-lot” for non-related topics that are not to be forgotten, but addressed later.
Group Agreement	Why call it a group agreement rather than “ground rules.”	More positive This suggests that the group had input and agreed on this whether than having it imposed on them.

	<p>What is the value of having a group agreement in your troop?</p> <p>Group Agreement continued- How would this agreement be evident at every meeting?</p>	<p>Serves as a way to handle individual and group discipline issues and resolve conflict.</p> <p>Have the girls create it if they are old enough and hang it at each meeting.</p> <p>Younger girls-perhaps create a picture group agreement.</p>
<p>Creating safe space</p>	<p>What does creating a safe space mean to you?</p> <p>Why is it so important that we provide this for girls today?</p> <p>What types of “safe” space are there?</p> <p>How does an arrival activity, a circle, check-in and a group agreement help to create a “safe-space.”</p> <p>What else might you do to ensure emotional safety for a girl?</p>	<p>Accept different responses.</p> <p>Many possible answers, including feeling they are accepted so they can develop their potential.</p> <p>Physical, emotional, psychological</p> <p>These provide emotional safety.</p> <p>Accept different responses.</p>

Start-up Option: If your group has indicated, on the “Expectation Sheet” as they arrived, that they would like to learn some songs they can do with the girls, select an appropriate song to sing during the introductory circle. Ex. Hello, Hello, Hello. Or, if you have all GS Brownie volunteers try Make New Friends, or the Daisy song.

Physical Safety- the above chart focused on creating and sustaining an emotionally “safe” space. This is a perfect time to segue to *Safety-Wise*.

Here is the opportunity to introduce *Safety-Wise* and check to make certain all volunteers know about this resource. Also remind them that portions of Safety-Wise are in the first book, Volunteer Essentials, of the Volunteer Packet.

Note: We could spend a considerable amount of time in this session on Safety-Wise. Let’s remember we do not want to overwhelm the new volunteer with everything she will ever need to know. So, let’s encourage the volunteer to access the information when she needs it via the Volunteer Packet, online, in service unit meetings, or another resource.

Recap

This is a critical step to stop and take so that our volunteers clearly see that what they just experienced are also things they can and should do with the girls. All of these things also become management tools.

Conduct this quick recap using newsprint with a toolbox drawn on it and a Fill in the Blank worksheet as well as a handout. Using all 3 of these will reinforce the idea and these are valid troop management tips/tools.

Through questioning have them review what they just did for the last 35 mins. If you are clever you might have pre-drawn icons on pieces of cardstock that represent the following: arrival activity, circles, check-in, ceremonies, troop agreement.

Using questioning, our goal here is that the volunteer will know what the tip is, how to do it with the girls and why it is an important troop management tip.

The Girl Scout Leadership Experience (GSLE) overview

If the volunteer took the Online Orientation, this should not be the first time s/he has heard of this. At the same time, we do not want to automatically assume everyone will know what the GSLE is so please say the Girl Scout Leadership Experience. Also, note that the Girl Scout Leadership Experience is the Girl Scout Program.

With the GSLE model we can clearly communicate benefits girls will gain from participation in Girl Scouting. With so many programs competing for a girl’s time today it is essential that girls, parents and the community clearly see the value of Girl Scouting. The Girl Scout Leadership Experience provides the framework that enables girls to build their leadership skills through Discover, Connect and Take Action activities. The success of the girl’s experience is dependent on how the adult(s) partners with the girl. Within the framework of the GSLE we now have 3 identified processes that, when practiced, in conjunction with the activities can result in specific leadership outcomes for the girls.

Building the model.- Do not let this section drag. It should not take more than 15 minutes.

You, as the facilitator, have options in how you build the GSLE model. This design suggests that you start with the final outcome and construct it backwards. Starting with the end in mind, we can clearly see what it is we need to do to reach this final outcome, which speaks to our Mission. Everything that we now do in Girl Scouts, whether it is this session for volunteers, or fund development, supports The Girl Scout Leadership Experience.

Some delivery options for the GSLE overview:

1. Use the PowerPoint Slides which builds the model from right to left.
2. Have the participants open their “How to” guide to the page that shows the GSLE. as you “build” the model.
3. Give table clusters pieces of the GSLE, the final outcome, the short & intermediate outcomes, the keys and the processes and let them build the model on the table as you go through each component.

INSERT a visual for the engine metaphor.

4. Why use an “engine” metaphor? It makes it memorable and helps to explain the significance of each component.

Engine metaphor- The whole GSLE is the engine and it drives everything we do in GS.

Imagine the final outcome as the headlight that illuminates the way we are going.

The engine is fueled by the keys, Discover, Connect and Take Action activities and the 3 Processes, Girl Led, Learning by Doing and Cooperative Learning. When both types of fuel are added, out of the smokestack we see the short and long term outcomes/benefits.

The advantage to the Journey as the “fuel” is that it has the additives of the Processes already built in. So as the engineer, the volunteer, we can be assured that the engine is receiving fuel that will drive the engine toward the goal, i.e. our Mission. END OF THE METAPHOR.

With all activities we want to encourage volunteers to be intentional about practicing the processes of Girl Led, Learning by Doing and Cooperative. When using activities outside of the Journey we need to be even more aware of how the activities align with the keys and processes of the GSLE.

Recap with the participants & draw out the following points through questioning.

- The final outcome of the Girl Scout Leadership Experience is to build girls of courage, confidence and character who make the world a better place.
- The 3 keys to leadership, as defined by Girl Scouts is Discover, Connect and Take Action.
- Discover means girls understand themselves and their values.
- Connect means girls care about, inspire and team with others locally and globally.
- Take Action means girls act to make the world better. Caveat: Let's stress the difference between Service and Take Action. Both have a place in Girl Scouting. Yet, taking action takes service to a higher level. It is the difference between giving man enough fish for his dinner and teaching a man how to fish. The second has problem solving impact and sustainability.
- Both the "what" the activities and the "how" the processes are equally important in the Girl Scout program. It is the combination of the two together that will help us achieve the outcomes for girls.

The Volunteer's Role and Purposeful Leadership

Now that the volunteer has seen all of the components of the GSLE, s/he may be wondering what does this have to do with me, I just want to do Girl Scout activities with the girls. So, how do I do badge work or Girl Scout program?

So, at this point it is critical that the volunteer understands h/his role in the Girl Scout Leadership Experience, which is the Girl Scout Program. Everyone will be able to embrace the Mission. The GSLE provides a roadmap for getting there.

This means the volunteer is the "engineer," if we go back to the engine metaphor. This means that the volunteer needs to apply purposeful leadership to help h/him be successful in this role.

Method. If you have time have small table groups discuss the following and then bring it back to the whole group. Remember, if misinformation is given it is important to clarify statements that are not correct in a tactful way.

Discussion topics for table groups or large group discussion.

- What implications does the Girl Scout Leadership Experience have for you in your role?
- What does purposeful leadership mean to you?
- Why would it be important to practice purposeful leadership in Girl Scouting today?

How to Delivering the GSLE through the Journey

On your Session at a Glance this includes A Tour of the adult guide, the Break and the GSLE via the Journey.

The Flow for this part of the design:

1. First address “WHY” use the Journey..
2. Take them on a “guided” tour. You can even suggest it is like going on a house tour. This will orient them to the adult How To guide.
3. Give the assignment for the grade level kindred work-deep dive into a Sample Session within the Journey.
4. 10 minute BREAK
5. Kindred group work
6. Large group debrief.

The “WHY” or the benefits of using the Journey.

For a volunteer. Discover, Connect, and Take Action activities are in each Journey. The Processes are built in and outcomes that can be achieved have been identified.

For the girls. The Journey provides a themed multi-disciplinary approach.

They provide, adventure, fun and skill building through Discover, Connect and Take Action activities. The girl books have additional activities that girls may choose to do on their own. There are awards girls may earn along the Journey, if they choose.

Let’s get volunteers comfortable with the **How To** guide for their grade level Journey. Unless the volunteer is comfortable using the How To guide s/he is not going to be comfortable facilitating a Journey for the girls. So, it is critical that s/he knows what is in the guide and how to use it.

Let’s start!

Take them on a “house or book tour” of the How to guide. Since all grade level guides are laid out the same way we can keep a multi-grade level group together for this quick tour.

Here are some things to highlight on the “house or book tour” of the How to guide.

1. Take them to the back cover to discover what is on the back.
2. Understanding the Journey’s Leadership Benefits.
You may have had them turn to this page when you were going over the overview of the GSLE. If so, ask them to return to that page. This is a different page in each grade level Journey adult book. At the beginning of this tour you want them to identify how many outcomes will be addressed in this Journey. They will find it usually in the second paragraph. Then draw their attention to the opposite page when they will see those outcomes.

Through questioning ask them what else they notice on this page.

- They are grouped by the keys: Discover, Connect, Take Action.
- Signs are indicated.

Note: Have on hand a copy of Transforming Leadership. Let them know how they can borrow a copy of this if they would like to see the extensive work that our GSRI Girl Scout Research compiled.

3. What and How of Creating a Quality Experience.

These pages focus on the Processes with grade specific examples given. This is a Good opportunity to mention progression.

If time permits have a Daisy or Brownie volunteer give an example for each of the 3 Processes. Then have a Cadette, Senior or Ambassador give an example. Let them speak of the difference in terms of maturity of the girls or progression.

4. Awards along the Journey. Have them turn to their Table of Contents and locate Where there is information about awards. Briefly discuss and stress the point that The Journey is not about the “award (s).” Girls may choose to go on the Journey And not earn the award.

5. Your Perspective on Leadership.-these pages follow the page on the outcomes for the Journey. This is important to point out for a number of reasons. We need to encourage Volunteers to STOP and take the time to consider their own leadership. *By becoming more aware of who they are and what their values are they will be more successful in guiding girls through their GSLE Journey.* Reflection is a critical step in learning and when we as adults practice it, it will not only enhance our ability to be purposeful in our leadership but also enable us to help girls practice reflection to enhance their learning. Consider two of the Processes; Learning by Doing and Cooperative Learning. In both cases whether individual girls are learning by themselves or in a group reflection is a critical step for real learning to take place.

6. The Table of Contents

Ask them, in looking at the contents, what do they feel is going to be helpful to them as they facilitate the Journey with the girls.

Once they have become oriented to the How To guide, we want to get them into a learning activity, using the Journey. We have told them the Journey is packaged so that everything that they need to be successful is packaged within the girl and the adult book.

The Journey Learning Activity

So, now we need to let them take a deep dive into sample session to really understand how a session would look and find evidence of at least one of the 3 keys, the Discover, Connect or Take Action activity, the Processes and the identified Outcomes. Although the session outline guides the volunteer to make it Girl Led, Learning by Doing and

Cooperative Learning, we can also challenge the participant to see if she can determine additional things she can do to make it more Girl Led.

Emphasize that they may not find evidence of all 3 keys: Discover, Connect and Take Action in each session. So, when they are the Session it may include only a Discover Activity, or just a Connect or Take Action activity.

The goal mentioned at the beginning of the Session outline relates to one or more of the outcomes for the journey. Remember that the intended benefits to girls are the cumulative result of traveling through the entire journey, and everything else girls experience in Girl Scouting. Refer them back to the page that lists the Outcomes that will be met in this Journey. Focus on the middle column, *Related Activities*. This column tells the volunteer which activities within each session link to a specific outcome.

Directions for the Learning activity.

Give them the directions prior to going on the Break. Then when they return they can go immediately to join their small group. Tell them how much time they will have in their small groups and that they will be reconvening in a large group.

For the learning activity.- Divide them into grade level kindred groups. If you only have one volunteer for Senior and one for Ambassador, pair them together. i.e. use your judgment.

The Worksheet. The worksheet has 12 questions. The answers are not difficult to find. The purpose of these questions is to orient them specifically to the sample sessions within their adult guide. Once they have responded to these questions then they can take the template that shows the typical parts of a troop meeting with approximate times and map out their first session or any session.

You, as the facilitator have the answers. The page numbers you have are specifically for the It's Your World, Change It Journey. In the future, volunteers may bring a different Journey. Let the group collectively find the answers. This is part of cooperative learning. We only help them with the answers if they are "stuck" or dwelling too long over something. We want them to get to the final part of looking at what a meeting might look like.

When you debrief for a multi-grade level group discuss the process of locating the evidence, how difficult or easy do they anticipate it is going to be to use the guide and why. Then address questions and assess their confidence in using the guide.

Debriefing points:

- Make certain they see the evidence of the keys and the processes in the journey.
- Parts of a troop meeting. Why do the guides not have all of the parts of a troop meeting? **Please emphasize that if we are really practicing the Girl Led Process, all of the meetings may not have a set number of "parts."**

- Consider the maturity level of the girls and guide them to make their own decisions about their meeting and the structure of their meeting.
- Sessions do not always = 1 meeting. Girls may want to spend longer on a particular topic, take a detour, do a badge, etc while also going on the journey. Caveat: With the younger grades, Daisy and Brownie, the momentum of the Journey may be lost if detour's are taken. However, if keeping with the Girl Led practice, it truly depends on the girls.

An additional tip about debriefing this learning activity. Let this debriefing be theirs. Ask questions that will result with the volunteers knowing what they will do at troop meetings.

Using Other Program material. Try-Its, Badges, etc.

Now that we have covered how to guide girls through a Journey, we are now focusing on how to use and connect other Girl Scout program activities to the Girl Scout Leadership Experience.

How you do this will depend on how much time you have. In the design 20 minutes is allocated to this. Realistically, with this amount of time, a small group could take a Try-It, Badge or another activity and give it the GSLE test. What is meant by this? The small groups use the checklist, Connecting other GS Program Activities to the GSLE, to give the activity the GSLE test. Give the small groups approximately 12 minutes for their discussion using a specific badge or activity and then take 8 minutes to debrief in the large group.

In the large group debrief bring out the following:

- Ease of connecting the activity to the GSLE
- What they discovered
- The role of purposeful leadership

Review/Summary

This serves a couple of purposes.

1. To determine if the learning objectives have been met.
2. To recap what they have learned and how they are going to apply it.

This is an important step so we don't want to skip over it and go right to the ending. Unless, we help our participant's determine what it is they have learned and how they are going to apply it, they may walk out the door wondering that themselves.

So, depending on the time you have it can be done in a couple of ways. A more time consuming approach, yet fun is to assign 6 small groups, (could be your grade level) an objective. Give them 4-5 minutes to extract the key learning points from the session that met this objective. Then let them present this back to the group in whatever way they would like. They can get as creative as they want.

A quick approach to the summary might be to have them stand, throw the koosh ball and have them say briefly what they are taking away from this session that they will be able to use right away and what they are taking away that is going to help them be a more purposeful volunteer.

Continuous Learning Opportunities

Point out whatever is available in your council. Perhaps the service units offer kindred group discussions or there are enrichment workshops, In some councils there may be a leadership experience coach that will provide ongoing support.

Also, provide any links to online support.

Evaluation of the Session

Give them 5 minutes to do the evaluation and indicate how important their feedback is. This is consistent with our willingness to grow and develop so their feedback can help us go that.

If they have not finished at the end of this time, tell them you are going to do the Closing and they are welcome to come back to the evaluation following this.

Closing/Reflection

Again, due to time constraints there are a couple of options.

There are both in a circle, Again, reinforce the benefit of a “circle.” If time allows give them the scenario about the banquet in your honor as an outstanding leader, 10 years from now.

If time does not allow, consider ending with a simple GS closing of a friendship circle and Taps, or simply go around the circle and have them say one or two words about this learning session and then end in a friendship circle.