

Training Material

The Aim:

To equip BB Captains with the skills and knowledge to run effective companies.

Who should attend?

Captains and officers who would like to develop their skills in this area.

Learning Outcomes:

At the end of this training course participants will be able to:

- Feel more confident in their role as captain
- Demonstrate an understanding of mandatory duties and responsibilities, and the boundaries of accountability
- Plan for the development of company work and ensure that targets are met
- Understand how to establish and maintain positive working relationships with company staff and develop the team effectively
- Identify how to manage the continuation and development of the company

Resources:

Flip chart and pens
 TV and VCR
 Video Arts video: "More Bloody Meetings"
 OHP 1: Learning Outcomes
 OHP 2: The Role of the Captain
 OHP 3: Safety in the Company
 OHP 4: Alice in Wonderland
 OHP 5: Company Development Scheme, Purpose
 OHP 6: Management
 OHP 7: Reflecting on Experience
 Copies of Company Development Scheme
 Copies of current leader registration forms and stats forms
 Copies of Safety Handbook
 Child Protection cards
 Handout 1: Captain's role description
 Handout 2: Criminal records checks, "What a Captain needs to know"
 Handout 3: Bad behaviour at meetings, blank
 Handout 4: Bad behaviour at meetings, some examples
 Handout 5: Main points from the video
 Handout 6: The rules of constructive feedback
 Handout 7: Giving feedback: case studies
 Handout 8: Observer checklist

Handout 9: Leader recruitment
 Evaluation form

Timing:

6 hours training time.

Group Size:

As this course is designed to be participative, the optimum number is 15, but could run with a maximum of 20 and a minimum of 6.

Suggested Programme:

10.00am: Arrivals, coffee, devotions

10.15am: Welcome, introductions and scene setting

10.30am: The role of the captain; what makes an effective captain?

11.00am: Plan good youth work (company development scheme)

12.45: LUNCH

1.30pm: Manage good youth work (managing people)

3.00pm: TEA

3.15pm: Develop good youth work (recruitment of leaders and members, reflecting on our work)

4.00pm: Open Forum, evaluations and goodbyes

4.30pm: Finish

Training Material

Welcome, Introductions and Aims for the Day (15 Minutes)

Welcome the group and go through the programme for the day, including breaks and arrangements for lunch. Use a short light-hearted way to do the introductions, for example, ask people to say their name, company, how long they have been in the BB and their ideal holiday. This should help to relax the group so they are able to get into learning mode without anxieties.

Show OHP 1: "Learning Outcomes"

Session 1: What is the Role of the Captain and What Makes an Effective Captain? (30 Minutes)

Exercise 1: Defining the role (10 minutes)

As a warm-up exercise, ask the group to call out all the things a captain has to **do**. Write everything that is mentioned onto a flip chart (even the jokey contributions).

The list will probably contain some of these, and more:

- Organise finances
- Recruit leaders
- Ensuring that BB policies are implemented and adhered to
- Manage people
- Communicate with parents/carers
- Liaise with HQ
- Read mailings and pass on information as appropriate
- Ensure proper health and safety standards and child protection
- Conduct risk assessments
- Organize camps and holidays
- Plan the programme
- Work in a section
- Administration
- Deal with conflicts and solve problems
- Liaise with the church

Now stand back and allow a few seconds for all of these duties to sink in. Make the point that for most captains, this job is carried out on top of their paid work, family responsibilities and sometimes, other voluntary work as well.

Exercise 2: Best and worst (10 minutes)

Now ask the group to get into pairs and briefly find out from their partner what they think is the **most rewarding** thing about being a captain, and what is the **most frustrating** thing.

Allow only 5 minutes for this, and then ask some of the pairs for their feedback. (If the group is a large one, there is no need to go round everyone, but make sure everyone who wants to say something is given an opportunity.)

Acknowledge the difficulties associated with the role, and also try and emphasise some of the positive statements that come out of the feedback and remind people of the importance of the job that they are doing. Point out that they are BB captains, and they are also Youth Work Managers, whose work may have a profound impact on many children and young people who come to BB.

Key Training Tip!

Having got to this point in the first session, the trainer should have communicated the importance of the role of captain, and shown some empathy for the multitude of tasks that captains perform. **However, the point of this training is to step back from all the tasks, and try to take an overview of how the captain is vital to the survival and development of the company.** It is important to have set this tone for the course, otherwise it is possible that some sessions can get hijacked as participants sometimes feel the need to point out how demanding the role is.

At this stage, the trainer should summarise the overall purpose of the role of the captain. This should be done by showing OHP 2.

Show OHP 2: "The Role of the Captain"

OHP 2 says, **"The role of the captain is to plan, manage and develop good youth work within the BB company"**

Explain that although the BB is unique, with its own history, aims and methods, we are also part of a wider group of organisations providing Christian Youth Work. This means that a BB captain would share many of the tasks and responsibilities as volunteers in other youth work organisations. The BB lays down many of the responsibilities and some are required by the law of the land (child protection, health and safety standards etc)



Training Material

Issue Handout 1: Captain's Role Description

Allow a little time to go through the main duties and responsibilities on the handout. The trainer should draw particular attention to the third bullet point on the role description concerning safety and show OHP 3: Safety in the Company.

Show OHP 3: Safety in the Company

Spend 5 or 10 minutes going through the essential admin duties of a captain as they appear on the role description. In particular, hand out sets of the leader registration forms and stats forms and briefly summarise the purpose of each form. Also make sure that all participants understand what they should tell potential new leaders about criminal records checks and what they involve.

Issue Handout 2: Criminal Records Checks; What a Captain Needs to Know

The rest of the course is structured around the three main roles of a captain:

- Planning
- Managing
- Development

Key Training Tip!

It is important that the trainer embeds these three concepts at this stage. The trainer may find it useful to repeat, "Plan, Manage, Develop" almost as a sort of mantra, so that participants will remember that this is their primary role. Recap and refer to the three main roles at frequent intervals during the day.

Training Material

Session 2: Planning Good Youth Work (1 Hour 45 Minutes)

The Company Development Scheme (CDS): What it's for and where it came from. (20 minutes)

Explain to the group that you will spend a short time giving them an overview of how the scheme was developed and what it is for.

Key Training Tip:

Although the information is given below, it is a good idea to use your own words and style in delivering this bit of input. Your objective as a trainer at this stage is to **sell the concept** of planning and goal setting as the most important tool in improving the quality of our BB work. Try and impart your enthusiasm and commitment to the scheme.

Background to the scheme:

The previous 3 year Business Plan for the BB had a focus on **support for volunteers**, training, resources etc and **quality** of our local BB work in their programmes and what is offered to our children and young people. The CDS puts those two key things together as one resource to help the local company improve the quality of what it delivers. It also identifies the training needs of the company staff.

A Volunteer Development Working Group was set up to look at the recruitment, induction and, training and development of volunteers. The group initially looked at a system that assessed the work of companies and individuals but decided that we needed to release companies from the burden of more admin. The voluntary sector have looked at a range of measures that mirrored the appraisal systems we have in the workplace, but the consensus was that it was found to be "over the top" so we opted for a softer approach.

The CDS encourages officers and leaders to look at the whole company, that's **all** of its sections, to review what it is it delivers and to encourage a basic plan of what its staff want to do. This then highlights particular training need and skills gaps, and topics within the BB programme that could be developed.

CDS is based around a minimum of two full staff meetings a year for all staff including the chaplain (in an ideal world) with pre-set agendas and work sheets to plan and evaluate the programme. The meetings are designed to agree a

direction for the company and to identify tasks and areas of development.

Ask the group how many of them already have company meetings. Most hands will go up, so point out that the most successful schemes are built on the good practice that already exists.

Some companies meet more regularly and that is great, but many do not have set agendas that encourage the company to look at what it actually does, and areas that could be developed. CDS is really about bringing all companies into a minimum standard.

In the past, the BB has provided the training events that HQ thought the membership ought to have. We are trying to change the culture in our training that moves away from, "You must do this training or we will not re-register you" to one of, "What training do you want? What should HQ be providing for you that they are not doing?"

This scheme does exactly that. The only piece of paper that gets copied anywhere is the feedback form to HQ telling them what training needs you have identified for yourselves. HQ then look for trends, and where many companies are saying, for example, that they need courses on "fundraising" or "dealing with challenging behaviour", then the Training Department will develop training materials in these areas.

CDS enables HQ to be responsive to your needs, rather than HQ telling you what you need!

Finally, point out that all the evidence shows that people and organisations are far more likely to succeed **if they plan to do so**. This is true for us in our lives and careers as well as for multi-national corporations, and voluntary sector organisations. CDS is all about planning. Just as the national HQ will develop a Business Plan, so the hope is that companies will have their own plans (and of course these should link, so we all move forward together.)

Show OHP 4: Alice in Wonderland
Show OHP 5: Purpose of the CDS

A Closer Look at the Company Development File (20 minutes)

Issue the copies of the CDS to the group, and explain that we will spend a short time looking at the documentation itself. (If you are using photocopies, have at least one printed scheme in the white and red folder to show them.)

Training Material

Take the group through each stage of the scheme, explaining the cycle of meetings, the agendas and the feedback form.

Take time to expand on the planning grid used in the pre-session planning meeting. Use your own examples and perhaps explain what we mean by SMART goals:

Specific
Measurable
Agreed
Realistic
Time bound

Key Training Tip:

As we are particularly trying to encourage the participation of young people in the running of their companies, take some time on the section on "participation". Explain that it is a difficult area and we have a module in YLT on the subject. This may be an example of how a company identifies a training need - when trying to set targets for participation, they realise they don't know **how** to achieve their target. This may lead to one or two officers agreeing to attend just that part of the next YLT and finding out more about this area.

Likewise with fundraising, if companies are setting targets for raising money but are not clear on the most effective methods, this may also be a training need.

We are trying to link training with goal setting. Stress the link in this session.

How to Run Effective Meetings (1 Hour)

Ask for a show of hands for how many people have to attend meetings now and again, whether it is for BB, work, school, church etc.

Ask them to keep their hands up if they find them 100% effective, with good decisions being made and everyone contributing equally?

Ask the group generally, why do most of us find meetings frustrating at times. Try and get some feedback from different people. The feedback will probably include:

- Talking shops, no decisions made
- Decisions taken before meeting
- Hostility
- People riding "hobby horses"
- Hidden agendas
- Rambling off the point
- Being negative: "We tried that 20 years ago..."

Key Learning Point:

Explain that there are two main aspects in running effective meetings: **the people** and **the structure**. The CDS already provides structure, and now we are going to look at how we get the human element of meetings right.

Exercise 1: Bad Behaviour at Meetings

Ask the group to get into pairs or three's

Issue Handout 3: Bad Behaviour at Meetings - Blank

Ask them to list all the unhelpful behaviours they personally have experienced at meetings. (Take about 5 minutes for this.)

Take some limited feedback along the lines of "what is the most frustrating behaviour for you?"

Issue Handout 4: Bad Behaviour at Meetings – Some Examples

Now introduce the video "**More Bloody Meetings**" saying that it is the most widely shown training video in the world, demonstrating the value that organisations place on what **effectively** run meetings can achieve. Tell the group that you will give them a handout afterwards with the main points summarised.

Show Video: More Bloody Meetings

Issue Handout 5: Summary of the Main Points of the Video

Explain to the group that although the video identifies the skills of running effective meetings, there is not time on the Captains Training to practice these skills. However, there is a half-day course available on the Company Development Scheme that goes into more depth. Encourage your group members to attend this course if they wish to develop more skills in this area.

However, in the time remaining (about 30 minutes) there is some time to get the group thinking about how they might plan the development of their own companies.

Exercise 2: Action planning

Ask the group to get into pairs and to take 15 minutes sharing ideas with each other about how they feel their own companies could develop. Brief the group that they



Training Material

should support each other in their thinking and enable each other to plan how they will establish the CDS in their own companies.

After 15 minutes, round off the session by asking for brief feedback and any further questions or comments and then recap the last 90 minutes learning points and encourage them to use the scheme in their companies.

Re-show OHP 2: The Role of the Captain

Thank the participants and break for lunch.

Training Material

Session 3: Managing good Youth Work, Managing People and Relationships (1 hour 30 minutes)

Remind the group that we are now looking at the second role of the captain: **to manage**.

Introduce the session by saying that there are four areas of competence which make up the occupation of a "manager". These are:

- Managing activities
- Managing people
- Managing resources
- Managing information

Show OHP 6: Management (as above)

If we apply this to a BB captain we can see that this fits our list of things a captain has to do, which we brainstormed in the first session. (The trainer should flick back to the flip chart sheet that shows this list and refer to Handout 1 showing the captain's role description.)

Explain that for this session we are going to focus on the "managing people" aspect of a captain's role.

Exercise 1: Best and Worst Managers (20 minutes)

Say that we are going to start by considering our own experiences of being managed, particularly your best and worst experiences!

Ask the group to get into three's and to take 10 minutes listing the behaviours and characteristics of the best manager they have ever worked for and also the worst! Ask them to take it in turns to speak, and without mentioning the names of their managers, to say what specifically was good about the best managers and what specifically was unhelpful about the worst managers. (Avoid using the word "bad" as this is too emotive.) If there are people in your group who have not experienced working with a line manager, ask them to think about the best and worst teachers they had at school.

After 10 minutes, go round the group and list onto a flipchart the qualities that they have discussed that define the "best" managers.

The list will probably include some of the following:

- Saw potential in others
- Encouraged me
- Listened well

- Was fair and impartial
- Passed on their skills and experience
- Developed people's skills and confidence
- Would delegate some of the interesting jobs

Try and emphasise the point that good managers develop the people they manage, and when they do this, we remember them all of our lives (like good teachers).

Key Training Tip!

The trainer should point out that we couldn't possibly cover all the skills and knowledge involved with managing people in 90 minutes. We are going to concentrate on one important aspect, probably the most critical skill any of us can learn, which is how to develop people by giving skilled and constructive feedback.

Exercise 2: Constructive Feedback (15 minutes)

Start by asking people to put their hands up if they can remember being told something negative about themselves when they were at school, by a teacher. Ask them now to put their hands up if they can recall the last time that they were told that they had done a good job, either at work or in the home or at BB. Now ask them how they felt when they had received praise from someone they respected?

Say that you hope that everyone at the course got some praise and acknowledgement from time to time, but that most people would agree that we only tended to get feedback from managers when something had gone wrong or that there were improvements to be made. We also tend to remember the negative feedback for a much longer time, and it can be quite damaging to our sense of self and our development.

Key Learning Point!

The trainer should point out that the skills we are going to focus on in this session are equally valid when working with young people or in the parenting of our own children.

Explain to the group that we are going to look at the power of positive feedback, and how it can be one of the most motivational and developmental ways to enhance the work of someone you manage. (This is equally true for managing volunteers as it is for paid employees.)

Issue Handout 6: The Rules of Constructive Feedback

Training Material

Go through the handout with the group, giving examples to illustrate the points, and then reinforce the point about “surrounding with positive feedback” by drawing the **feedback hamburger** onto a flipchart. (Draw a simple hamburger shape with a burger between two halves of a bun)

Explain that the bun represents positive feedback, i.e. what someone has done well, and the meat in the middle represents the “constructive feedback” or how you feel the person could improve or develop.

Remind people that the person on the receiving end of your feedback will be more likely to change and develop their skills if you acknowledge what they do well, and get them to identify improvements. If these are not forthcoming then you can make suggestions and offer help, encouragement or even do a little one-to-one training or mentoring.

Exercise 3: Feedback Case Studies (45 minutes)

Explain, that we are now going to put the skills into practice by looking at some fairly typical company examples of where as a captain, you have an opportunity to develop people by giving skilled feedback.

Ask the group to get into three's (it may be a good opportunity to work with new people so suggest that the three's are different to last time.)

Say that within the three's each participant will have a turn to be in one of the following roles:

- The captain
- An officer in the company
- The observer

There are three case studies on the handout you are about to issue, and for each scenario there will be a captain, an officer and an observer who will observe the “role play” and make notes on the observer checklist (which you are also about to issue).

Ask the group to decide who will go first, second and third in each role. Make it clear that there is only 15 minutes for each case study; 5 minutes to read it through and prepare, five minutes to act out the scenario and 5 minutes to discuss with the observer making **constructive feedback**.

Key Training Tip!

Most groups are generally quite anxious about “role play”, and the success of this exercise will rely on the skill of the trainer in setting it up. Remember the following points for setting up role-plays:

1. Don't call it role-play, call it “practicing skills”!
2. Keep the whole thing lighthearted, non-threatening and non-judgmental
3. Make it clear that they will not be “performing” to the group, but just working quietly within their groups of three
4. Say it doesn't matter if the whole thing collapses in laughter, just plough on, and see if they can think creatively about the subject

Finally...

5. Remind the observers of the feedback hamburger; they are looking for good points, not bad, and any “meat” in the hamburger (i.e. constructive feedback) should be delivered in positive language. **For example:** Rather than saying “You forgot to praise them for what they did well” the observer should say what they wanted to see, for example: “It might have been more effective if you remembered to give some positive feedback as well”

Issue Handout 7: Giving Feedback Case Studies

Scenario A:

You are Kim, the captain of a large thriving company, with a loyal and long-serving staff. Recently a new officer (Josh) joined your company as he had moved to the area 6 months ago. He had just done his Youth Leader Training and has loads of ideas. He is incredibly enthusiastic and is keen to get moving. Basically, you want to be supportive, but you notice that another officer (Ian) is becoming very upset at what he sees as criticism from Josh about “the way we have always done it”. You do not wish to lose either officer, but have noticed that Ian is becoming increasingly rude to Josh and has been complaining to anyone who will listen about “madcap ideas and lack of respect for tradition” You decide to talk to Ian after the company night.

Training Material

Scenario B:

You are Chris, the captain of a small village company, where most families know each other and most officers have their own children at BB. You are aware that your officer in charge of the junior section (Wayne) has a problem managing his anger at times. He is in all other respects, an excellent youth leader, who encourages the young people to participate and to develop their potential. However, at the company night tonight you saw him shouting at a ten year old boy who had been very disruptive from the start. This is not the first time it has happened, and you decide to tackle the problem this evening when everyone else has gone.

Scenario C:

You are Pat, the captain of an inner city company where you have plenty of young people but struggle to keep going because of a shortage of leaders. You have recently persuaded a few parents (men and women) to come along as helpers. Several of them show real potential, and you have started to float the idea of training with them, so they can become full officers.

One of your other officers, Linda, who is in charge of the Anchors, will not let these helpers do any interesting jobs. She thinks it takes too long to train people and its better to do it all herself. They are only allowed to set out craft materials and tidy up.

You want Linda to take responsibility for some of the training and development of these helpers, as you have your hands full with your own section. You decide to talk to her tonight to try and delegate this task to her.

Key learning point!

Captains are managers.

Managing people is the most important aspect of management.

Giving skilled, constructive feedback is the most developmental part of managing people.

Issue Handout 8: Observer Checklist

Make sure the participants understand that they will each have a turn in each role: captain, officer and observer, so they all need an observer checklist.

Reinforce the learning point of this exercise, which is that the captain is practicing constructive feedback and the observer too, is practicing constructive feedback. Both roles need to remember the rules of constructive feedback and the feedback hamburger.

After 45 minutes the three's should have worked through each scenario, and given each other feedback.

Round off the session by thanking them and congratulating them on their participation; recap the key learning point from the session.

Training Material

Session 4: Develop Good Youth Work, Recruitment and Reflecting on our Work (45 minutes)

Exercise 1: Recruiting and inducting leaders (25 minutes)

Welcome the group back from tea, and say that we are now looking at the third role of the captain, which is to **develop** good youth work.

Although the development of a company is linked to the planning process (covered in the morning session on the Company Development Scheme) we are now going to focus on two vital development functions: recruitment of leaders and reflective practice (or thinking about how and why we do what we do!).

Firstly ask the group if they have experienced shortages of leaders at any time; take a few comments.

Introduce the session by saying that there are several reasons why it can be difficult to recruit leaders into a voluntary youth organization. Ask the group to identify the reasons and write these onto a flipchart. The responses are likely to include:

- ❑ People have very busy lives
- ❑ The church congregations are falling, therefore our pool of potential volunteers is falling
- ❑ Some people think there is a risk involved in working with young people and children
- ❑ Some people don't think they have the right skills
- ❑ People don't always want to commit to a long term role

Point out that we need to be able to overcome some of the barriers to volunteering by being able to set out clearly what benefits there are in becoming a leader in the BB.

Ask the group to brainstorm the main benefits of volunteering for the BB and write them onto a flipchart. These are likely to include:

- ❑ Friendship and support
- ❑ Sense of belonging
- ❑ The opportunity to develop skills through good quality training that can be useful in other areas of life
- ❑ The rewards of working with young people and children and being part of their development
- ❑ The opportunity to share one's own faith with others
- ❑ The opportunity to participate in local, national and international BB events

Issue Handout 9: Leader Recruitment

Go through the handout with the group, in particular the "charter" which sets out the rights and responsibilities of the potential recruit. Also go through the "Finding volunteers" guidelines and allow 10 minutes discussion on what has worked for individual group members.

Finally, make the point that once they have found some recruits, they need to ensure that these people feel confident and valued in their new roles as soon as possible.

Ask the group to think back to when they were the new person, either in the BB or in a job, and how it felt. Stress the importance of induction and developing new leaders and go through the induction checklist in the recruitment handout.

Key learning point!

Induction is important to enable the new recruit to feel confident as soon as possible, and also to ensure that policies on safety and child protection are covered on the first night in a BB company. **It is the captain's responsibility to ensure that induction has taken place.**

Exercise 2: Reflective Practice (20 minutes)

Set the scene for this final exercise by saying that at the beginning of the day we spent time defining the role of a captain, and that we had agreed that it is multi-faceted. There are managerial and administrative elements in a captain's role and many captains are active within sections doing practical youth work as well.

Also say to the group that it is right at the end of a captains course that we stand back and look at what the central mission of the BB is, and what role the captain plays in bringing the Christian message to children and young people.

Introduce the concept of "reflection in learning" by saying that we all learn by doing, but that **experience alone is not the key to learning**. Explain that this final session is intended to look at how we turn experience into learning – and that is how we look back and learn from our interactions with young people and adults in the course of our BB work.

Show OHP 7: Reflecting on Experience

Talk through the OHP with the group and stress that by using this simple process with themselves and with other



Training Material

staff in the company, we can build a **development** culture in the BB. (Add that learning in this way is often far more effective than formal course attendance!)

Ask the group to think of a recent weekend away/visit/trip/part of the programme they were responsible for and take 5 minutes each with a partner reflecting on how it went, how they felt about it, what went well and what went less well and what (if anything) they would do differently next time.

Now ask the group to get into pairs and to take 10 minutes discussing how they might use the idea of **“reflective practice”** to further the Christian mission of the BB. If possible, ask them for examples of an experience within the company, with an adult or a young person where they had an opportunity to enable that person to develop. What did they do? How would they do it differently next time?

Key Training Tip!

The trainer can use his/her experience in suggesting ways in which BB officers can contribute to an individual young person's faith development. For example, the trainer can ask what opportunities do we create for a young person to make a Christian commitment? What opportunities are there in the church and in the BB to experience different styles of worship? (Firm Foundations, Crossover, HQ residential events etc) What opportunities do we create for young people to think and talk about the “big” questions and spiritual matters?

Take feedback and reinforce the message that we only learn from experience if we can reflect upon it. This is ideally with another person or people that we trust and respect, but can also be effective as something we do on our own.

Move to closing session.



Training Material

Session 5: Open Forum, Evaluations and Goodbyes (30 minutes)

Return to **OHP 1: Learning Outcomes** and recap on the content of each session and how it links with the stated learning outcomes.

Reinforce the point made at the beginning of the day when the group identified all the various tasks of a captain, and say that we have only been able to cover in depth a few key areas. However, there is half an hour left to be used as a final “rounding up” session. This would be best used as a short question and answer session rather than starting long discussions.

Ask the group to think of one question or issue that they would like answered before they go home, and to write it on a piece of paper with their name and phone number on it.

Go round the group and try to deal with as many left over issues as you can. (Hopefully some of them will be similar.)

If time runs out before all questions are answered then ask for the pieces of paper and promise to be in touch in the coming weeks with an answer if you can. (If you personally cannot answer the questions, then try and refer on to the appropriate person at HQ.)

Finally, issue the evaluation forms, and when they are all completed, thank the group, wish them well and close the course with a prayer or whatever style is appropriate to you.

END

Resources

OHPs

- OHP 1:** “Learning Outcomes”
- OHP 2:** “The Role of the Captain”
- OHP 3:** “Safety in the Company”
- OHP 4:** “Alice in Wonderland”
- OHP 5:** “Purpose of The Company Development Scheme”
- OHP 6:** “Management”
- OHP 7:** “Reflecting on Experience”

Copies of Company Development Scheme

Copies of current leader registration forms and stats forms

Copies of Safety Handbook

Child Protection cards

Handouts

- Handout 1:** “Captain’s role description”
- Handout 2:** “Criminal records checks – What a Captain needs to know”
- Handout 3:** “Bad behaviour at meetings, blank”
- Handout 4:** “Bad behaviour at meetings, some examples”
- Handout 5:** “Main points from the video”
- Handout 6:** “The rules of constructive feedback”
- Handout 7:** “Giving feedback: case studies”
- Handout 8:** “Observer checklist”
- Handout 9:** “Leader recruitment”

Evaluation Form

Learning Outcomes

At the end of this training course participants will be able to:

- **Feel more confident in their role as captain**
- **Demonstrate an understanding of mandatory duties and responsibilities, and the boundaries of accountability**
- **Plan for the development of company work and ensure that targets are met**
- **Understand how to establish and maintain positive working relationships with company staff and develop the team effectively**
- **Identify how to manage the continuation and development of the company**

The Role of the Captain

The three main roles of the captain are to:

- **Plan**
 - **Manage and**
 - **Develop good youth work**
- within the BB company**

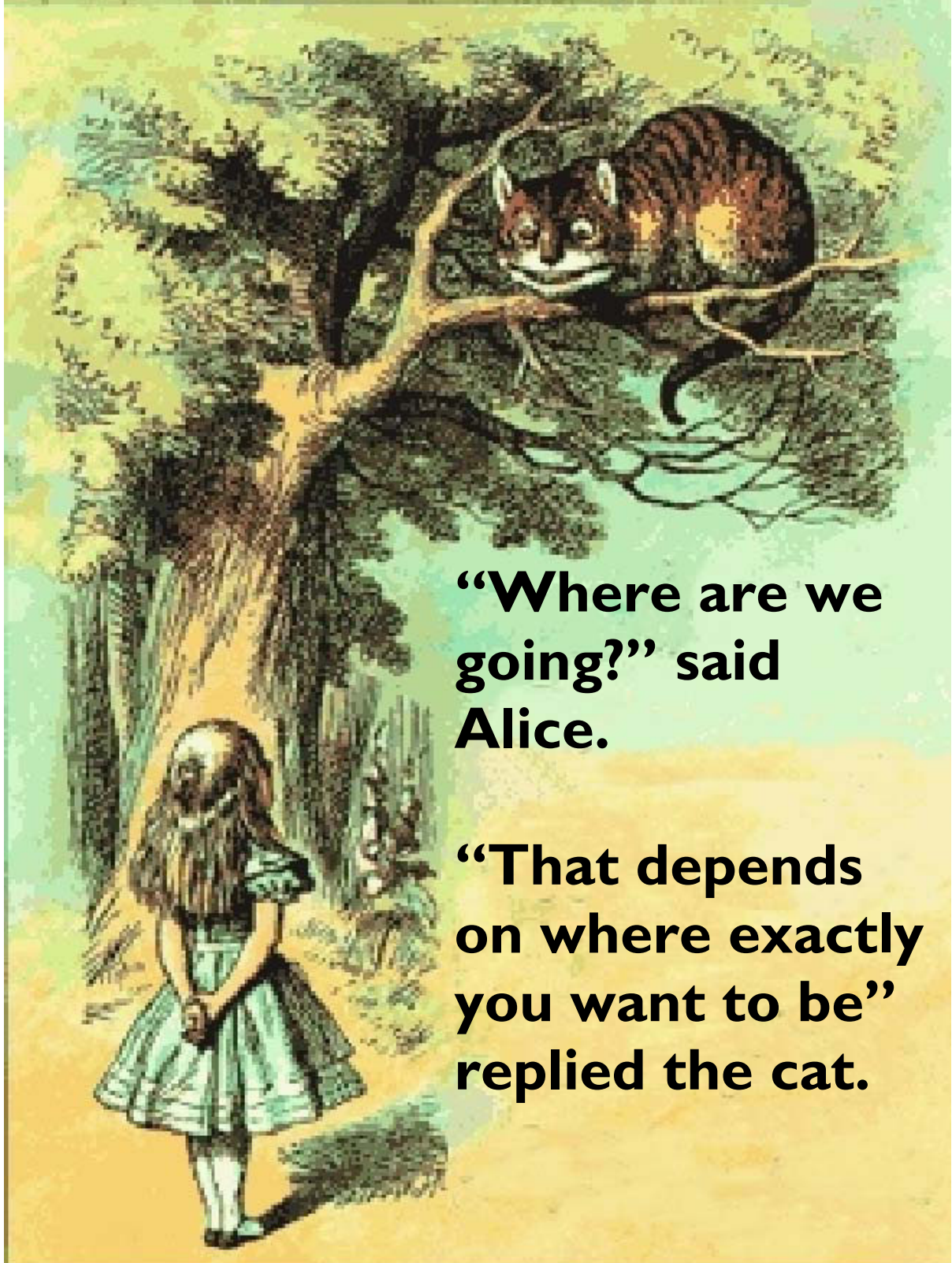
Safety in the Company

Guiding Principle for Safety in the Company

It is the duty of the Company Captain to satisfy himself/herself that all individuals who are given any element of responsibility for children and young people are competent.

He/she must also be satisfied that in all activities due consideration is given to the safety of children, young people and staff

Alice in Wonderland



“Where are we going?” said Alice.

“That depends on where exactly you want to be” replied the cat.

Purpose of The Company Development Scheme

- ❑ **Plan and develop an exciting and relevant programme for the coming session**
- ❑ **Plan staffing for all sections**
- ❑ **Identify recruitment and training needs**
- ❑ **Agree goals for improving the quality of experience for children and young people**
- ❑ **Provide an opportunity for the staff to meet as a whole group for support and recognition of the work being done**

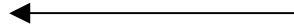
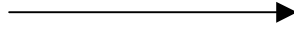
Management

The four areas of competence for a manager are:

- **Managing activities**
- **Managing people**
- **Managing resources**
- **Managing information**

Reflecting on experience

Behaviour
Ideas
Feelings



**Return to
experience:**

- **Re-evaluate,**
ask “what did
I do well?”
and “What
would I do
differently
next time?”
- **Examine
your feelings**

Experience

Reflection



Captains' Role Description

| | |
|--------------------------------------|---|
| Position: | Captain |
| Responsible to: | The Local Church and The Boys' Brigade |
| Main areas of responsibility: | See List Below |

Managing BB activities:

- the overall running of the Company in all its sections and ensuring that the Company has access to adequate and appropriate resources to enable it to work effectively with the various age groups and sections
- ensuring that time is given to the proper planning and evaluation of sectional programmes and that the training needs of the company staff and sections is met through appropriate BB and non-BB training for leaders
- ensuring that Brigade regulations and policies are implemented in the Company, including:
 - Safe From Harm, the Brigade's policy on child protection
 - the selection and nomination of leader undertaken in agreement with the church,
 - the safety of members and staff on all BB activities including camps, holidays and visits

Managing people and relationships

- Manager, supervisor and mentor for both staff and members.
- Managing and developing Company staff, encouraging them in their work.
- Maintaining good level of rapport with the church and good relationships between the church, the Company and other organisations within the church and local community. The Captain will work closely with the Chaplain to ensure that the church is kept informed of the work of the Company and to ensure that a programme of Christian teaching is in place appropriate to the ages and abilities of the various sections

Managing resources

- Ensuring that company finances are properly managed and recorded. Liaising with Company Treasurer to ascertain church and Brigade financial requirements are being met.
- Making good use of supportive parents (within proper child protection procedures), e.g. fundraising, transportation, providing catering for events, etc.

Managing Information and Communications

- To coordinate the overall administration of the Company including correspondence from Headquarters concerning statistical returns and the payment of fees
- ensuring that there are effective communications within the company and between the various sections
- ensuring leaders have access to information circulated to companies by Brigade Headquarters, Regions, and Districts and Battalions, and other appropriate organisations who support the work of the BB
- Liaising with local Battalion and District, ensuring adequate Company representation where appropriate.



Captains' Training

Criminal Records Checks; what a Captain needs to know

Disclosure Record Checks: What are they?

All BB leaders must be registered and checked. In England and Wales checks are run by the DBS, in Northern Ireland by Access N.I., in the Republic of Ireland there are Garda Checks and in Scotland leaders apply for membership of the PVG scheme.

What type of Disclosure checks will be carried out?

All checks for BB leaders are Enhanced checks

Can BB leaders undertake a Disclosure check through their local church?

Yes. The BB and the various denominations are working together and most churches are now undertaking Disclosure checks. If the local church has undertaken a check in the last six months, BBHQ will not usually ask for another to be made.

How much do Disclosure checks cost?

Disclosure checks undertaken on volunteers working with children and young people are free.

What does the Captain need to do?

Captains need to ensure that staff complete an appropriate BB leader registration form for the duties they undertake in the Company, this form is countersigned by the Church and sent to BB Headquarters. If the church has not already undertaken a Disclosure, Headquarters will contact the individual directly to arrange for a check to be undertaken.

What if someone has a criminal record?

If there is relevant information on a disclosure then this will be assessed by the BB Safeguarding Panel. The Brigade has a Policy on the Recruitment of Ex-Offenders including volunteers, and an Appeals Procedure if leaders feel that they have been unfairly treated. Just because someone has a criminal record does not mean that they are excluded from being a BB leader.



Bad Behaviour at Meetings

List below some of the unhelpful behaviour you have experienced at meetings:

Bad Behaviour at Meetings – Some Examples

Examples of unhelpful behaviour at meetings:

- ❑ rambling
- ❑ keeping silent
- ❑ not turning up on time
- ❑ not preparing
- ❑ aggression
- ❑ hogging the discussion
- ❑ not paying attention
- ❑ interrupting
- ❑ using “put-downs
- ❑ spending too much time on trivia
- ❑ failing to listen
- ❑ holding whispered side meetings
- ❑ spoiling serious discussion by cracking jokes
- ❑ personalizing arguments
- ❑ going over ground that has already been covered
- ❑ failing to summarise
- ❑ failing to carry out agreed actions

Summary of Main Points on Video

The key lessons from the video are:

Unite the group

Chief Danger: Aggression

Techniques: Let off the steam
Don't take sides
Bring in the others
Stick to the facts

Focus the group

Chief danger: Getting off the point

Techniques: Stay alert
Keep a hand on the wheel
Test comprehension
Paraphrase/check back

Mobilise the group

Chief danger: Squashing

Techniques: Protect the weak
Check round the group
Record suggestions
Build up ideas

The Rules of Constructive Feedback

- Deal with facts, not personality (what they do rather than what they are).
- Avoid judgment-loaded words
- Remember the “feedback hamburger” - surround with positive feedback
- Use positive language, say describe the outcome you wish to see (“It would be good if you would consider some leadership training” rather than “Your leadership skills are poor”)
- Remember your staff are volunteers, be developmental, not critical



Giving Feedback – Case Studies

Scenario A:

You are Kim, the captain of a large thriving company, with a loyal and long-serving staff. Recently a new officer (Josh) joined your company as he had moved to the area 6 months ago. He had just done his Youth Leader Training and has loads of ideas. He is incredibly enthusiastic and is keen to get moving. Basically, you want to be supportive, but you notice that another officer (Ian) is becoming very upset at what he sees as criticism from Josh about “the way we have always done it”.

You do not wish to lose either officer, but have noticed that Ian is becoming increasingly rude to Josh and has been complaining to anyone who will listen about “madcap ideas and lack of respect for tradition”

You decide to talk to Ian after the company night.

Scenario B:

You are Chris, the captain of a small village company, where most families know each other and most officers have their own children at BB. You are aware that your officer in charge of the junior section (Wayne) has a problem managing his anger at times. He is in all other respects, an excellent youth leader, who encourages the young people to participate and to develop their potential.

However, at the company night tonight you saw him shouting at a ten year old boy who had been very disruptive from the start. This is not the first time it has happened, and you decide to tackle the problem this evening when everyone else has gone.

Scenario C:

You are Pat, the captain of an inner city company where you have plenty of young people but struggle to keep going because of a shortage of leaders. You have recently persuaded a few parents (men and women) to come along as helpers. Several of them show real potential, and you have started to float the idea of training with them, so they can become full officers.

One of your other officers, Linda, who is in charge of the Anchors, will not let these helpers do any interesting jobs. She thinks it takes too long to train people and its better to do it all herself. They are only allowed to set out craft materials and tidy up.

You want Linda to take responsibility for some of the training and development of these helpers, as you have your hands full with your own section. You decide to talk to her tonight to try and delegate this task to her.



Leader Recruitment

POLICY STATEMENT

It is the aim of The Boys' Brigade to recruit the most suitable people to work with children and young people. It will do so using fair procedures that ensure that no potential volunteer receives less favourable treatment on grounds of gender, race, disability, age or sexual orientation.

The Boys' Brigade recognises that it is the commitment of its thousands of volunteers that enables young people to find and develop their Christian faith as well as face the challenges that represent the transition from dependence to interdependence

In recognition of this commitment, The Boys' Brigade has developed the following "charter" which defines the responsibilities of the individual and of the larger organisation. These mutual responsibilities also appear in the recruitment pack for use by companies.

Volunteer Charter

The Boys' Brigade will:

- Provide a welcome and induction into the role you have volunteered for and provide support and training for you to carry out your work with children and young people.
- Ensure that you know exactly what is expected of you and who you can go to for advice or support.
- Accept that your time commitment may change from time to time and support you in saying "no" when necessary.
- Provide a safe working environment that is free from discrimination and provide insurance cover as appropriate.
- Keep you informed of the wider work of the BB and provide opportunities for you to participate in national and international events.
- Provide opportunities for you to develop your skills and experience in a range of areas relating to the development of the work as well as working face to face with children and young people.

You are expected to:

- Accept and work within the object and the mission of the BB and abide by the policies that underpin the work.
- Fulfil the role you accepted when recruited and let the company captain know if, for any reason, you can't do so.

- Attend training or support sessions when appropriate.
- Work in a way that is fair and free from discrimination with adults and young people.
- Understand and uphold the guidelines on child protection.
- Act in a way that is not detrimental to the image of The Boys' Brigade.

As a volunteer for The Boys' Brigade you will be making an important contribution to the lives of young people and be part of a wider movement that offers fellowship, support, training and a chance to make a difference.

Guidelines on Volunteer Recruitment

Identifying the need

Even as the Government is investing in national strategies for volunteering it is recognised within the BB (and many other voluntary sector organisations) that it is getting harder to find people who feel able to commit themselves to volunteering in their communities. Because we work with children and young people, it is also our responsibility to ensure that the people who volunteer do so for the right reasons, and with the attitudes that will enable them to make positive relationships with the young people and adults they work with.

Programme planning

For these reasons it is important that companies and battalions are clear about what they want to achieve and what numbers of voluntary helpers they need to make those achievements. Therefore it is helpful for companies to plan their programmes in advance, using the Company Development Scheme and identify who is responsible for each part of the programme as well as other tasks such as administration or fundraising. Only then is it possible to define any gaps in the staffing structure, and begin to think about how to fill those gaps.

Defining the role

Once the gaps in the staffing have been identified, companies will need to draw up a description of the tasks involved (like a simple job description) and a list of the qualities that would be held by the person most suited to carry out those tasks. The personal qualities may include certain skills or attitudes as well as a Christian commitment. The advantage of this sort of preparation is that it is far easier to recruit new volunteers when there is a clearly defined role with a specified time commitment.

Barriers to volunteering

There are many people who would like to make a contribution in their communities by volunteering, but who feel unsure about how to go about it or what they could do. There are also some real and imagined barriers for people that may hold them back from offering their help. BB companies can benefit from being aware of potential barriers and be able to respond by being positive and honest about what working in the BB will entail.

If we can anticipate what would hold suitable people back from volunteering, then we can try to reassure people where the barriers are imagined.

Some of the questions in volunteers' minds (and some suggested responses) may include:

- ***“Will it cost me anything to become a volunteer?”***

Companies will need to be clear with potential volunteers about the local arrangements for the payment of registration fees. We should also point out that this is standard practice in the other uniformed youth organisations, and that we in the BB charge a lower fee than the others. It is important that we are honest about any other costs that may be incurred by volunteers so that people can make the decision to volunteer with all the relevant facts.

- ***“Will I have to wear a uniform?”***

Again, we need to be clear about the local requirements and any costs attached.

- ***“Would I have to lead worship sessions?”***

Explain that there are differing levels of Christian commitment required for different roles within the company. Even people with a strong faith may feel uncomfortable in this role and we try to fit people to the tasks that match their gifts. The BB is able to provide training and support materials to help leaders gain skills and confidence in this area.

- ***“Will I need a criminal record check? What happens about my conviction for xyz ten years ago?”***

Explain the system for criminal records checks in England, Wales, Scotland or Northern Ireland. (See handout from Captains' training course)

- ***“Will volunteering for the BB affect my benefits?”***

Volunteers who are claiming Job Seekers Allowance or other types of benefit would need to check with their benefits office, in most cases benefits will not be affected.

- ***“I don't have any qualifications or particular skills”***

Explain that the BB provides opportunities for training in different aspects of the work; there will be an induction period when new volunteers will be given information and advice about training. People do not need qualifications to volunteer for the BB, but they may develop skills that help them in other areas of their lives.

- ***“I didn't realise that the BB was still around!”***

Although some reservations about our image may not be voiced directly, it is crucial that we take the opportunity to dispel some of the myths about the uniformed youth movement. We need to present an image that reflects the best of the work of the BB, and demonstrate that we are doing exciting and worthwhile work with children and young people. It can be useful to have examples to share of some of the national projects as well as the local work. Firm Foundations, New Horizons and Amicus are all excellent selling points for the BB.

Finding the right people

Depending on the policy and practice of the church to which the BB company is attached, there will be different methods used to target potential volunteers. Some churches play an active role in recruitment while in other areas the company will make the approaches and the church make the final approval. The Battalion is responsible for enrolling officers, chaplains, warrant officers and instructors.

The captain should inform the church of all people who work within the company, even if it is only occasionally. The captain should inform prospective volunteers that a criminal records check will be carried out, but that this is administered by the church and/or BBHQ.

The guidelines to Battalion Secretaries state that the church is responsible for the appointment of the company captain and the nomination of all officers, and that all officers should be members or adherents of a church. Helpers and instructors should be in sympathy with the Christian ethos of the BB. The captain and minister should conduct the selection interview (see guidance on interviewing below).

Within these requirements companies can still be imaginative about how they target individuals or groups to come and work with them.

Once a company has a clear idea of the programme it plans to deliver, and it has allotted key responsibilities to the current volunteers, then it can set about filling any gaps, be they at the level of leader, helper or instructor. The checklist below may help in planning the search for help:

Finding volunteers - some helpful hints....

- Be clear about exactly what you want your volunteers to do.
- Write a list of your expectations of the volunteer and of the skills and characteristics you are looking for.
- Give the role a title, but if you are going outside the BB, you might want to use a title that people would easily recognise (“youth leader” or “play leader” may be more self explanatory than “officer” or “warrant officer”)
- Draw up an advertisement; this will need to be eye catching if it is to stand out from the other adverts wherever it has been placed.
- Be specific, use simple language, don't be vague.
- Express yourself more in terms of “expectations” rather than a list of tasks. This way it won't read as a job description and will not be seen as off-putting or a binding contract.
- Make sure you state if training will be provided, this will be an attractive prospect to many people who do not feel confident to take up this sort of role.
- Specify contact name and telephone number.

Where to locate adverts?

Suggestions are.....

- Church magazines and notice boards.
- Volunteer Bureau
- Leisure or Community Centres
- Council or School notice boards
- Doctors' and Dental surgeries
- Libraries and village halls
- Shop windows

Direct approaches can be made to:

- Young people who are ex-BB
- Parents or carers
- Church members

Being Fair

There are a few criteria that have to be met by volunteers in the BB, such as the minimum age requirements in certain roles. Also, depending on the role to be undertaken, there is a requirement to be a member or adherent of a church or to be in sympathy with the Christian basis of the BB.

However outside of these requirements we have to demonstrate that we welcome people from all communities and of all abilities and of either sex. Where the church is located in a community of a particular culture it is important that that community is reflected both in its membership and its leadership. This is something we do have to think about and BB Headquarters staff are happy to advise.

Responding to a prospective volunteer

A call from a prospective volunteer is an opportunity to enthuse them about the BB and about the specific vacancy you have. Don't miss this chance to "sell" the organisation, even if the call doesn't result in a new volunteer, you may have gained a supporter, and built your reputation.

Then mail out an information pack; this could include:

- "Thank you for your interest letter" informing them of the next steps and arrangements for meeting.
- Information about the BB
- Application form

Meeting or interviewing prospective volunteers

This is another important part of recruiting volunteers. They need to know more about the BB and the role they have applied for, and you need to know more about them. Our regulations require that officers, chaplains, warrant officers and instructors are interviewed by the company captain and the church minister (or other church official). Although this is not required for helpers, it would be useful to arrange to meet people who have offered help, if you have not approached them directly.

Helpful hints for interviewing.....

- Prepare an interview checklist for your own use that covers what you need to know about them as well as information that you need to pass on.
- Try to make the new volunteer as relaxed as possible. First impressions count!
- Decide on an appropriate venue. (Your home may not be the most appropriate place, but somewhere easily accessible like the church hall could be fine)
- Try to make the meeting informal and friendly, but organised.

Remember!

The interview is an opportunity to explore whether there is a match between what you need and what the volunteer wants to do - make the best use of it.

Confirmation of appointment

Where references have been successfully taken up, you can confirm that the BB is now ready for them to take up their role in the company. A letter or a warm telephone call is an ideal way to give them the good news. Now is the time to remind them of the date and time of their first session, who will be there to welcome them and guide them on their first evening. If this is not you then remember to remind whoever is responsible for welcoming the new volunteer - and decide who is responsible for organising the induction programme.

Rejecting potential volunteers

Very occasionally you may find you have to say “thanks, but no thanks” to a volunteer. For some people this can be quite hurtful, so be tactful and phrase your rejection so they are left with as much dignity as possible. Above all, be honest about why you cannot use them. This is where having a role description and list of desirable characteristics can be useful. If the volunteer does not correspond to what you have made clear you want, it is much easier to say no.

If you think it is appropriate you can refer them to your local volunteer bureau. Their skills will very probably be able to be used elsewhere.

Keeping and developing volunteers

After the investment of time in recruiting new volunteers, it is important to make sure we keep them. People are likely to become committed to the BB if they feel welcome, valued and useful. Planning a proper induction is the best way to get someone off to a good start and to develop confidence. See the suggested induction checklist below. Remember to make clear to volunteers what training they must attend and what is optional.

One of the best ways to develop volunteers' skills is to set aside time now and again (but especially during the early days) to sit down with them and have a chat about how they feel it is going and where they experience difficulties. To reflect on the way an evening has gone and to receive positive feedback about successes and achievements is probably the most developmental activity for all of us. This, combined with the more formal learning environment of a training course will enable volunteers to grow within their role and this benefits both themselves and the young people they are working with.

Induction

Why

In order to fit in and be useful, volunteers need to understand the work of the BB. An induction period helps this happen in a structured way and demonstrates that they are welcomed and valued. New recruits have a need for **information**, to **meet people** and to get some **hands on experience**. Try to balance these needs when planning someone's induction.

How

It is the responsibility of the company captain to plan the induction of a new volunteer, although she or he may delegate the task to another officer if that is more appropriate. The induction period should be thought of as happening over the first three sessions that a volunteer comes along.

The first two sessions should be split between a one to one session to chat and give information, and a chance to work alongside an experienced officer. It is important that the new person is given something practical to do with young people and not just to “shadow” established staff.

The third evening could involve a visit to a nearby company, as an opportunity to see other ways of working and to meet other people from the battalion.

After each of the three evenings comprising induction there should be time allowed to sit down with the captain (or other person) to reflect on how the session has gone; what went well and where there may have been difficulties.

What information to cover:

- The role to be undertaken, what tasks are to be carried out
- Where to go for support or advice
- Location and use of equipment
- The building - toilets and where to get refreshments
- The aims of the BB and ways of working
- Opportunities for training
- Child protection guidelines and confidentiality
- Health and safety
- Introductions to other volunteers and young people
- What to do in an emergency

If induction is carried out in an efficient and friendly way, the new volunteer is more likely to settle into the company structure with confidence.

Evaluation Form

- ❑ **Practical Arrangements** – Please comment on the overall organisation of the course and the suitability of the venue.

- ❑ **How well did the training meet the learning outcomes?** (displayed on OHP/flipchart)

- ❑ **What did you learn or re-learn that was especially useful?**

- ❑ **How would you rate your own contributions today?**

- ❑ **What actions will you be taking as a result of what you have learned today?**

Thank you for participating in the training, and for completing this evaluation.