

'Quality Street' - Gilwell Reunion 2017

Delivering a Quality Programme - Instructor Guide

'Your strawberry is someone else's orange'

Time allocated - 45 minutes

Course objectives:

- To recognise that a 'Quality Programme' is not an objective measure of ability.
- To support individual participants' capabilities, and offer effective guidance to them.
- To be aware that there cannot be a national 'one size fits all' guidance structure.
- To acknowledge the use of external resources for activities that you are inexperienced in.

Setup/resource requirements

Bowls of Quality Street sweets on each table- Strawberry Delights, Green Triangles, Purple Ones, Toffee Pennies, Coconut Eclairs, Orange Cremes, Honeycomb Crunches

Notes on the table to not eat the sweets!!!!

Variety 'menus' on only **3 tables**, Honeycomb Crunch on only **3 tables**, only **1 table to have both**.

3 packs of post it notes on each table- Green/Orange/Pink

Marker Pens - 1 per person Blank flipchart page on each table.

Flipchart page pre drawn with the 6 sweets chosen above down the LHS.

Area on the wall allocated to 'non quality' programme ideas.

This 45 minute session aims to deliver refresher training in:

- Advising on a Quality Programme for the Top Awards

The Top Awards Programme requires participants to select individual chosen activities for 3 out of the 4 sections of their awards.

Whilst the requirements do not require a set standard to be achieved, participants are required to set personal objectives in their chosen activity, which show a balance of participation and achievement.

This workshop aims to deliver assistance to leaders to provide effective guidance to the individual participants, to ensure that their personal programmes deliver in quality and therefore success.

Whilst this course guide is fairly detailed, it is expected that instructors will familiarise themselves sufficiently with the course objectives and supplied materials and select the options and methods most suited to their own delivery style and class dynamic.

Teaching points/learning objectives and instructor notes are annotated in **black text**. This is not intended to be a script, moreover sufficient detail to ensure depth of understanding to deliver content.

QSWP table items are annotated in **purple text**.

Handouts/whiteboard/flipchart elements are annotated in **red text**.

Discussion topics are annotated in **green text**.

Welcome and Introductions

Introduce the team and welcome everyone to the workshop. Introduce the QSWP on each table and explain they are the table 'spokesperson'.

Run through course objectives.

QSWP - Individual tables - 3 minutes

ASK - What problems have you encountered in advising on a quality programme in the Top Awards?

Have you heard or experienced any examples whereby participants have not really pushed themselves, or taken an 'easy option'?

Allow the table to discuss problems they have individually encountered, or examples where they think a participant has not acted in the 'spirit' of their award.

Pick one from the table to collate when asked.

When the 3 minutes is up, ask each QSWP member to discuss one of the problems on their tables.

Write answers on Flipchart.

It would be very easy and there is an expectation that we can sit and discuss what 'defines' a quality programme, but we are actually going to do this in reverse. As we can see, there are many different problems that between you you've encountered, so we are going to look at what defines 'not' a quality programme.

QSWP - Individual tables - 5 minutes

ASK - What do you consider to not be a Quality Programme?

As the table answer the questions, list them on the flipchart.

Remember as a facilitator to write down exactly what they say rather than paraphrasing. This will give them ownership of the exercise and will encourage them to contribute further. Don't dismiss any ideas, this will be seen as a negative response and that particular individual may feel that they don't want to contribute further for fear of being disregarded by you or their peers. The table take ownership of the ideas, your role is simply to coordinate it.

Once the 5 minutes is up, bring your list to the area allocated for the flipchart pages.

Run through each of the pages. Hopefully each one will have a similar theme.

Its actually very easy to agree on what constitutes a non quality programme, and we can probably make a clear definition from these ideas.

In theory, it would therefore be very easy to define what is a quality programme, as it just needs to be the opposite of this. But this workshop is about the practical application of that definition, and therefore we need to look a little deeper into how we approach this.

Quality Street Exercise

On the table in front of you you will see a bowl of Quality Street chocolates.

Individually, we would like you to list the sweets you've got in order of preference. There is to be no conferring at this stage.

Write your favourite on the green post it note, your second favourite on yellow/orange and your least favourite on pink/red

QSWP

Collate all the post it notes and stick them on the flipchart alongside the relevant sweet picture.

Now, as a table, we want to you create a list of your top 2 sweets, plus the one that comes out bottom.

The entire table must be in agreement on this, it is up to you how you reach you final decision.

QSWP

As the table discuss their sweets, coordinate the decision making. Ensure that everyone's voice is heard.

Write the top contender on a green post it note, the second place on yellow/orange, and the bottom contender on red/pink, and then stick them on the second section of the flipchart page.

Let us now compare the table results with the individual results.

Discuss how as a team some people have had to conform to the table opinion, rather than their own personal preferences.

This has a two fold learning element.

1. What is agreed as a team, is not necessarily in line with an individuals personal preference or opinion.

AND

2. That when coming to an agreement within a team/group scenario, it is highly likely that most, if not everyone will need to compromise to some degree. This is important to recognise and explain from the outset, to avoid conflict and resentment within a team.

Now, as a whole room, we want to you create a list of your top 2 sweets, plus the one that comes out bottom.

The entire room must be in agreement on this, it is up to you how you reach you final decision.

QSWP

As the room discuss their sweets, coordinate as required.

Let us now compare the room results with the table results.

As more and more opinions and voices are heard within a group dynamic, so the net amount of conformity and compromise will also increase. More and more individuals are required to move towards the 'most popular' circumstances than their own personal preferences or challenges.

When looking at delivering a quality programme it is important to recognise this and be able to address the needs of the participant, rather that your own ideologies, or just doing what everyone else does.

This is a particularly tricky part of the guidance process, because sometimes you may not know the individual particularly well, but more likely you won't have an in depth working knowledge of their particular chosen activity.

ASK - Which tables didn't have a full 'menu card'? How did you know what the sweets were?

Answers will come back such as, 'I've had them before, I guessed, I asked someone else, I borrowed the one from the next table.

Within the Top Awards programme you will often come across activities that you have experienced before, and therefore you can make a good judgement on the quality level.

However, if you are not familiar with a particular activity, then don't hesitate to see further information, by communicating with others who do have the specialist knowledge, or by seeking further information yourself.

Course Summary:

- **To recognise that a 'Quality Programme' is not an objective measure of ability.**
- **To support individual participants' capabilities, and offer effective guidance to them.**

Everyone is different, and have their own personal preferences and challenges.

Recognise that your opinions are just that, and that the level of challenge and quality must be tailored to the individual.

- **To be aware that there cannot be a national 'one size fits all' guidance structure.**

By widening the research area, there becomes more and more compromise involved, and more and more individual people have to conform to others' ideals which may not suit their own experiences.

- **To acknowledge the use of external resources for activities that you are inexperienced in.**

Don't expect to have a good working knowledge of every activity presented to you. Use other people who are experienced in that field to gain further information and to assist in either setting the objectives or providing further information to you.

Course Resources and Handouts



Strawberry Delight



The Green Triangle



The Purple One



Toffee Penny



Coconut Eclair



Orange Creme

Quality Street® welcomes its
newest resident...



unwrap the NEW
Honeycomb Crunch

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newest resident...



unwrap the NEW
Honeycomb Crunch