Materials Needed:
• Projector
• Whiteboard/Chalkboard/Flip Chart and markers/chalk
• Hand-outs packet for each participant
• Meeting plans printed from VTK for various age levels

Facilitator Script:

Getting families involved in a meaningful way is one of the most rewarding challenges of being part of a Troop Leadership Team. In this session we’ll be helping you establish a foundation for effectively collaborating with the families of your troop members.

Ask the audience:
• Can anyone tell me how a meeting/activity/event goes from idea to fruition in your troop?
• Can anyone tell me about the role that parents currently play in your troop?
Facilitator Script:
Today we’re going to be looking at three important steps for getting parents involved in your troop. These are:
1. Define your needs
2. Make the ask
3. Follow-up
**Facilitator Script:** The first step in getting parents more involved in your troop is figuring out where parents *can* get involved. In this section, we’ll be taking some time to define your troop’s needs, and identifying opportunities for parents to support the troop.
Facilitator Script:
First, let's take a look at making a plan. This means figuring out your troop’s design, operation, task details, and an organizational plan.
Facilitator Script:
The troop design is a broad outline of what your troop is going to look like this year. This is a meeting schedule, meeting length, meeting frequency, meeting location, the number of girls you will have in the troop, the age level(s) of the girls you will be working with, and what is your program focus for the year. You'll want to work with your troop’s leadership team to decide what works best for all of you.

Keep in mind that not every one of these items needs to be set before you connect with the parents in your group. Sometimes getting a feel for everyone’s schedule can help you select a meeting schedule and frequency. You’ll want to be clear about your limits and availability; but you can also be flexible.

Take a moment to jot down your own expectations for each of these on the first page of your handouts packet. If another member of your troop’s leadership team is present, check with them to see if you are on the same wave length! If there isn’t another member of your troop leadership team present, then find a partner and share your preferred structure with them.

(two minutes for this activity)
Facilitator Script:
Having established your troop design, and your opportunities for flexibility in your design, work with your partner to think about a troop operating style. Troop operation is how things get done in the troop. This can involve girl-led governance and activities, but for the purposes of this training we will be focusing on the role of adults. Typically, troops will go for either set tasks, rotating tasks, or a hybrid model.

In a set tasks model the same people are responsible for the same activities. **Example to provide if clarity is requested:** For example, the same person would be responsible for facilitating every meeting, and the same person would be assigned to purchasing snack.

In a rotating tasks model, people rotate through having responsibility for each activity. **Example to provide if clarity is requested:** For example, a parent might sign up to facilitate the first meeting of each month, or they might sign up to bring snacks once or twice in a manner that fits with their schedule.

In a hybrid model, some tasks are assigned to one person for the full year, and other tasks are assigned on a rotating basis. **Example to provide if clarity is requested:** For example, one person may bring the snacks to every meeting throughout the year, while five adults rotate who is facilitating the meetings.
Facilitator Script:
In a set tasks model, the same people are responsible for the same tasks for the entire year.

Benefits:
Very clear expectations of each person
Success is easy to recognize

Drawbacks:
Volunteers may feel ‘pigeon holed’ into one task, and want to expand
Does not necessarily delegate authority: it may still be on you to decide which snacks will be served if your snack supplier is only doing grocery runs and drop-offs

Suggestions:
Create a back-up plan if someone can’t make it occasionally
Give volunteers a chance to expand beyond their set responsibilities if they are interested
Delegate ownership of the task to the individual by providing them enough information for them to be successful (example: instead of dictating “pick up 17 carrots” delegate “plan and pick up a nutritionally balanced snack”)

Set-Tasks

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Drawbacks</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear expectations</td>
<td>May feel restrictive</td>
<td>Allow shifting for personal growth</td>
</tr>
<tr>
<td>Success is easy to recognize</td>
<td>Delegates responsibility without authority</td>
<td>Give ownership</td>
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</tbody>
</table>
**Facilitator Script:**
Rotating responsibility for one aspect (ie: snack supplier for the month of April)

**Benefits:**
- A more flexible schedule could help busier volunteers get involved
- Smaller chunks allow volunteers flexibility to try different things that could interest them

**Drawbacks:**
- More moving parts = more energy required to track and send reminders
- Difficulty filling all positions may result in leadership team taking over more responsibilities

**Suggestions:**
- Delegate the responsibility for reminders and tracking sign ups
- Have a list of individuals who are willing to act as last minute back-up
Facilitator Script
In a hybrid model, some activities are assigned to the same person (or people) for the full year, while other responsibilities are assigned on a rotating basis. For example, responsibility for meeting facilitation may rotate between three people, while the same person is bringing snacks all year.

Benefits:
When done correctly, a hybrid model can offer flexibility and clarity, depending on the needs of the individual, and the task itself.

Drawbacks:
This model requires the same types of planning investment as rotating and set tasks models do. Troop leaders also run the risk of delegating responsibility for task without delegating ownership; leaving a great deal of the planning still on the leadership team's plate.

Suggestions:
Delegate the responsibility for reminders and tracking sign-ups
Be sure to delegate authority in addition to responsibility
Make a communication plan for coordination all the details.
Facilitator Script:
Outside of your needs with meetings, you may want to consider other ways that parents can support the troop.

- **Cookie/Fall Product manager**: this volunteer manages all aspects of cookie/fall product activities. They will need to be a signer on the bank account.

- **Outings coordinator**: this volunteer plans and coordinates field trips for the troop.

- **Transportation coordinator**: when you troop is planning to go offsite, this person recruits parents to drive the girls. They will keep a list of parents who have agreed to transport girls, and they will make sure that all drivers are appropriately licensed and insured.

- **Record keeper/treasurer**: Someone who keeps track of financial records for the troop; this person will be a signer on the bank account.
Facilitator Script:
For this activity we’ll be working with Activity Plans from the Volunteer Toolkit which I’ll be handing out shortly. For each section you will work with your partner to identify how you would delegate this section of the meeting, or a part of the section.

Let’s do an example together. We’ll take a look at an arrival activity from the Brownie activity plan: In this activity, girls will draw a picture of what they think it means to be a good friend.
As we make our plan, we need to consider:
• What needs to be done?
• When does each item need to be done?
• How does this be done?
• What information does someone need to do it?

(Go through each question with the attendees; record their answers on a white board)
What needs to be done to make this activity happen? *(if not mentioned suggest: supplies must be purchased and delivered to the meeting, supplies must be laid out, girls must be given instructions)*
When does this need to be done? *(if not mentioned suggest: supplies must be ready before the meeting, girls must receive instructions as they begin)*
How can this be done? *(if not mentioned suggest: someone can be placed in charge of purchasing and delivering all meeting supplies. And/or, someone can be placed in charge of planning and executing the arrival activity.)*
What information does someone need to do it? *(if not mentioned suggest: the meeting plan, a list of supplies the troop may already have, who else might be delegated a task related to theirs, the objectives of the activity so they may plan an alternative activity, how to get reimbursed if they are buying supplies)*
Spend 15 minutes with your partner to talk through one or more parts of a meeting. Your goal is to define your needs for each part of the meeting, so that you can successfully delegate these tasks to someone outside of the leadership team. Record your responses on page 2 of your handouts packet.

*Give everyone a moment to flip through the activity plans and locate one that is appropriate for their age level.*
Facilitator Script:
Now that we’ve looked at the details of delegating some tasks, it’s time to give some thought to keeping everything organized. Work with your partner to talk through tracking tasks, sending reminders, keeping folks accountable, and tracking finances as needed.

• An example of how you might choose to track tasks is to have a shared calendar to assign due dates and tasks.
• A reminder plan might involve sending out a reminder for tasks a week before they are due, and then a second reminder the day before the task is due.
• Accountability means working with your leadership team to figure out how you want to handle situations when someone doesn’t follow through. Including how to communicate with that individual to determine if they need additional support, or if a task needs to be reassigned.
• Financial tracking is important if someone is buying supplies. Figure out how budgets for each activity will be communicated, and how reimbursements will be handled; and who will handle those reimbursements.

On page 3 of your handouts packet is a chart for you to work through each of these items with your co-leader. We will not be creating the organization plan today, but this can be a
valuable exercise to clarify expectations.

Give the participants a chance to locate the page in their handouts packet and ask questions.
Facilitator Script:
When you make the investment of time to define your needs, and come up with a very clear design, operation, and organization plan, you’ve built a pretty solid foundation to make a clear ask of the parents in your troop. Let’s take a quick look at what success looks like in that meeting, and then we’ll have you role play with your partner how you will present your needs.
Facilitator Script
When you have the conversation with parents, you want to frame it around the idea that you are setting expectations of parental involvement in the group. Remember; you are not asking for favors. You all share a common goal: to make this the best possible girl scout leadership experience for the girls. Your goal is to talk about how they can be a part of that.

Next, describe your troop design and operation; how will the troop generally be organized? Then, explain the specific tasks that you need them to complete, and what kind of support they will have. Finally, request sign-ups.

With your partner, practice how you will introduce the conversation, set expectations, describe the design and operation, explain the specifics of help that you need, and the support available, and then practice how you will request sign-ups. Record your reflections on your conversation in page 4 of your handouts packet.

Give the participants 10 minutes to work through this section. After 10 minutes, ask a group to share the results of their conversation.

There is also a space in the handouts packet for you to plan a meeting agenda. If you have
time after thinking through the conversation, you can begin crafting the agenda. If you don’t have time, this can be completed after the session. You’ll also find an example sign-up sheet. As people step up to support the troop, you will want to keep track of those commitments. This is one example of a way you can record this information, but another format might work better for you.
Facilitator Script:

Think about what will be important to follow up on after the family meeting is complete, and how you will share that information. Discuss with your partner. After two minutes, we will ask for groups to share.
On page 6 of your handout packet you’ll find a form at for recording your follow-up plan. After the family meeting, you’ll need to follow up with individuals who signed-up to make sure you both understand the commitments they made. We will not be completing this form today, but we want you to become familiar with it.
This is just one example of how you can track this information; you may want to find another format that works better for you.

Give participants a moment to locate the page in the handouts packet, and ask any questions. They will not be completing this portion at the session today.
Facilitator Script
Asking for family support of a troop includes three important steps: defining your needs, making the ask, and follow-up. When we defined our needs, we took a look at options for how to structure and organize our troops; and allowed that to drive what needs we have. From there we discussed hosting a family meeting to describe the troop’s needs and request support. Finally we discussed and came up with a follow-up plan.

Reflection questions for the audience:
• What is one take-away you have from today?
• What is one step you plan on taking to involve parents in your troop?
Thank the audience for their attention, and give them an opportunity to ask any questions.