



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

WAGGGS

Leadership Resources

Setting Direction

WAGGGS Leadership Resources

Setting Direction

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Setting Direction

1. INTRODUCTION TO SETTING DIRECTION

‘And she began thinking of the children she knew... and was thinking to herself “if one only knew the right way to change them....” when she was a little startled by seeing the Cheshire Cat sitting on a bough of a tree a few yards off.

The Cat only grinned when it saw Alice. It looked good-natured, she thought; still it had very long claws and a great many teeth, so she felt that it ought to be treated with respect.

“Cheshire-Puss,” she began, rather timidly, “would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where — ” said Alice.

“Then it doesn’t matter which way you go,” said the Cat.

“— so long as I get somewhere,” Alice added as an explanation.

“Oh, you’re sure to do that,” said the Cat, “if you only walk long enough.”

Alice felt that this could not be denied, so she tried another question. “What sort of people live about here?”

(Extract from the story ‘Pig & Pepper’ in Lewis Carroll (1865): Alice’s Adventures in Wonderland)

This extract from the well-known book ‘Alice in Wonderland’ is a bit longer than when we usually read the quotation.

The Member Organizations and WAGGGS as a whole are concerned about the ‘right’ way to change the lives of girls and young women. Like Alice, we work with a Mission and a vision, the main elements of shaping the future.

So in setting the directions for our World Association as well as the national organizations, the local Girl Guide/Girl Scout units and the leader teams everywhere we need to consider – like Alice:

- Which way do we want to change things
- Who are the girls and leaders that are affected, and what are their needs
- How to treat the world with respect

We consider these questions in order to be able to decide:

- Where we are right now
- Where we want to get to
- Why we want to get there
- Which way we will go
- How far and fast we want to go
- What are the milestones on our way
- Who do we want to join us on our journey

In the story about the four children that visit Narnia through a wardrobe door, they suddenly wonder: “How do we know which side is the real one?”

(C. S. Lewis: The Witch, the Lion and the Wardrobe)

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Setting Direction

1. INTRODUCTION TO SETTING DIRECTION (Contd)

Living in a world of dreams facing realities, we should therefore be realistic and still describe and share our dreams with each other in order to make plans for the future that we believe in . We must keep asking each other: Where do we go? (Quo Vadis?)

To be able to set a directions for our Movement towards the future, an effective leader:

- Understands, believes in and commits to the vision, mission and values of the organization
- Communicates the vision of the organization to engage, recruit, retain and influence others
- Plans for the organization at a strategic level
- Works to develop effective partnerships with others
- Understands and implements the principles of good Governance
- Uses 'systemic' strategic thinking and global creativity thinking

This module is constructed in the way we set directions and reach goals on a hike:

1. Decide where you are going, and why
2. State where you are right now
3. Choose your path towards the goal
4. Walk the walk
5. Monitor and adjust, if necessary

Your expectations for working with this module of the WLDP

WAGGGS Leadership Resources

Setting Direction

2. THE VISION, MISSION AND UNDERPINNING VALUES OF WAGGGS

Being conscious about where we want to go and why is also being conscious about the mission and the vision – based on the organization's common values.

Our Mission and Vision

Our Mission

To enable girls and young women to develop their fullest potential as responsible citizens of the world

Our Vision for 2020

All girls and young women are valued and take action to change the world.

The Movement's strength lies in the millions of girls and young women it serves and the impact they have amongst their friends, their families and the wider communities in which they live.

The World Association aims to engage and empower young women, so that they can make a difference in their communities. We want to reach out to more girls and young women, and grow the Movement.

We have two main goals for our vision between now and 2020:

1. Provide more opportunities for girls and young women to grow and lead
2. Empower girls and young women to be agents of change in the world

Mission definition: 'the purpose or the most important aim of the organization – why we do what we do. The mission is the way we want to achieve the vision'

The vision is the picture or the description of the future situation when all goals are met. You can also say that the vision is the state of conditions on a long term perspective.

As an example, we get an education to fulfil a position as a contributing citizen of our community and member of a family. The position is the vision, and the education the mission we should work on as a milestone on our way towards the vision.

2.1 WAGGGS values

"When aligned around shared values and united in a common mission, ordinary people accomplish extraordinary results"

(K. Blanchard)

WAGGGS is a values based organization; its vision and mission are underpinned by a set of values for the entire organization.

These values define the purpose of WAGGGS; values are the spark that ignites energy and drive, the spark that enables people to achieve great things together.

The organization itself, however, cannot enact the values it owns; this has to be done by its people, each one of the 10 million members worldwide.

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Setting Direction

2. THE VISION, MISSION AND UNDERPINNING VALUES OF WAGGGS (Contd)

It is essential for the continuing growth and development of the organization that each individual in a leadership role (at any level) owns, enacts and communicates the values that underpin the organization.

How familiar are you with the fundamental values of WAGGGS? Try this next exercise to refresh your memory.

Discussion

WAGGGS VALUES

The original values of Girl Guiding/Girl Scouting are stated in the Promise and Law, more or less exactly as defined by the Founder, Lord Robert Baden-Powell. With the passing of time, it is more difficult to relate to the language of the early 20th century and need to express the fundamental values in a way that connects with young people worldwide. How would you define the underpinning values of Girl Guiding/Girl Scouting (as expressed in the Girl Guiding/Girl Scouting Law) in the language of today?

In the WLDP modules there are several sections related to this:

- Living Values – section 8 in the Personal Development Module
- Communicating the vision - section 3 in the Understanding Leadership module
- Leading Teams module where you can work with the values of a team or patrol

2.1.1 Original values of Girl Guiding/Girl Scouting

Here are the original values of Girl Guiding/Girl Scouting; alongside, the same values are expressed in terms that young people will be able to connect with more easily. The key words are highlighted.

Guide Law	Seen as Values in modern terms
A Guide's honour is to be trusted	Honesty trusted
A Guide is loyal	Loyalty , sense of belonging
A Guide's duty is to be useful and helpful to others	Responsibility , caring involvement
A Guide is a friend to all and a sister to every other Guide	Responsibility, caring, involvement with others
A Guide is courteous	Respect , tolerance, responsibility
A Guide is a friend to animals	Responsibility, caring
A Guide obeys orders	Respect, tolerance
A Guide smiles and sings under difficulties	Optimism, positivity
A Guide is thrifty	Respect, consideration
A Guide is pure in thought, word and deed	Spiritual belief , morals, ethics, self-awareness

The values above are written from the individual's perspective; each individual member of the movement, past and present, owns and "does her best" to practise the values expressed in the Law.

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Setting Direction

2. THE VISION, MISSION AND UNDERPINNING VALUES OF WAGGGS (Contd)

From this point, one can develop the value chain to describe a set of 'corporate' values for the entire organization. These are expressed as:

- Progressive
- Recognition of spiritual dimension
- Open to all
- Global commitment
- Responsibility
- Equal opportunities
- Service-minded
- Sustainability
- Integrity
- Voluntary commitment
- Environmentally conscious

The mnemonic PROGRESSIVE reminds us that values are not "set in concrete" but need to be constantly re-examined in order to remain relevant to each succeeding generation of girls and young women, worldwide.

2.2 Defining the vision of the organization

"If you can dream it, you can do it" (Walt Disney)

Having defined the values of an organization, the next step is to create a vision of a world in which these values will be realised.

The word 'vision' arouses an array of appealing images. These images that may represent exceptional achievements, challenging goals, values and beliefs that bond, and an image that resonates with the heartbeat of the organization.

What is an organization's vision? Simply, it is the statement that answers the question: "What do we want to create?" expressed in a way that captures the ideal, unique and appealing image of an organization's future.

Vision provides focus and energy to what an organization's leaders want it to be in such a way that it inspires commitment from everyone.

Vision is a compelling portrait of a "promised land" that inspires enthusiasm, energy and excitement in all the people required to achieve it.

By definition, an organization's vision is always just beyond reach. Thus, it is the creative force that drives the never-ending quest for success and greatness. For those involved with the organization, vision (one that is shared) provides motivation, meaning and direction. People feel drawn to a vision; to work towards its achievement confirms the essence of personal, as well as organizational, success, meaning and value.

"When there is no vision, the people perish" (Proverbs 29:18)

In order for a vision to capture the hearts and minds of others it needs to reflect:

- An exciting future
- Alignment with the values of the organization and its members
- Standards of excellence that reflect high ideals and uniqueness to everyone, in other words, to those already part of the organization and those whom the organization is aiming to attract
- Clear criteria for decision making
- Enthusiasm, energy and commitment from everyone

WAGGGS Leadership Resources

Setting Direction

2. THE VISION, MISSION AND UNDERPINNING VALUES OF WAGGGS (Contd)

Discussion

DISCUSSION VISION STATEMENTS

Here are some examples of vision statements, including that of WAGGGS; consider to what extent they meet the criteria contained in the list above.

EXAMPLES OF VISION STATEMENTS

"We are a growing worldwide movement – the voice of girls and young women who influence issues they care about and build a better world" (World Association of Girl Guides and Girl Scouts)

"Our vision is of empowered and articulate communities working to create a more just and equitable society" (Community Work Education and Training Network)

"Our vision is a caring, inclusive and participative society" (Volunteer Development Agency)

"Our vision is a happy, caring and stimulating environment where children will recognise and achieve their fullest potential" (A school in UK)

The Seven Rights of a Child vision statement:

A world in which:

- No child goes hungry
- No child remains sick
- No child goes homeless
- No child goes unprotected
- No child goes unschooled
- No child goes uncared for
- No child suffers violence

(Children's Fund)

GO TO

Individual Exercise 2.1

Individual

MY VISION - FOR MYSELF, FOR MY FAMILY AND FOR MY GIRL GUIDING/GIRL SCOUTING LIFE

GO TO

Group Exercise 2A

Group

VISION 2020

In the Understanding Leadership Module section 3.1 you will find tools to help your communication of the vision to your group or organization.

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Setting Direction

2. THE VISION, MISSION AND UNDERPINNING VALUES OF WAGGGS (Contd)

2.3 THE ORGANIZATION'S MISSION

THE MISSION OF WAGGGS

"to enable girls and young women to develop their fullest potential as responsible citizens of the world"

Vision Statements and Mission Statements are the inspiring words chosen by successful leaders to convey clearly and concisely the purpose and direction of their organization. By crafting clear vision and mission statements, you can powerfully communicate your intentions and motivate your organization to realise an attractive and inspiring common vision of the future.

'Mission Statements' and 'Vision Statements' do two distinctly different jobs.

A **Vision Statement** expresses the destination of the organization – it spells out the 'desired end state'. A 'future' vision; it gives shape and direction to development by painting an ideal picture, stating what the organization aspires to become or achieve, and stretching the organization's capabilities and image of itself. A positive statement; it pushes towards future goals and achievements, defining what will be pursued not how it will be achieved. It can also include the intended competences, strengths and influence on the world outside the organization.

A **Mission Statement** is a simple statement of purpose, understood by every member of the organization. It is clear and concise and provides clarity about the primary objective for which resources are used, and programmes and plans developed. It is a definition of 'why' the organization/services currently exist. It provides direction; it does not set out measurable goals.

A mission statement should embody the vision and values of the organization; it should be expressed in a way that ensures that everyone in the organization knows what they're aiming for. Effective mission statements should not be too long; they should consist of a short clear statement that summarise:

- What the organization aims to do
- Who it aims to benefit
- How and where the organization intends to achieve it
- How the end results will be judged

Discussion

MATCHING WAGGGS VALUES AND MISSION

Having read through the sections about Vision, Mission and Values and especially section 2.1.1, reflect on the fundamental values of WAGGGS as they are expressed by the PROGRESSIVE mnemonic.

To what extent does the current mission statement of the organization meet the criteria described?

To what extent does the mission statement reflect WAGGGS' underpinning values?

All mission statements should be expressed in a way that reflects the underpinning values of the organization. Look at

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Setting Direction

2. THE VISION, MISSION AND UNDERPINNING VALUES OF WAGGGS (Contd)

the examples below.

MERCK'S MISSION STATEMENT

"To preserve and improve human life."

MERCK'S STATED VALUES

Merck, a company that produces pharmaceutical products and provides insurance for pharmacy benefits, publicly states the following values:

- Corporate social responsibility
- Unequivocal excellence in all aspects of the company
- Science-based innovation
- Honesty & integrity
- Profit, but profit from work that benefits humanity

WALT DISNEY'S MISSION STATEMENT

"To make people happy."

WALT DISNEY'S STATED VALUES

Walt Disney, an entertainment business, states their values as follows:

- No cynicism
- Nurturing and promulgation of 'wholesome American values'
- Creativity, dreams and imagination
- Fanatical attention to consistency and detail
- Preservation and control of the Disney 'magic'

Learning Log

WAGGGS Leadership Resources

Setting Direction

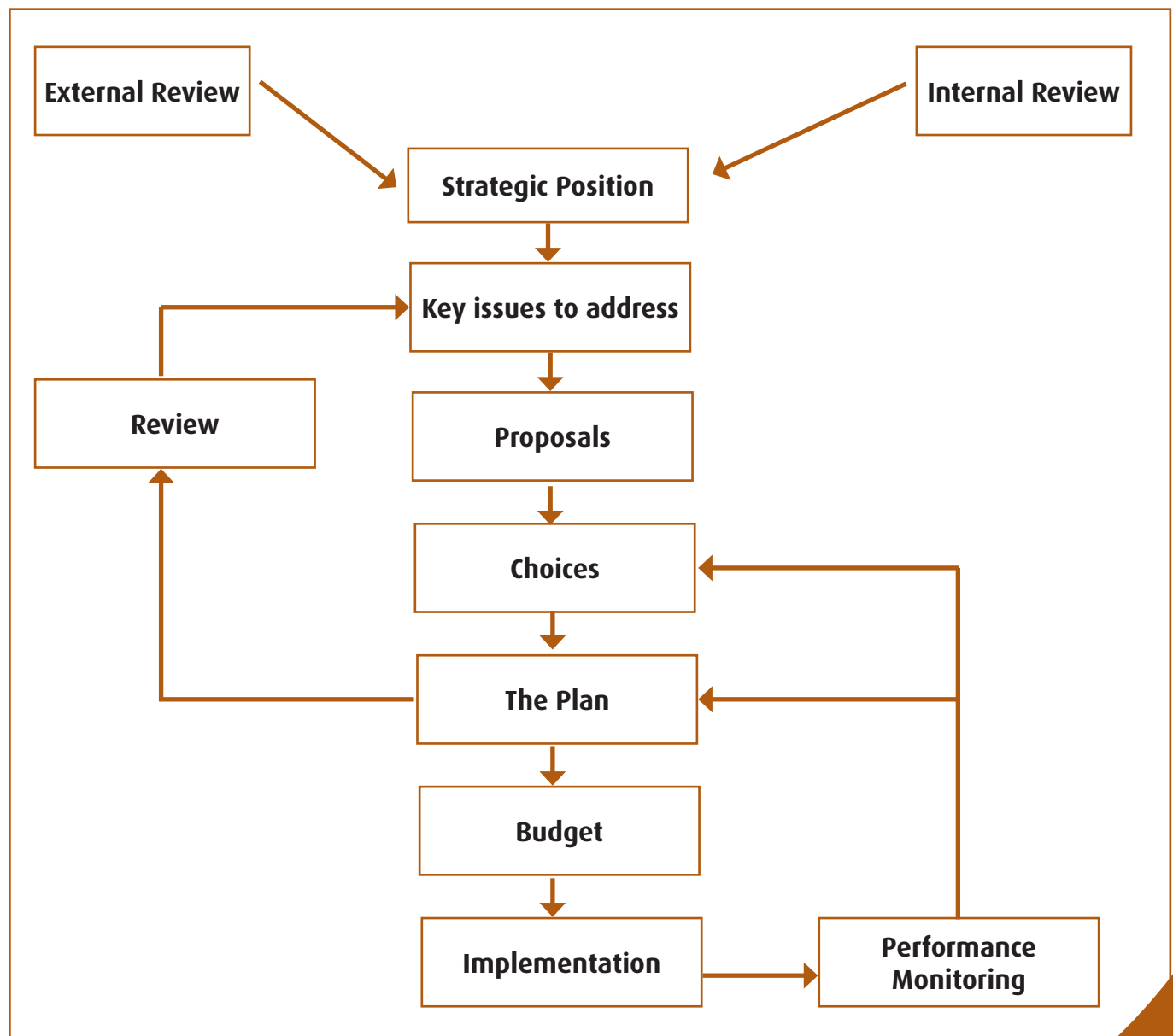
3. STRATEGIC STARTING-POINT – WHERE ARE YOU?

Setting up a strategy starts with an in-depth evaluation of where we are, where we start on the journey – the strategic position.

The World Association of Girl Guides and Girl Scouts

We are a worldwide Movement providing non-formal education where girls and young women develop leadership and life skills through self-development, challenge and adventure. Girl Guides and Girl Scouts learn by doing.

The strategic planning process usually covers the following common elements:



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3. STRATEGIC STARTING-POINT - WHERE ARE YOU? (Contd)

3.1 Strategic Assessment Tools

Several tools have been developed for support of planning procedures. The SWOT and the PESTO analyses are both described in section 8 Change Management in the Understanding Leadership Module.

3.1.1 Internal Review: The SWOT analysis

The well known tool helps to run an internal 'health check' of the organization.

SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats, where strengths and weaknesses are related to the internal present state of the organization, and opportunities and threats are also covering external impacts on the organization.



GO TO

Individual Exercise 3.1

Individual

A SWOT ANALYSIS OF YOUR ORGANIZATION

3.1.2 External review: "PESTO" analysis

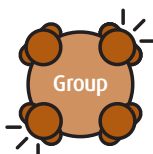
This tool enables you to scan the wider environment in which the organization operates to identify trends and developments that may have some kind of impact on the organization, either currently, or in the future.

Like SWOT, PESTO is an anagram, in which:

P	=	POLITICAL factors
E	=	ECONOMIC factors
S	=	SOCIAL factors
T	=	TECHNOLOGICAL factors
O	=	OTHER factors that you consider relevant

GO TO

Individual Exercise 3.2



A PESTO ANALYSIS OF YOUR ORGANIZATION

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3. STRATEGIC STARTING-POINT - WHERE ARE YOU? (Contd)

The PESTO tool will have enabled you to “brainstorm” a whole range of ‘megatrends’.

What matters is the extent to which you assess the relevance of the various factors you have identified and what they might mean in terms of priorities for your organization.

Discussion

RELEVANCE TO YOUR ORGANIZATION

How relevant are the priorities from a SWOT analysis as well as a PESTO analysis to the Mission of your organization?

3.1.3 The Situational Review

This tool poses a range of questions that stimulate the organization to consider, in some depth, the environment in which it operates. The questions are linked in that they challenge the organization to deeply examine its resources, capacity and willingness to respond.

1. What is our collective vision?	8. What core issues should our organization address and what should we leave to others?
2. What is happening in the wider environment?	8a Is it relevant to our mission?
3. What are the key issues and trends that are of particular concern to our organization and mission?	8b Is it to our comparative advantage?
4. What are the root causes of these trends and issues?	8c Can it be done feasibly and realistically?
5. What is our level of understanding of these issues and their causes? What issues do we need to understand better before we can make any decisions?	8d Do we have the human and financial capacity to work on these issues?
6. What other organizations are working actively in these areas?	8e Will work on these issues have a wide horizontal and vertical reach for maximum impact?
7. What can we learn from them?	9. With whom should we collaborate? Who are the right institutions? 9a Do they have the capacity, resources and mandate to work with us? 9b Are they organised effectively to work with us?
10. Are we organised effectively to respond to these issues? At organizational level, do we have the skills, systems, capacities and resources in place to respond effectively to these issues?	

Learning Log

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4. PATHWAYS TO THE FUTURE – CHOOSING DIRECTION AND WAYS

Strategic plans should not be long and complex; they should be brief and accessible documents that:

- Reflect the organization's values
- Communicate the key messages
- Provide the basis for reviewing progress

To ensure your Strategic Plan is effective, you need to ensure it demonstrates the following characteristics:

- It embodies clear thinking and sound judgment;
- It includes clear measures of performance
- It is specific, but adaptable

4.1. Strategic Thinking

Strategic Thinking is a trained way of being pro-active, thinking ahead and imagining what can happen. It is a combination of synthetic and analytical thinking in a future perspective.

Strategic thinking is the ability to identify the key issue or challenge and to develop a creative, comprehensive and integrated response

In brief, the successful achievement of the Strategic Goals will depend on:

- The commitment of Member Organizations to actively pursue the Vision and Goals of the Plan and to engage in the actions and activities identified in the regional operational plans.
- The appropriate/relevant support given to Member Organizations by WAGGGS.
- Opportunities for Member Organizations to network and share best practices and to discover and implement new strategies.
- A systematic monitoring and evaluation process that facilitates changes in plans to address new challenges and opportunities as they arise.
- Availability of the necessary human and financial resources to implement the plans.

This means that, all planning of all Regions and all Member Organizations needs to be congruent with the Strategic Goals and Plans agreed by WAGGGS.



The following work sheets are designed to help you to think and plan from a strategic to an operational level wherever you are involved as a Girl Guiding/Girl Scouting leader. They are:

- Thinking Strategically
- Understanding the Context
- Developing Objectives
- Developing a draft Operational Plan
- A Shared Understanding
- Finalisation of the Plan

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4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

4.1.1 Thinking Strategically

a. Why do we need a Strategic Thinking approach?

- The issues and challenges we face are complex
- We often get so caught up in the problem we can see no solution
- Leaders/ organizations often seek the 'easy way'
- Leaders/ organizations often want the short term quick fix
- It enables us to plan our response and be proactive
- It helps us to achieve outcomes
- We need more alternatives than the first solution thought of to be able to choose the best
- Times need efficiency, and we do not have much time to 'dream', so we have to 'dare and do'

b. What are the attributes of a strategic thinker?

- takes time to assess the issue/challenge
- is not constrained by what has happened previously
- looks at the big picture
- has a positive approach
- is able to harness the input of others
- has a longer term view of things and can see a future
- is patient and ongoing Think of someone you know who is a strategic thinker. It could be yourself!
What makes him/her a strategic thinker?

c. How do we go about thinking in a strategic way?

1. Take time to gather the information/data about the issue or challenge
 - gather the facts
 - gather different points of view in order to have a balanced and objective perspective
 - identify who the stakeholders are
 - clarify any matters you do not understand or have conflicting information on
2. Decide how to involve stakeholders
 - Should they come to a workshop or gathering?
 - How can they provide input in a constructive way?
 - Its important they feel part of the process and be part of the solution
 - How will you structure the process and provide feedback?
3. Clearly identify what it is you are trying to do?
It sounds obvious but we often get sidetracked on to other things. What is the key issue/ challenge that we are responding to ? Sometimes even getting agreement on this can be a major challenge
4. Go through a 'blue sky process'
 - use different techniques to encourage a creative range of responses (people like to get involved in different ways)
 - be aware of the four learning styles and consider how to meet these
 - everything is on the table, nothing is discouraged
 - remain focused on the end point and don't allow discussion to get bogged down
 - Come up with a range of options/ possibilities that can be tested (maybe with a sense of priority)

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4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

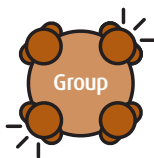
5. Work through each option in a systematic way

- Does it achieve what we need to achieve?
- What are the opportunities, what are the constraints of this option?
- Consider different personality types and attitudes towards or against your process,
- What will be the response of different stakeholder groups? What timeframe is required to achieve different outcomes? (be mindful of other organizational activities, but not limited by them)
- What resources are required? How would we obtain them?
- What else do we need to consider?
- Try and develop priorities in the options and make a 'go forward' choice. Also have a second choice in mind This must be carried out in a positive and forward looking manner and not be constrained by what has been done before!

6. Develop a plan to make it happen!

GO TO

Group Exercise 4B



THINKING STRATEGICALLY IN YOU AND OF YOUR ORGANIZATION

4.1.2 Understanding the context

The first stage of a strategic planning process is to understand the context we are operating in, what are the external influences in society that we need to know and understand? This is important because:

- Decisions should be made on facts, not hearsay or speculation;
- Input from a range of sources provides alternative views and understanding;
- We need to have a good understanding of issues in all parts the region and for each of the Member Organizations;
- Member Organizations have different strengths and weaknesses which will determine the priorities in the Plan;
- We need to understand the world we are in, and the issues facing girls and young women
- The world is changing rapidly and our planning needs to reflect this.

There are a range of tools available to help committees understand the context they are working in. It can begin by building on the information gathered over the triennium and the experience of the committee members. This includes:

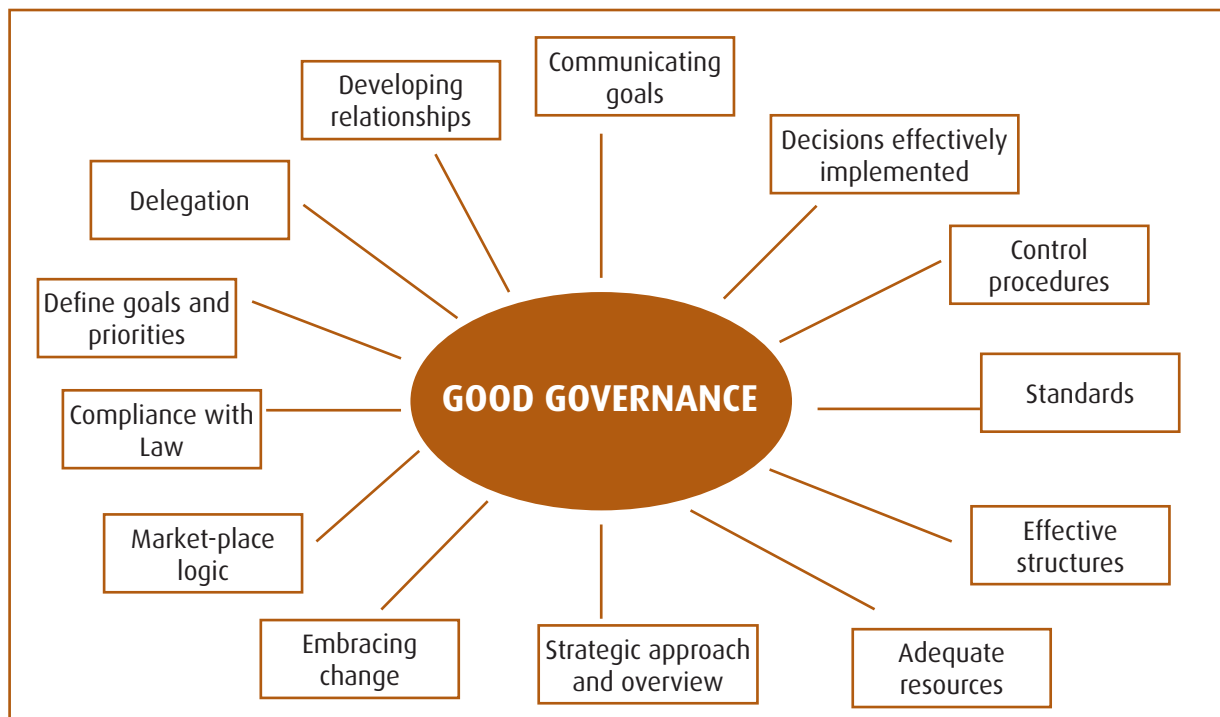
- Performance Indicators and Self Assessment;
- Reports from visits to Member Organizations
- Feedback from workshops/trainings held during the triennium
- Triennial Plan
- Feedback from young people participating in Region or sub region events

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Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

4.2 Practising Good Governance



WAGGGS is a worldwide organization, a leading organization working in the not-for-profit or 'Third Sector'. Sometimes this is known as the Charity Sector. Charities exist to create a better society. They operate for a vast range of purposes, and in many different ways, but each is united by a commitment to voluntary action and a desire to make the world a better place.

Governance is about how organizations ensure that they are doing the right things, in the right way, for the right people in a timely, inclusive, open, honest and accountable manner. It comprises the systems and processes for the direction and control of organizations through which they account to, engage with and lead their communities.

4.2.1 What is Good Governance?

A process by which a governing body (the Board, Management Committee, Executive Committee, National Team) ensures that an organization is effectively and properly run. It involves:

- Policy
- Strategic thinking
- Accountability
- Monitoring
- Board and staff relations
- Succession planning

Good governance means :

- focusing on the organization's purpose and on outcomes for citizens and service users
- performing effectively in clearly defined functions and roles
- promoting values for the whole organization and demonstrating the values of good governance through behaviour
- taking informed, transparent decisions and managing risk
- developing the capacity and capability of the governing body to be effective
- engaging stakeholders and making accountability real

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4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

As an individual leader, governance means being open and honest, behaving well, developing professional relationships, and being clear about what you're accountable for. It also means making sure that the systems you use are working, and that you are thinking ahead, thinking about all your stakeholders, taking decisions in the right way, using robust information and involving the right people, including your young members. It also needs to be systematic. Effective leaders need to know that there are processes, frameworks and checks in place so that nothing falls through any gaps.

Good governance is primarily, though not exclusively, the responsibility of an organization's Board of Trustees (Governors or Directors). As leaders within the organization, each one of us has a responsibility to ensure that we are 'above suspicion' in all matters of responsibility and accountability.



Discussion

GOOD GOVERNANCE - WHAT DOES IT MEAN TO YOU?

- Discuss the different definitions and elements of 'good governance' and what the impact of good governance can be on you, your Girl Guide/Girl Scout unit and the association.
- Give examples of situations where good governance made a difference.


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Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

4.2.2 The Governance zoological metaphor

The following five characters symbolise the strengths of good governance:


GIRAFFE	Governance has the head of a giraffe because	A giraffe will ask questions like
 <p>This part of governance relates to</p> <ul style="list-style-type: none"> • Articulating the mission, vision and values • Setting goals <p>Planning strategically</p>	<ul style="list-style-type: none"> • It has a world view that is looking towards the future. It is forever stretching, straining and peering beyond the immediate horizon. • It is not focused on the day-to-day management of the organization but rather continuously planning to reposition the organization for the future 	<ul style="list-style-type: none"> • Do we refer to the 'mission' when making our decisions? • Is the board actively setting the vision and strategy for the organization? • What are the key issues the organization needs to confront in the next 5 - 10 years? • Where do we need to go as an organization and what will we look like when we get there? • Have we identified leaders and members in order to train and develop them for board and organization roles?


ELEPHANT	Governance has the body of an elephant because	An elephant will ask questions like
	<p>it ensures that the organization is:</p> <ul style="list-style-type: none"> • STRONG so that the necessary resources are available to achieve the goals • CAPABLE so that the quality and quantity of resources are available to meet the aims of the organization • RELIABLE so that the organization delivers on what it says it is and does to stakeholders (girls, parents, the wider community etc) 	<ul style="list-style-type: none"> • Do the members of the board have the skills, experience and ability to deal with the issues facing the organization, if not do we know where to find new members? • How does the board assess whether the organization delivers good quality guiding to members? • Is the board making decisions on good information, not emotion or 'this is how we have always done it'?

WAGGGS Leadership Resources

Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

CHAMELEON	Governance has the skin of a chameleon because	A chameleon will ask questions like
	<p>the world we live in is undergoing constant change and so a board must be able to:</p> <ul style="list-style-type: none"> • have ways of gathering information about the changing world • develop strategies to adapt to its environment • be capable of lateral thinking • be open to new ideas • be prepared to take some risks 	<ul style="list-style-type: none"> • Are we willing to change? • Are we listening to those who offer a view about the world we live in? e.g. external research and views • Are we prepared to try new ways and involve younger members in decision making? • Are we working with other organizations with similar aims?

KANGAROO	Governance has the tail of a kangaroo because	A kangaroo will ask questions like
	<p>it provides good structures and processes to prop up all the board's responsibilities. These include</p> <ul style="list-style-type: none"> • moral and ethical oversight of the organization • compliance with all legal and statutory requirements • the documentation of policies and processes • programme monitoring, reporting and evaluation • a risk management process • evaluation processes for the executive officer and board 	<ul style="list-style-type: none"> • Is the board aware of all its legal requirements? • Is the board working effectively and does it know its role? • Do the reports and information we receive as a board help us to evaluate the organization's performance? • Do we evaluate our performance and that of the executive officer and senior staff?

WAGGGS Leadership Resources

Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

CENTIPEDE	Governance has the feet of a centipede because	A centipede will ask questions like
	<p>it has many parts that must all work together for it to go forward. It involves:</p> <ul style="list-style-type: none"> • understanding that board work is a group process and shared responsibility for all members • knowing and respecting the roles of each part including the staff team, sub committees, office bearers etc. • works to build positive relationships between all the parts 	<ul style="list-style-type: none"> • Is the board providing leadership to the organization? • How does the board communicate with other key parts of the organization so that all can work together? • How does the board resolve internal conflicts or conflicts with staff • Are the board members honest and transparent in dealing with one another?

4.2.3 Why governance matters

Poor governance is at the heart of many organization failures. It is not usually a single failure or shortcoming in governance that is responsible for a service failure, but an accumulation of factors. Governance should therefore matter to everyone in your organization.

The quality of governance also affects how much people trust your organization. Loss of trust matters because it will mean that people will disengage from their involvement and they will become dispirited and cynical about the organization's capacity to achieve its stated objectives.

The seven principles of good governance

Board leadership

Every organization should be led and controlled by an effective board of trustees which collectively ensures delivery of its objects, sets its strategic direction and upholds its values.

The Board in control

The trustees as a board should collectively be responsible and accountable for ensuring and monitoring that the organization is performing well, is solvent, and complies with all its obligations.

The high performance Board

The board should have clear responsibilities and functions, and should compose and organise itself to discharge them effectively.

Board review and renewal

The Board should periodically review its own and the organization's effectiveness, and take any necessary steps to ensure that both continue to work well.

Board delegation

The board should set out the functions of sub-committees, officers, the chief executive, other staff and agents in clear delegated authorities, and should monitor their performance.

Board and trustee integrity

The board and individual trustees should act according to high ethical standards, and ensure that conflicts of interest are properly dealt with.

The open Board

The Board should be open, responsive and accountable to its users, beneficiaries, members, partners and others with an interest in its work.

(As developed by the National Council for Voluntary Organizations, 2005)

WAGGGS Leadership Resources

Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

While the above principles relate to the ways in which Boards need to conduct themselves in order to secure good governance, each Board consists of a number of individuals. You may well be a Board member already; if not, there will come a time when you most certainly will be required to do so.

As an individual Board member you will be serving:

- Your own organization
- Your membership
- Your stakeholders
- Your community

This means that you will in effect be acting in some sort of 'public' capacity.

Nolan Principles

Selflessness: Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity: Holders of public office should not place themselves under any financial or other obligation to outside individuals or organizations that might influence them in the performance of their official duties.

Objectivity: In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability: Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness: Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty: Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership: Holders of public office should promote and support these principles by leadership and example.

(Key principles of public life as defined by Lord Nolan, Chairman House of Lords, UK, in 2006)

4.2.4 Governance and management

Management is the process by which we achieve a task. It involves:

- implementation of the direction set by the board
- efficient and effective administration
- financial management
- monitoring and reporting
- development of membership base

GOVERNANCE	MANAGEMENT
Accountability to the wider community	Accountability to the governance board
Concerned about the medium to long term future	Concerned about daily operations
Concerned about the big picture	Concerned about the day-to-day activities
Sets the overall direction for the organization	Implements the direction set by the board

WAGGGS Leadership Resources

Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

One of the greatest challenges to any Board is to ensure that it 'governs more and manages less'; it is all too easy to become over-involved in operational matters that should be dealt with by others (e.g. staff teams, other volunteer leaders, etc.).

GO TO

Individual Exercise 4.1

Individual

MANAGEMENT OR GOVERNANCE?

4.2.5 Young people as Board Members

In an ideal world, an organization that claims it exists to develop young people's potential as responsible citizens and to promote greater participation among young people it should be able to demonstrate that:

- Young people are involved in decision making within the organization at both a day-to-day and strategic level; they are making decisions on an equal basis as adults, and their views are listened to and acted on
- Young people are properly trained and supported to become more effective in their participation
- That all young members are able to participate, regardless of their ability, experience or background
- The organization is clear why it is involving young people in its work and has addressed the issue of how much power or influence young people can have within the organization
- As many different participative opportunities as possible are made available for young people.

Discussion

INVOLVING YOUNG DECISION MAKERS

Discuss and give ideas for involving young people as efficiently as possible in the governance of your associations as well as WAGGGS in general.

4.3 Strategic Planning

Now that we have understood the basic building blocks of planning (the organization's vision and mission) we can continue with a closer look at planning.

Basically, planning is about answering these questions:

- What has to be done?
- How are we going to do it?
- Who is going to do it?
- Where should it be done?
- Why does it need to be done?

WAGGGS Leadership Resources

Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

Discussion

WHY PLAN?

What do you consider are the benefits of planning?
Write down your ideas and opinions.

Among the benefits you might have considered, are:

- Planning enables us to focus on our key priorities
- Planning enables us to set and communicate clear objectives
- Planning aids decision making
- Planning helps to remove uncertainty
- Planning enables us to maintain control of progress
- Planning promotes effective, efficient and economic operations
- Planning enables us to make adjustments when necessary
- Planning promotes full participation by all

Discuss the statements and give examples of experiences you have had with planning successes.

PLANNING: DON'T BE LIKE CHRISTOPHER COLOMBUS!

- He didn't know where he was going when he set off;
- He didn't know where he was when he got there;
- He didn't know where he had been when he got back!

There are basically two types of plans:

1. **Broad strategic plans** that have a medium to long-term time frame, usually three to five years. Strategic plans are concerned with the direction of the organization as a whole, and the allocation of resources to different services and activities.

2. **Narrow, shorter term plans** that are more concerned with current activities. These are usually called 'operational plans' or objectives.

Leadership is primarily concerned with strategic planning, setting direction for the organization which will serve as a 'route map' over a significant period.

The following example sets out the strategic direction for WAGGGS over the next medium-term period (three years/ triennium), and will enable Member Organizations assess the extent to which the goals have been achieved.

WAGGGS Leadership Resources

Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

THE 2012-2014 STRATEGIC PLAN

Our existing Mission

To enable girls and young women to develop their fullest potential as responsible citizens of the world

supports our Vision for 2020:

All girls and young women are valued and take action to change the world

Two Goals now define the plan, focusing on the World Association's contribution towards empowering girls in all aspects of their lives and ensuring their rights and roles in their communities.

Goal 1: Provide more opportunities for girls and young women to grow and lead

Goal 2: Empower girls and young women to be agents of change in the world

Six Global Outcomes explicitly document the changes the World Association, working with our Member Organizations, wants to achieve in 2012-2014. Each of these will be measured and evaluated throughout the triennium.

Outcome 1: Increased and diversified membership

Outcome 2: Improved image and visibility of Girl Guiding and Girl Scouting

Outcome 3: Influenced issues that affect girls and young women

Outcome 4: Strengthened the quality of the Girl Guiding and Girl Scouting experience

Outcome 5: Built leadership capacity at every level

Outcome 6: Increased funding

WAGGGS Leadership Resources

Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

16 Focus Areas outline how these changes – the outcomes - will be delivered, identifying the strategies that WAGGGS and our Member Organizations will pursue to effect real and positive change for girls and young women:

GLOBAL OUTCOMES	FINAL FOCUS
Outcome 1 Increased and diversified membership	1.1 We will grow and diversify membership in existing Member Organizations (MOs).
	1.2 We will extend the reach of Girl Guiding and Girl Scouting to more girls and more countries.
Outcome 2 Improved image and visibility of Girl Guiding and Girl Scouting	2.1 We will develop the marketing and communications capacity of MOs and WAGGGS.
	2.2 We will increase public awareness and understanding of Girl Guiding and Girl Scouting and support MOs to encourage girls and young women into the Movement.
	2.3 We will support MOs to position Girl Guiding and Girl Scouting as a focal point in Communities
Outcome 3 Influenced issues that affect girls and young women	3.1 We will strengthen the advocacy capacity of girls and young women, MOs and WAGGGS.
	3.2 We will increase opportunities for girls and young women, MOs and WAGGGS to advocate on issues important to girls and young women.
	3.3 We will influence issues at global, national and local level through strengthening/growing strategic partnerships.
Outcome 4 Strengthened the quality of the Girl Guiding and Girl Scouting experience	4.1 We will strengthen MO infrastructure across the six core areas*.
	4.2 We will support the development of skills of volunteers delivering the Girl Guiding and Girl Scouting experience.
	4.3 We will facilitate relationships and opportunities across the international Movement.
Outcome 5 Built leadership capacity at every level	5.1 We will provide girls and young women with leadership opportunities to develop themselves and to effect change in their communities and globally.
	5.2 We will support National Boards to strengthen good governance.
	5.3 We will position WAGGGS to key external stakeholders as a leader in non-formal education, leadership, and issues affecting girls and young women.
Outcome 6 Increased funding	6.1 We will build fund development capacity and project management skills across WAGGGS and MOs.
	6.2 We will increase and diversify income streams to enhance support to Member Organizations, girls and young women.

WAGGGS Leadership Resources

Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

Discussion

GOALS and OBJECTIVES

Discuss to what extent the different goals and objectives relate to each other.

Discuss how you can impact on the fulfilment of WAGGGS current goals and objectives.

4.3.1 Setting SMART objectives

The acronym “SMART” is one of the best known and widely used management tools. It is explained in more detail in section 8 of the WLDP Understanding Leadership module.

Its value is to ensure that goals and objectives are expressed explicitly, and in such a way that they can be measured.

SMART reminds us that objectives need to be:

S	Specific
M	Measurable
A	Agreed
R	Realistic
T	Timebound

Key measurements of success

Along with the Strategic plan, the mission, the vision, the goals, the objectives and the contributing objectives, WAGGGS has produced some statements to express the visionary successes of the strategy:

- Increase in membership of 200,000.
- Increase in and diversification of income base.
- 40% key leadership positions held by women under 30.
- One worldwide advocacy campaign successfully delivered.

4.3.2 Outcomes

When planning your specific event or activity, always consider the possible, ‘and attractive’ outcomes for the stakeholders who are either directly involved or could be positively supporting the activity:

- Confirm which outcome(s) the activity will be contributing towards
- Check which monitoring and evaluation questions you will need to incorporate into your end-of-event evaluation
- Consider how you will collect the pre-event information to establish the baseline understanding of the participants
- Plan how you will follow up the event/visit and its effects after six months or one year
- As landmarks for your outcomes, have a look at the vision, mission and goals

GO TO

Individual Exercise 4.2

Individual

OUTCOMES OF THE NEXT ACTIVITY IN

WAGGGS Leadership Resources

Setting Direction

4. PATHWAYS TO THE FUTURE - CHOOSING DIRECTION AND WAYS (Contd)

GIRL GUIDING/GIRL SCOUTING

4.3.3 Trends and developments

WAGGGS have undertaken research into trends affecting girls and young women worldwide.

It may be helpful for your committee to look at each of the areas for your strategic plan and research information more specific to your region, and sub regions if relevant. It may be worth discussing these questions at various stages of the planning process:

- How will this information particularly affect our area of responsibility (region or committee)?
- Does it fit with WAGGGS' Strategic Direction? If so, what can we do to respond to the issue?
- What level of priority can we assign to it? What are the resource and budgetary implications?

Learning Log

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING – TAKE ACTION FOR THE FUTURE

Start looking for your successor from the day you commence in a role

Have you planned your retirement and involved your successor?

(A question from an experienced leader to a newly appointed young leader)

Planning how long you are going to stay in a position is one thing, but preparing yourself for handing over the tasks in a proper way is even more important. The easiest way to prepare this is to document what you are learning yourself while being inducted into your position.

Succession planning provides opportunities for potential leaders within an organization to be identified and developed in readiness to move into leadership positions

A world of rapidly changing development requires documentation to secure implementation of

- Knowledge exchange
- Changing lifestyles
- Mentality change
- Information speed

Succession planning is like a relay race

The relay runners form a team where one runner hands over the baton to the next runner.

To make a good performance, all runners at the end of their turn have to keep up the speed until the baton is handed over. All runners starting their turn have to start before they are met, and have to be up to speed when handed over the baton.

Succession planning is important for the purpose of

- Ongoing growth and survival of organization
- Continuity of policy and operations
- Stability of organization
- Stimulating and motivating members
- Developing people within the organization (providing opportunities for others)
- Bringing new ideas and talent
- Introducing new people bring fresh perspective

Succession planning is not only a tool for your own retirement preparation; more important it is a way to secure the continued existence for your unit and the association

Succession planning is important to fulfil our Mission, so we must continue to invest in the future by

- Reducing the dependency on small and/or shrinking pools of volunteers
- Attracting and retaining talented leaders
- Welcoming new skills and new ideas
- Setting and achieving goals and expectations for developing leaders at all levels
- Building a competitive edge

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

Especially for volunteer-led organizations, succession planning has to be a high priority, because

- there are often fewer candidates volunteering
- the channels for recruiting are fewer and through personal contacts
- there is often a lack of tangible incentives
- there is competition for volunteers' time (family, professional career/education, other volunteer tasks)
- there is sometimes limited opportunity to orient and develop formally accepted leadership within the volunteer organization

These are some of the reasons for developing the WAGGGS Leadership Development Programme as an established and high level personal development option to its members and Member Organizations.

Discussion

SUCCESSION PLANNING IN NATIONAL ASSOCIATIONS

Discuss how your associations plan for the future and the succession in national and local Girl Guiding/Girl Scouting leader teams and decision making bodies.

We must ensure that we have highly qualified people in all critical positions who are:

- Mission focused
- Able to consistently fulfill responsibilities
- Committed to the long-term advancement and sustainability of the Movement
- Deliver on the strategy

Associations of volunteers (or career staff) cannot afford gaps in any of the decision making and implementation positions. This is why the patrol system should be supporting the continuous development of new people to take over positions.

Effective succession planning is an ongoing process to

- Recruit high potential individuals
- Identify key leadership positions
- Develop their skills and abilities
- Prepare them for advancement
- Invest in the future of the organization
- Appreciate the contributions from groups and individuals

Think of *YOUR* future
because this is where you will spend the rest of your life

Think of the association's future
because it deserves more than one more generation.

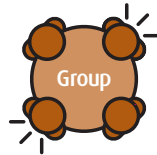
WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

GO TO

Group Exercise 5A



SUCCESSION RELAY

It is important to note that succession planning is at all levels of organization including identification and recruitment of new leaders, at levels within the association but also at WAGGGS level. Everyone in the organization is responsible for succession planning.

Discussion

SUCCESSION PLANNING RESPONSIBILITY

- Think of examples where you have been offered or asked to take a responsibility that you had not thought of yourself. What opportunities and benefits did you get from this experience? What did you learn?
- Think of examples about yourself in Girl Guiding/Girl Scouting where you could have held a position if you had been asked and an example of when you could have offered to volunteer, but did not do so.
- Compare these opportunities and define actions to that could have been taken implement succession planning.

5.1 Succession planning – how to do it?

Planning the future is setting the direction for at least the next generation of your association and includes

- securing sufficient people to take over
- documented procedures to hand over
- a plan for the hand over procedure
- a vision and a mission to motivate and lead the way

Many volunteer associations have increasingly short membership periods; the members tend to stay for a shorter time. This means you will have to emphasise the benefits to motivate these members to stay within your associations.

Discussion

EXTENSION OF THE VOLUNTEER PERIOD

- Imagine you are on the board of an association whose average membership period has decreased to 2,1 year.
- The association now has 1,000 members
- What would happen if every member stayed six months longer?
- What would the membership be after one year?
- What could you do to make this happen?

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

*At first I had an idea that created a vision, and I started a movement.
If you do not stay careful you will end up by only having an organization.*
(Lord Baden-Powell)

The facts about decreasing membership periods and leaders being busy with other interests also means that you should be aware of the governance and the leadership methods used to retain the volunteers in order to keep your association up-to-date and attractive to young women in your communities.

There are **five core principles to Succession Planning**

- Succession Planning is **driven by strategy**
- The goal of succession planning is to **bring in the right leaders at the right time**
- Succession planning is a **team-driven, collaborative process**
- Succession planning is a **continuous process**
- Top leadership is responsible for **developing and encouraging a talent-rich organization**

5.1.1 Succession Planning is driven by strategy

Clear strategic initiatives are well articulated and define the leadership profile.

For example:

- Growth on a local, national, regional, world level
- Increased public awareness of impact and value
- New and diverse funding sources
- Membership representative of the general population

Make sure, succession planning is incorporated in your strategy and aligned with your strategic goals.

Some strategic growth statements:

- Increased Public Awareness
- More Funding Sources
- Diverse and Growing Membership

Attributes of Leadership according to Strategy

- Effective communication
- Access to Image-building resources and alliances
- Story-telling as a mean of communication
- Fundraising contacts and/or expertise
- Credibility with extensive network within and outside the organization

5.1.2 The goal of succession planning is to bring in the right leaders at the right time

Success factors for each critical position are defined for current and future needs.

You can make good use of your knowledge of different personality types for these characteristics (Belbin team roles – see the WLDP Leading Teams module)

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

For example, what skills are valued most in top leadership during times of

- Rapid growth?
- Turnaround?
- Dynamic environment?
- Decreasing membership?

Situation	Key Leadership Factors
Rapid Growth	<ul style="list-style-type: none"> • Sees alternatives • Embraces change • Communicates vision effectively • Identifies and uses talent • Delegates authority
Turnaround	<ul style="list-style-type: none"> • Near-term focus with long-term awareness • Stands their ground • Clear and concise communicator • Motivates people • Generates solid team
Dynamic Environment	<ul style="list-style-type: none"> • Excellent knowledge of the broad environment • Able to think 'out-of-the-box' • Comfortable with ambiguity • Passion for change • Creates sense of urgency • Motivates others
Decreasing Membership	<ul style="list-style-type: none"> • Positive attitude • Motivates people to see opportunities rather than threats • Creative • Able to think 'out-of-the-box' • Enthusiastic • Story-telling

5.1.3 Succession planning is a team-driven, collaborative process

Succession Planning is one of leadership's two or three most important strategic responsibilities.

The other strategic responsibilities are: insuring that the organization has got enough resources, human and financial and positioning the organization for the future.

A small, top level team must be accountable for progress and results in leadership development. They should:

- Be thoroughly familiar with critical positions and desired leadership behaviours
- Be representative of diverse constituencies
- Have the trust and support of organization
- Select replacements in a respectful and collaborative way
- cultivate two-three individuals for each critical position
- establish a long-term period
- Be responsible for a good balance

WAGGGS Leadership Resources

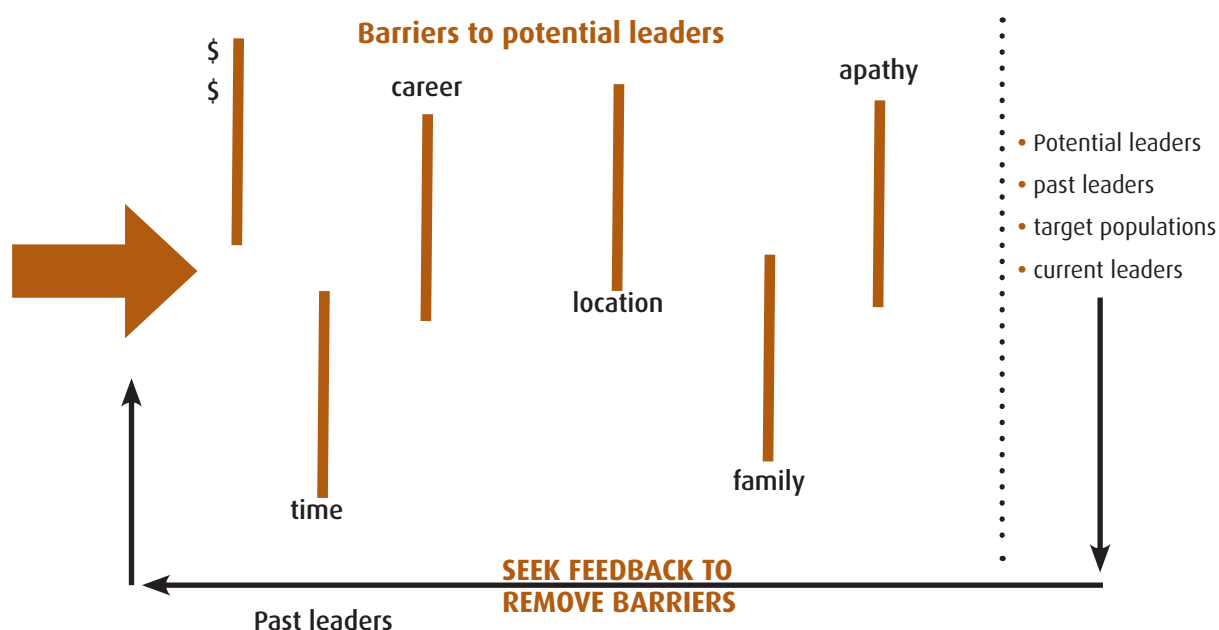
Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

5.1.4 Succession planning is a continuous process

The work of identifying and developing leaders continues even after the positions are filled.

Reduce any barriers that impact on an individual's ability to make a meaningful contribution.



To improve recruitment and retention, we need to continually seek and respond to feedback.

We should try to prevent any gaps in the succession of our leaders and decision making bodies.

5.1.5 Top leadership is responsible for developing and encouraging a talent-rich organization

The value of succession plans is only realized through consistent implementation and commitment to leadership development

The ultimate goal is to have a 'full pipeline' or 'growing pool' of talent

Discussion

TALENT DEVELOPMENT

In what ways does your organization

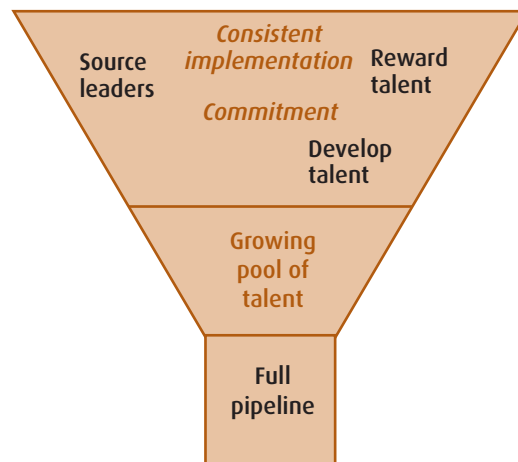
- Source talent?
- Develop talent?
- Reward talent?

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

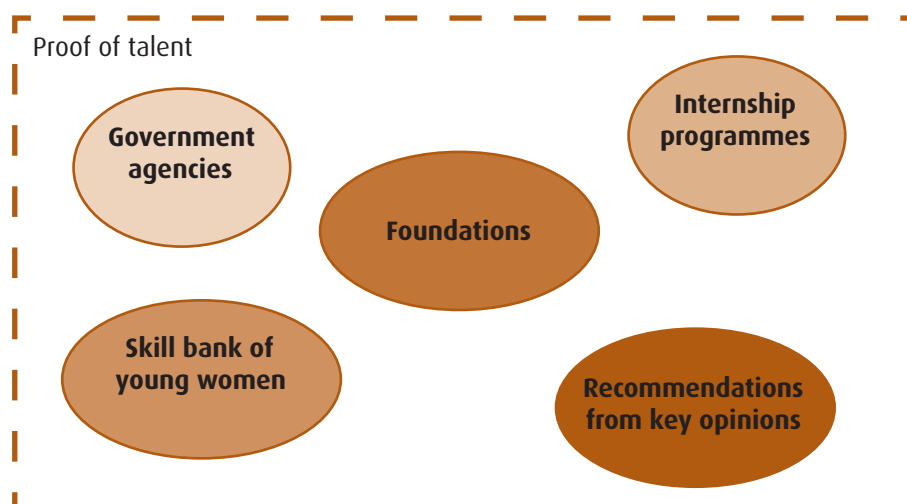
Developing a talent rich organization



Sources of talent

- Government agencies or Foundations
- Community or University programmes
- Businesses which focus on female markets
- Recommendations from key opinion-formers
- 'Skill bank' of young women who have had significant leadership experience

Sources of talent



Develop talent through

- mentoring/buddy system
- written job/role descriptions and development plans for critical positions
- training programmes for
 - individuals new to Girl Guiding/Girl Scouting
 - individuals with new responsibilities
 - young women with leadership potential

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

Reward talent

- honour contributions of past leaders
- provide services which lighten the burden of leadership (e.g. childcare, clerical support, conveniently scheduled meetings, co-leadership etc.)
- create opportunities to broaden the individual's experience and perspective
- give tangible yet appropriate rewards
- keep talents informed about the organization

Summarising these principles, the keys to success in Succession Planning are, amongst others, to

- match knowledge, skills and abilities with organizational and strategic needs
- recognise the internal and external forces that present challenges and opportunities
- establish a small, high level team accountable for succession planning
- seek and respond to feedback on leadership experience
- fulfill mutual expectations for support and development
- clear definition of roles and responsibilities

To recruit new members and leaders

- Identify role in advance
- Identify needs and qualities
- Identify suitable candidates

5.2 Tips to successful succession planning

In many associations, there is an often group of people who are expected to do almost all the jobs. This leads to dissatisfaction and burnout. Also, sometimes we give people responsibilities that don't fit their skills, just because there is no one else to do them.

Very often we don't pay attention and fail to involve many people who can give only a small contribution, by not offering them some simple and achievable tasks. If this was done, the burden to those who take most of responsibilities can be reduced.

Girl Guiding/Girl Scouting is a fluid movements and sometimes we don't understand why people leave or try to look for ways to help them to stay longer.

The effectiveness of leaders is sometimes affected by bureaucratic tasks that distract from the real work. We should try to find simpler and easier ways of working and help leaders to focus on their task.

Lack of recognition can affect the motivation of leaders. We need to have achievable tasks and jobs, measure results, and thank people in different ways for the job they have done.

Some leaders stay in one position for too long (for many different reasons), which decreases their motivation and performance. To change this, we should introduce the concept of mobile leaders inside the associations, so that we can change positions more easily.

'Quality assurance' has become the keyphrase and we need to create an atmosphere where everyone will invest their effort to do their jobs in the best possible way.

Those leaving the association should be thanked in a way that ensures the volunteer remains in contact. This may leave an open door for occasional contributions or for them to return after some period of absence when their personal circumstances have changed.

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

These, and other issues, lead us to think more about managing our 'human capital'. We need to create a positive atmosphere of recognition, appraisal, motivation, learning, experiences and fun.

Whether your group is a local unit or a national committee or board, you will need to plan for the future decision makers and programme developers. Your group may already have procedures to do so, so your task is to keep your eyes open for talented people to become successors.

Successors and assistant leaders are not only refreshing to your team, they also contribute to the renewal and continued development of the team and its mission by merely asking questions and being curious about what you take for granted as the norm.



SUCCESSORS - LIKE THOSE BEFORE OR DIFFERENT?

Discuss how you would like your successors to be: like the ones that they are following, or with different competences to lead the group in new directions?

In the first section of the **Management Skills** module, there are tools to describe the profiles, tasks and competences needed for the roles.

5.3 Documented procedures to hand over

a. Collect and revise introductory information from day one in your leadership

When you get to know your tasks and your challenges of your leadership, write them and think about how you would tell somebody new into the position. Perhaps you will not read this again until you need to inform a substitute or successor; it will still help to you, to articulate the tasks and procedures.

When you take over any new position or task. Write down:

- What you learn
- How you do things
- What could be improved
- Your questions, and the answers when you find them!

Other leaders inducting you also learn, develop and improve from considering and answering your questions.

b. Shadowing

Elected successors should shadow the previous for a period of time.

In some African associations, Board members are elected two years before they actually take over the position. In that period, they follow and shadow another working Board Member to be ready to take over.

c. Mentoring

An experienced leader can support the successor in her first period of leadership by mentoring her, the resigning board member is appointed as mentor for her successor to ensure the work continues.

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

d. Coaching

An appointed coach (not especially skilled in the specific leadership task) supports the new leader in her development, by questioning and motivating the leader to talk about and reflect upon her tasks and procedures.

e. Talent pool

A group of talented people are appointed and are offered courses for developing their talents, so they can easily start the leadership position when needed.

f. Job share

Two or more people share a position and tasks so they can easily take over from each other when other responsibilities affect her time commitment.

g. Co-chairing

Two people carry out the task together in order to share the responsibility and have time to assess the reactions of the rest of the group.

5.4. Tools to use for succession planning

A Gantt diagram (see WLDP Management Skills module – section 7: Project Management) can be very useful for keeping an overview of succession planning, in order to avoid too many gaps and overlapping roles

*Links of strength are made
And many bonds are sealed
We all take part in turning
The creative friendship wheel
By teaching one another through the lives that we all live
Talking, listening and learning how to give.*

*Hands of friendship will guide you here
Hearts of like mind are very dear and near
We help each other as we travel far
In the footsteps of those before.*

(Pax Lodge song)

When making procedures for election of leaders and board or committee members, it can be useful to consider having overlapping terms so that half of the members are elected at one time leaving experienced members on the board.

Substitutes should be kept informed so that they are ready to take over when there are vacancies, e.g.

- getting meeting minutes and agenda
- taking part in meetings without decision making
- shadowing a board member on the meetings up to taking over

Overlapping makes the organization stronger

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

Recruitment procedure

- Guidelines for recruitment of specific functions :
- Profile, where to find, when to contact
- (Just started, but proved efficient)

Job Descriptions

- Split into Essential – Important – Nice-to-have
- Main Responsibilities
- Time involved
- (Very concrete)

Tools & Resources

- User guide of adult resources = Practical sheets
- Explain main challenges they can expect
- And how to deal with them
- Where to find the information

Election procedure

- In March, but functions start in September
- 6 months of joint work where new team follows the outgoing team-
- (Terms not all linked together – not everybody leave at the same time)

« Resource People»

- When needed, a mentor, an external helper... can be selected to support a new member (it could be the previous holder of the function)
- Clear mission and length of term

Observation of units - !! Limited to units !!

- System to have an overview of units with indicators to follow-up dashboard!]
- Danger criteria identified, amongst which leadership and leaders
- Intensive care program for endangered units

(example of Succession Planning Strategy & Experiences, Guidisme et Scoutisme En Belgique)

5.5. Working to Develop Partnerships

THE IDEAL PARTNERSHIP

Shared GOALS
Shared CULTURE
Shared LEARNING
Shared EFFORT
Shared INFORMATION
Shared REWARDS

A partnership can be defined as two or more partners agreeing to work together to achieve a common aim.

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

While there is no single model of partnership, all effective partnerships exhibit common traits. The essence of a partnership is genuine joint working between people from different organizations who must understand, respect and work with one another over a period of time.

PARTNERSHIPS

"Sharing the risks and profits of an enterprise"
(Oxford Dictionary)

"Partnerships are flexible tools which harness a variety of skills, experiences, resources and key individuals to meet a common goal."

Effective partnerships are based upon relationships of trust"
(T. Worthington, MP)

"Building trust between partners is the most important ingredient of success"
(*"A fruitful partnership"*, Audit Commission)

Discussion

REASONS FOR CREATING PARTNERSHIPS

What do you consider are some of the reasons for seeking to create and sustain partnerships with other organizations? Write down your thoughts.

The reasons for working in partnership may be divided into four categories:

Financial:

- To obtain access to new resources; to avoid duplication and make more efficient use of existing resources
- To enhance quality assurance and to ensure that limited resources are best directed at the identified need.

Strategic:

- To fill gaps that other programmes do not meet;
- To assess and meet local needs and develop a joint strategy;
- To develop and maximise synergy among the partners (combining effort for greater achievement);
- To pool local knowledge and share expertise.

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

Political:

- To reduce the 'stigma' of one particular group or community;
- To be more inclusive;
- To attract further funding directed specifically at the partnership;
- To endorse recognition of and approval for the needs of a particular community;
- To increase local participation in decision making;
- To engage in the allocation and control of resources.

Personal:

- To share experiences;
- To get fresh views and new contacts;
- To develop networks;
- To gain a sense of strength, solidarity and achievement from working together.

Effective partnership is not easy; some recent research states that a genuine partnership requires "clear allocation of responsibility within partner organizations, with resources time and incentive structures for partnership working. Partners need to be prepared to change their cultures and ways of operating to accommodate others from diverse sectors of the economy".

The key ingredients for a successful partnership are:

- Clear, shared objectives which are written down
- A realistic plan and timetable for reaching the objectives
- Commitment from all partners to take the partnership's work into account within their mainstream activities
- A clear framework of responsibility and accountability
- A high level of trust among the partners
- Transparency and openness in communications among partners
- Realistic ways of measuring the partnership's achievements

5.5.1 Getting started in a partnership

If you are thinking of establishing a partnership with other organizations, the following five-step model may assist you.

1. Partners come together because they recognise they can all help each other. If they haven't worked together before they will need to get to know each other's work in order to better understand differences in background, culture and approach, and their potential contributions.
2. Through discussion and dialogue, the partners establish common ground and common goals and how they will go about accomplishing the agreed activities. At this stage, they may decide to involve more people.
3. The formal framework and organizational structure of the partnership is designed and put into place. This sets out its membership, how it is elected, what powers it has, how it makes its decisions and implements them and the respective rights and responsibilities of each partner.
4. All partners are involved in working together on the action plan, with each partner making its agreed contribution. There is a continuous process of monitoring and evaluating the work.
5. If the partnership is for a specific length of time or activity, the partners should plan how they will terminate the partnership in such a way as to ensure that its assets and benefits will be sustainable.

When all the parties in the partnership have agreed to work together, it should be stated in a partnership agreement. An external consultant is recommendable for ensuring a documentation of all aspects of the partnership.

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Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

5.5.2 Key questions for potential partners

If you are considering a partnership, you may find it helpful to address the following questions:

- Does what you want to do fit with the aims of the other partners?
- What will you gain from working jointly with them or will it divert it from your core aims, or compromise you in some way?
- The partnership will probably be more satisfactory if there is time to get to know each other's work. Is there time for this or is the partnership simply a pragmatic response to a crisis, or a potential new funding opportunity?
- Is there sufficient common ground among you and the partners?
- Are they willing to take on board your interests and concerns, or will they expect you to fall in with their priorities and plans?
- Partnerships require give and take, equal treatment, respect and commitment. They may involve compromise. Does this partnership have the potential to develop these qualities and values?
- What will your organization gain from joining the partnership?
- Is it worthwhile for you and your organization to invest time, energy and other resources in the initiative, and what will be the benefits?
- How willing are you to cope with factors that may be outside your control, such as local politics and the requirements of external funders?
- What might be the external funders' requirements and are prepared to deal with it?
- What benefits will you bring to the partnership?
- You may be able to offer access to certain types of funding, but your knowledge, experience, insights, skills, resources and contacts can be even more valuable. Have you identified what these are?

5.5.2 Assessing the effectiveness of the partnership

We have already noted that effective partnerships depend on the presence of certain key factors.

We may usefully summarise this section by reminding ourselves of these factors:

- Shared ownership
- Trust
- Vision
- Management of multiple (conflicting) priorities
- Diversity
- Knowledge and learning exchange
- Team performance
- Monitoring and Evaluation
- Clear communications
- Competence

The checklist in Appendix 4 will enable you and the partnership of which you are a member to assess the effectiveness of the way you work together and pinpoint those areas in which you need to develop further.

WAGGGS Leadership Resources

Setting Direction

5. SUCCESSION PLANNING - TAKING ACTION FOR THE FUTURE (Contd)

Learning Log

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Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS

There is always a significant cost involved in the recruitment of volunteers to jobs. It is essential, therefore, to ensure that when planning a recruitment strategy you begin by considering the following questions:

- What kind of people do we need?
- What kind of work do we expect them to undertake?
- Where are we most likely to find the people we need?

Discussion

ASSESSING THE NEEDS FOR VOLUNTEERS

Consider the following questions, and note your responses.

- What kind of people do I need to become volunteers?
- What kind of work do I expect them to undertake?
- Where might I be able to find such individuals?

You might have identified individuals who are already involved in some way (e.g., a parent), or those who have been trained but are not using their skills, or those who wish to receive the appropriate training and support to enable them to develop as skilled volunteers. You may even consider that individuals who “have a dream” to do “something to make a difference” would be the kind of people you need to recruit.

Here, you might have already identified a specific project and you will therefore have a clear idea of the kind of work you want them to undertake. They may already have the right skills and experience for the project or require extra training.

You may conclude that the individuals you need for your project could be almost anywhere within your community. Could they be young parents who meet at the school? Do they drink coffee in the local cafes? Do they visit the library? Are they active within their worshipping communities? Are they politically active? Which shops do they visit? Do they use local transport?

By considering these key questions, you will be able to begin to plan an effective recruitment strategy.

6.1 Developing a Job Description for a volunteer

This section will take you through the process of analysing all the tasks, which may need to be carried out by a volunteer in your programme. This will enable you to ensure that you recruit and appoint the right people. Recruitment is a process of searching, assessing and engaging a person or people to do a specific job of work. In other words, it is a case of matching of the person to the requirements of the job. The key to success in recruitment is to plan an approach, which enables you to answer the following two questions:

- What am I looking for?
- Can I recognise it when I see it?

WAGGGS Leadership Resources

Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

The answer to the two questions can be found by obtaining the necessary information from the following areas:

Recruitment What am I looking for?	Stages 1. Consider the job 2. Consider the person required 3. Attract the applicants
Selection Can I recognise it when I see it?	Stages 4. Assess candidates 5. Evaluate and choose 6. Follow up

We will now look at the key elements of this six-stage approach as stated in the above table.

6.1.1 The Job Description

A job description must provide a volunteer applicant with all the information she/he needs to understand what she/he will be expected to achieve. It should not be seen as a 'straitjacket' which confines individuals. It should be a springboard from which they can extend and develop the job as circumstances change; their confidence and competence grow; and further opportunities for development occur. Growth and progress are key factors to job satisfaction; this is particularly important for volunteers whose jobs do not offer financial rewards.

The job description, therefore, should not be a list of every single task to be done with the methods by which they must be achieved. Rather, it should contain the basic information of the job role and include the following:

The purpose of the job	The reason why you have recruited whoever you have chosen
Their main responsibilities	The key result areas where work must be done, though not necessarily by the jobholder. This allows for separate tasks to be delegated or to be completed by a small team. The post-holder carries ultimate responsibility for the successful achievement of the tasks.
The standards of performance	This builds in the quality required in each of the key result areas. They must be measurable and realistic (i.e. SMART), and also provide enough information for the jobholder to know how well she/he is expected to perform.
Who she/he is responsible to and who she/he is responsible for	Who is her/his 'line manager', and any other people for whom she/he will be responsible. This is especially important when devising job descriptions for team leaders or managers
The limits of her/his authority or discretion	What she/he can decide to do without asking permission. This might include limits of money she/he can spend, or people in the community with whom she/he can liaise without reference to anyone else in the programme.
Her/his main working relationships	Who are her/his main contacts within and beyond the organization. This must indicate clearly who should be communicated with, and therefore the level of communications skills required.

WAGGGS Leadership Resources

Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

In this way, everyone knows what results have to be achieved and how performance will be measured. It should be an accurate reflection of the job that the person is recruited to do, and will also act as a standard for reviewing performance and progress during the course of the volunteer's involvement in the programme.

All job descriptions should allow for flexibility and change, and should be updated on a regular basis, at least once a year, at the same time as a performance review. It is also essential that you carry out this process before the recruitment and selection process. Otherwise, you might appoint someone to a job because she/he interviews well, or because she/he comes with a special recommendation, or for some other reason. It is the job, which comes first.

GO TO Individual Exercise 6.1

Individual

MY OWN JOB DESCRIPTION

Discussion

MY PERSONAL JOB DEVELOPMENT

In undertaking this exercise, you may wish to compare what was envisaged when you began your job, and how it has changed during the course of time.

When you come to recruiting volunteers to your organization, you may be trying to reach individuals who will not easily respond to the formal language we have just been using. Nor will you be able to attract them by offering financial inducements; you will have to appeal to them by motivating them, and persuading them that the job has a great deal to offer them. Try this next task to see how you can include the essential requirements of the job, while presenting a more accessible image.

GO TO Individual Exercise 6.2

Individual

JOB DESCRIPTION FOR A VOLUNTEER

6.1.2 The Person Specification

The job description describes what the job is. The person specification specifies which qualities are needed in the jobholder. It defines the experience, qualifications, personal traits, and any special circumstances required to do the job. The person specification needs to be written in such a way that it can be clearly understood and assessed as objectively as possible.

By drawing up a job description before making the appointment, you will ensure that you select individuals on the basis of their relevant skills and abilities, rather than on subjective, unjustified or irrelevant criteria.

In order to design a good person specification, it is necessary to have a clear and accurate job description based on the job analysis, for it is only by knowing what the job involves can we assess the qualities needed to do it.

WAGGGS Leadership Resources

Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

These requirements can be divided into six categories:

<i>Experience/interests</i>	Previous paid employment, unpaid work experience, life experience, work with children /young people, political, social, cultural, sporting interests, etc
<i>Skills, knowledge and abilities</i>	Communication skills, foreign languages, relevant specialist knowledge (e.g. outdoor skills, etc.), computer literacy, together with an indication of the level of competence required and whether the person needs to have these skills already, or acquire them in the job
<i>Formal qualifications</i>	Formal education qualifications; vocational training, short courses, etc.
<i>Personal characteristics</i>	Overall personality, patience, co-operation, ability to work under pressure, self-reliance, ability to work co-operatively with others, influencing skills, etc.
<i>Physical make-up</i>	Health status (only if essential to the specific job)
<i>Personal circumstances</i>	For example: Availability to travel, to work unsocial hours, family commitments, car owner/driver, access to computer

Each requirement must be justifiable in terms of the job description. If it is not, it should not form part of the person specification.

Having identified the requirements for the job, you should then analyse to what extent each requirement is:

- Essential
- Desirable
- Useful
- Irrelevant

In preparing a person specification, it is useful to follow this procedure:

Using the job description, select each key task and assess the:

- Knowledge (K)
- Skills (S)
- Attitudes and values (A)

which an applicant would need to do the job.

1. Classify all of the KSA requirements under one of the six categories identified in the table above.
2. Decide whether each KSA requirement is 'essential', 'desirable', 'useful' or 'irrelevant' in terms of getting the job done.
3. List any factors, which might eliminate some potential applicants, such as not being available to attend training workshops, etc.

GO TO

Individual Exercise 6.3

Individual

THE PERSON SPECIFICATION FOR A VOLUNTEER

WAGGGS Leadership Resources

Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

6.1.3 Advertising the job

In order to publicise the job opportunity, you will need to advertise it in some way. The aim of an advertisement is to attract the attention of those people who would be most suitable for the job and interested enough to apply for it. These objectives can be summed up by the following:

- The audience - Who am I trying to reach?
- The message - Which key points should I include?
- The response - How do I stimulate action in the form of a reply to the advertisement?

This leads to a consideration of the following questions:

- What shall I say?
- How shall I say it?
- Where shall I say it?

Discussion

RESPONDING TO AN ADVERTISEMENT

Reflect on an occasion when you were stimulated to respond positively to some kind of 'advertisement'. It could have been an advertisement about a 'Sale', a movie, pop concert or even a charity advertisement – anything at all.

- Where did you first see/hear about the event?
- What was your immediate reaction to the information?
- Why did you read it or listen to it?
- Why did the message attract you?
- What stimulated you to respond to the message?

Now, use your reflections from the previous task to undertake the next activity, to devise some recruitment materials for volunteers for your programme.

GO TO

Individual Exercise 6.4

Individual

ADVERTISING FOR VOLUNTEERS

As well as designing posters or placing advertisements in places where they will be seen, another effective means of advertising is by word of mouth, using your own local networks. This next exercise is designed to help you to identify all the networks you have which might assist you to recruit volunteers to your community project.

GO TO

Individual Exercise 6.5

Individual

IDENTIFYING MY NETWORKS

WAGGGS Leadership Resources

Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

6.1.4 Interviewing and assessing applicants

This is the stage in the recruitment process in which we need to focus on the matching of the right person for the right job. To help you do this, you may need to design an application form. This will enable you to:

- Compare and contrast all the candidates against the job description and person specification;
- Make an initial assessment, eliminating those, which do not meet the essential requirements of the job.

Most application forms include the following information:

- Personal details
- Name
- Address
- Date of birth
- Place of birth
- Nationality
- Marital status

Voluntary and paid work experience (present and past):

- Jobs, positions or appointments held
- Interests
 - Hobbies or interests
 - Voluntary activities
- References
- Names and addresses of two or three people who are able to support the application

Discussion

DESIGNING THE APPLICATION FORM

Design an application form for use by an individual who wishes to be considered as volunteer in your organization.

6.1.5 Screening of Job Applications

The evaluation of the application form is probably the most crucial aspect of the entire selection process. The initial assessment should at least discover which applicants have the essential requirements for the job. This will produce a number of potentially suitable applicants, which goes towards constructing a short list for interviews. The remainder should be classified under a 'marginal' or an 'unsuitable list', e.g.

Probable	The short list (for interview)
Possible	Those who you may want to interview if a second set of interviews is required
Unsuitable	Those whom you will reject because they do not meet the minimum requirements of the job

If you consider that you will receive a large number of applications you will find it helpful to draw up a 'screening' form to assist you to grade the applications.

WAGGGS Leadership Resources

Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

A screening form looks like this:

Screening of Job Applications					
Job title					
No.	Name	Address	Selection		Interview outcome
			Probable	Possible	Unsuitable
*					
*					

Assign each application a number and list them on the form.

When you have screened all the applications, you need to decide whom you will invite for interview.

Never invite anyone who does not have the essential qualities you originally identified. It is very easy to be influenced by other attractive, but non-essential, information about a candidate.

Always remember to notify those applicants who were not invited for interview.

6.1.6 The selection interview

The objectives of the interview process are to:

- Assess an applicant's suitability for the job
- Describe the job accurately to the applicant
- Promote the image of the organization

Interviews should be conducted around a plan, which is simple in structure and has at its core a number of questions against which all candidates will be assessed. It is essential that each candidate should undergo the same process.

When conducting an interview, you will be considering these three questions:

- Can this person do the job? (Ability)
- Will this person do the job? (Motivation)
- Will this person fit in? (Interpersonal effectiveness and shared values)

Interviews are usually conducted by a small panel. It is also possible, when there are a large number of interviews to be completed, for different individuals to share the interviewing. Whichever way, you decide to carry out the interviews, it is essential for all those involved in the process to:

- agree the assessment criteria,
- ask the same questions
- use the same scoring system to assess each individual.

We will look briefly at each of these factors.

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Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

The assessment criteria will be closely aligned to the key requirements for the job. You may also select some supplementary criteria for the interview itself. These could include:

- Personal appearance
- Manner
- Speech (clarity)
- Conversation (fluency)
- Attitude
- Personality
- General intelligence
- Level of motivation
- Enthusiasm
- Experience relevant to the job

Throughout the interview process, the skilful use of SMART questions will help to ensure that you make the right appointment. Effective questioning will enable you to collect and sift a great deal of information in a short time. It requires time to prepare, and to practice developing questioning skills in the context of interviewing.

GO TO

Individual Exercise 6.6

Individual

USING SMART QUESTIONS AT INTERVIEWS

Finally, the criteria you have agreed should be arranged into a matrix against which each candidate is scored using the same system.

An example of a scoring system could be to use a scale of 0 – 10 against the key criteria.

- 8 – 10 indicates an excellent response
- 6 – 8 indicates an adequate response
- 4 – 6 indicates a weak response
- 2 – 4 indicates an unacceptable response
- 0 – 2 indicates no response or one which is totally irrelevant to the question

You should then decide on a cut-off point for unacceptable total scores (this is usually set at around 60%); at the end of the interview process, applicants who score less than this should be rejected as unsuitable and the remaining candidates discussed in more detail before making your final selection.

WAGGGS Leadership Resources

Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

6.2 Developing volunteer rights and responsibilities

Volunteers differ from paid staff within an organization in one significant respect only; they receive no payment for their contribution or service. In all other respects, they should be treated in the same way as those who are paid. They should have the same rights and bear the same responsibilities as paid workers. The days when volunteers were regarded as 'well meaning amateurs' are well in the past; voluntary work today needs to be as professional in its approach and delivery as paid work.

"Voluntary does not equal amateur"

Discussion

VOLUNTEER RIGHTS AND RESPONSIBILITIES

All employees have rights and responsibilities at work. Write down what you consider are the rights and responsibilities of volunteers in your organization.

A volunteer has the right to:

- A good understanding of what the organization is and does
- Know what she/he is expected to do
- Know who she/he is answerable to
- Be part of a team and included in appropriate meetings and events
- Relevant training
- Know who she/he can talk to if there are problems or difficulties
- Be properly valued and thanked
- Receive regular and constructive feedback
- Be trusted (with confidential information if necessary and appropriate)
- Have safe working conditions
- Be taken seriously by paid colleagues
- Not to be financially embarrassed as a result of their voluntary activity
- Know what the limits of their autonomy are (expenses, etc.)
- Be consulted
- Say "no"

WAGGGS Leadership Resources

Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

Volunteers have the responsibility to:

- Be reliable
- Support the objectives and values of the organization
- Tell their 'manager' if they are not available or are running late
- Respect confidentiality
- Communicate problems or difficulties to the appropriate person
- Carry out the work as agreed
- Give constructive feedback when appropriate
- Be accountable and to accept constructive criticism
- Take part in relevant training
- Seek to develop in the job
- Be co-operative members of work teams
- Manage the resources of the organization for which they are responsible
- Ask for support when it is needed

6.3 Motivating volunteers

In all work situations, understanding what motivates those employed to achieve the desired results of the organization is crucial. For most people, the monthly or weekly pay packet, plus the prospect of promotion within the organization, are usually enough to keep them motivated. For volunteers, however, we do not have the 'carrot' of a salary, so we have to develop a deeper understanding of their key motivators.

Research into this subject has discovered that there are four key motivations for volunteers. These are:

Achievement -motivated.	Individuals who may be unsuccessful or unrecognised in other areas of their life, are able to achieve results within their voluntary organization.
Power -motivated.	Individuals who wish to command a level of power or influence within their communities often see voluntary activity as a means of achieving this. Equally, others are frustrated by their inability to make any inroads through formal or official channels, so resort to voluntary activity to achieve their political and/or social agendas.
Affiliation -motivated.	Individuals who enjoy being part of a group of like-minded people will often volunteer to be associated with others who care about similar issues.
Therapy -motivated.	Individuals who have suffered some kind of trauma or personal disaster (such as the incurable illness of a child), will sometimes become involved in a voluntary organization which seeks to assist others who have suffered a similar experience. In some cases, they will initiate some kind of new voluntary activity as a direct result of the suffering they have experienced.

Discussion

WHAT MOTIVATES MY VOLUNTEERS?

- Consider the factors, which motivate individuals to volunteer, and decide:
- What is your prime reason for volunteering?
- What are the motivators for your volunteers?

WAGGGS Leadership Resources

Setting Direction

6. TAKE ACTION - EMPOWERING AND SUPPORTING VOLUNTEERS (Contd)

Whatever reasons people have for becoming involved in voluntary activity, there are five key questions which we need to address if we are to retain their interest and commitment in the organization. Look at the questions and reflect whether you can answer them.

- What do you want me to do?
- Why do you want me to do it?
- How do I do it?
- How am I getting on?
- What is in it for me?

With regard to the last question, 'what's in it for me?', it is essential that we are able to identify the benefits of volunteering for those whom we recruit and wish to retain.

Among the principal benefits of being a volunteer are:

- The chance to acquire useful skills and experience
- The chance to work with other people as a member of a team
- The opportunity to learn how to accept responsibility and make decisions
- Opportunities to develop self confidence and to receive praise and recognition for achievement
- The development of a sense of community awareness and the satisfaction of making a real difference

6.4 Retaining volunteers

We have already noted that it is a costly process (in terms of time, individual effort, as well as money) to recruit volunteers. It makes sense, therefore, to try to retain the volunteers once they have agreed to work with the organization.

Volunteers tend to stay with the organization if:

- They know what is required of them;
- They are enabled to participate fully
- They are consulted, and listened to
- They are properly trained
- They receive adequate support
- They gain personal satisfaction
- It does not cost more time or money than they can afford
- Their efforts are valued and appreciated by others
- They enjoy the experience of volunteering
- They have the opportunity to grow and develop in the job

Learning Log

WAGGGS Leadership Resources

Setting Direction

7. MONITORING AND EVALUATING THE PROGRESS

Setting measurable directions for a process also means that you will be able to monitor how your plans are working and how near or far you are from the goals set. Monitoring the activities of an organization can also underline the difference made and the impact on those involved and the surroundings.

To WAGGGS, it is important to show that we do make a difference for girls and young women inside – and outside – the association.

We need to be able to be accountable to people about the results of our work:

- Our Member Organizations
- Donors
- Partners
- The Charity Commission

Ultimately, this will help us to verify whether we are using the right strategies and activities to reach our goals.

In some countries it is necessary to prove the existence of a Girl Guide/Girl Scout association, or to get financial support.

Questions to keep in mind for monitoring our successes – even **when planning** them:

- What changed as a result of this activity, event, initiative, piece of work?
- How did WAGGGS/our association/the unit contribute to making that change happen?
- How have these changes had an impact on girls and young women's lives in their Girl Guiding/Girl Scouting and non Girl Guiding/Girl Scouting roles?

These questions can also help you define and formulate the outcomes for the event.

During an event or activity, you can contribute to the monitoring by:

- Interviewing participants and planning team members
- Arranging to stay in touch with some or all participants for a period of time to observe the implementation process
- Arranging to contact Member Organizations (chief executive, international commissioner or other) represented at the event
- Clearly communicating to participants that you are interested in the impact or 'What happens next stories' and want to know how they have implemented their learning both in Girl Guiding / Girl Scouting but also more widely in their lives

After the event, you can follow up:

- Schedule to follow up
- Keep your promises and published deadlines
- Consider following up more than once to get good stories and be aware of the long term impact of the event

Learning Log

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Setting Direction

APPENDIX 1

INDIVIDUAL EXERCISES



WAGGGS Leadership Resources

Setting Direction

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

SETTING DIRECTION MODULE	Exercise 2.1
MY VISION - FOR MYSELF, MY FAMILY AND MY GIRL GUIDING/ GIRL SCOUTING LIFE	
INDIVIDUAL WORK	GROUP WORK
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • To articulate and describe personal dreams on specific areas • To train imagination skills • To set goals for own self development <p>METHOD</p> <p>On a big piece of paper, draw lines to illustrate a path or a road. A small way along the road, draw a picture of you as you are right now.</p> <p>Almost at the other end of the road make a picture of yourself as you imagine you will 'look' at the end of your life.</p> <ul style="list-style-type: none"> • Imagine what is around you now and in the future regarding: • Your own development • Your family • Your education and professional career • Your positions and challenges in your Girl Guiding/Girl Scouting life • Who is joining you on your road of life? <p>Draw or describe these things in words or symbols Fill out the road with milestones (life changing events).</p> <p>Fill out milestones on your way to here (people and situations that have been impacting your life).</p> <p>Share the illustrated vision with a friend or your facilitator or mentor, and revise it when more things are coming up or should be changed.</p>	

WAGGGS Leadership Resources

Setting Direction

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

SETTING DIRECTION MODULE	Exercise 3.1								
A SWOT ANALYSIS OF YOUR ORGANIZATION									
INDIVIDUAL WORK	GROUP WORK								
OBJECTIVES <ul style="list-style-type: none"> • To consider your point-of-view of your association • To reflect on future options • To reflect on impacts on own opinion and judgements 									
METHOD <p>Use the model to conduct an internal review of your organization.</p> <p>Strengths and weaknesses are your opinion of the present internal status. Opportunities and threats are your proposed future (often external) impact-makers.</p> <table border="1"> <tr> <td>STRENGTHS</td> <td>WEAKNESSES</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>OPPORTUNITIES</td> <td>THREATS</td> </tr> <tr> <td></td> <td></td> </tr> </table>		STRENGTHS	WEAKNESSES			OPPORTUNITIES	THREATS		
STRENGTHS	WEAKNESSES								
OPPORTUNITIES	THREATS								

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Setting Direction

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

SETTING DIRECTION MODULE		Exercise 3.2
A PESTO ANALYSIS OF YOUR ORGANIZATION		
INDIVIDUAL WORK		GROUP WORK
OBJECTIVES To consider what the organization is facing now and in the future: <ul style="list-style-type: none"> • Its development • Its interaction with the stakeholders • The changes in the world • How it wants to position itself 		
METHOD Use the model below to identify those trends and developments that you consider to have, or will have in the future, and the impact on your organization. You will find some ideas already included, to get you thinking.		
	FACTOR DESCRIPTION	
P Political	Growth of international influence	
E Economical	Economic migration patterns	
S Social	Changing status of women	
T Technological	Increasing use of ICT (Information and Communication Technologies) in the home	
O Other	HIV/AIDS demographics	
Any other comments or observations:		

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Setting Direction

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

SETTING DIRECTION MODULE	Exercise 4.1												
MANAGEMENT OR GOVERNANCE?													
INDIVIDUAL WORK	GROUP WORK												
OBJECTIVE <ul style="list-style-type: none"> To distinguish between leading a Girl Guide/Girl Scout unit or association by management or governance. 													
METHOD <p>You can quickly assess the extent to which your Board is governing rather managing by completing this quick audit:</p> <p style="text-align: center;">Are our discussions concerned primarily with:</p> <table style="width: 100%; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td colspan="3">OPERATIONS</td> <td colspan="2">POLICY & STRATEGY</td> </tr> </table> <p>Use the assessment model for assessing meetings, trainings, constitution, etc. Emphasise your statements by examples.</p>			1	2	3	4	5		OPERATIONS			POLICY & STRATEGY	
	1	2	3	4	5								
	OPERATIONS			POLICY & STRATEGY									

SETTING DIRECTION MODULE	Exercise 4.2
OUTCOMES OF THE NEXT ACTIVITY IN GIRL GUIDING/GIRL SCOUTING	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none"> To consider outcomes for different individuals, groups and institutions involved in a future event or activity. To articulate the objectives precisely and in a 'SMART' way 	
METHOD <p>Think of an event, a camp or an activity that you would like to carry out in the near future.</p> <p>Define for this</p> <ul style="list-style-type: none"> The vision The mission The goals The stakeholders (people, groups and institutions involved in the arrangement in some way) Objectives for each goal and each category of stakeholders Make an 'elevator speech' to convince the stakeholders of the opportunities of implementing the activity. 	

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Setting Direction

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

SETTING DIRECTION MODULE	Exercise 6.1
MY OWN JOB DESCRIPTION	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVES <ul style="list-style-type: none"> • To articulate tasks and responsibilities • To document what you are doing as a volunteer leader • To compare volunteer job descriptions and competences from business jobs 	
METHOD <p>Using the key points below, complete a job description for your own role as a volunteer in Girl Guiding/Girl Scouting.</p> <ul style="list-style-type: none"> • Purpose of the job • Main responsibilities • Standards of performance • Who are you responsible to, and who are you responsible for? • What are the limits of your authority or discretion? • With whom are your main working relationships? 	

WAGGGS Leadership Resources

Setting Direction

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

SETTING DIRECTION MODULE		Exercise 6.2
JOB DESCRIPTION FOR A VOLUNTEER		
INDIVIDUAL WORK		GROUP WORK
OBJECTIVES <ul style="list-style-type: none"> • To consider how to motivate and attract volunteers • To describe the job in a professional way 		
METHOD <p>It is important to describe the job in such a way that a potential applicant will be able to relate it to her/herself, own skills, experience, interests and any other circumstances.</p> <p>The following job description format describes the job from the perspective of the potential applicant. Use it to devise a Job Description for a volunteer for your organization:</p> <ul style="list-style-type: none"> • What job do you want me to do? • What does it involve? • Where and when? • Who will I be working with? • Who will I be responsible to? • Who will I be responsible for? • What support will I get? • How will I know how well I am doing? • What resources and facilities are available to assist me? • How long do you want me to do the job for? 		

WAGGGS Leadership Resources

Setting Direction

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

SETTING DIRECTION MODULE		Exercise 6.3																											
THE PERSONAL SPECIFICATION FOR A VOLUNTEER																													
INDIVIDUAL WORK		GROUP WORK																											
OBJECTIVE <ul style="list-style-type: none"> To consider what are the required qualifications and personal competences for a specific job. 																													
METHOD <p>Using the four step approach, draw up a personal specification for a community volunteer.</p> <p>Use the grid provided to complete your person specification.</p> <table border="1"> <thead> <tr> <th></th> <th>Knowledge</th> <th>Skills</th> <th>Attitudes/values</th> <th>Circumstances</th> </tr> </thead> <tbody> <tr> <td>ESSENTIAL</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>DESIRABLE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>USEFUL</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>IRRELEVANT</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Knowledge	Skills	Attitudes/values	Circumstances	ESSENTIAL					DESIRABLE					USEFUL					IRRELEVANT				
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WAGGGS Leadership Resources

Setting Direction

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

SETTING DIRECTION MODULE	Exercise 6.4
ADVERTISING FOR VOLUNTEERS	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVES <ul style="list-style-type: none"> To consider which competences and qualities are needed in specific volunteer positions To consider which tasks and position descriptions could be attractive to volunteers 	
METHOD <p>Prepare a poster or other kind of advertisement to advertise a job for a volunteer to undertake.</p> <p>You will need to consider:</p> <ul style="list-style-type: none"> The target group Your choice of language Factors which will motivate them Clear instructions about what they need to do next 	

SETTING DIRECTION MODULE	Exercise 6.5
IDENTIFYING MY NETWORKS	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVES <ul style="list-style-type: none"> To consider to which network you belong To categorise your networks according to benefits and dependency To consider who is depending on you 	
METHOD <p>We all belong to a variety of social and work-oriented groups. For example, we may be:</p> <ul style="list-style-type: none"> Members of families Residents of communities Consumers Members of Girl Guiding/Girl Scouting friends' groups Members of worshipping communities Members of special interest or activity groups Members of professional organizations <p>Make a mind map to identify my networks.</p>	

WAGGGS Leadership Resources

Setting Direction

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

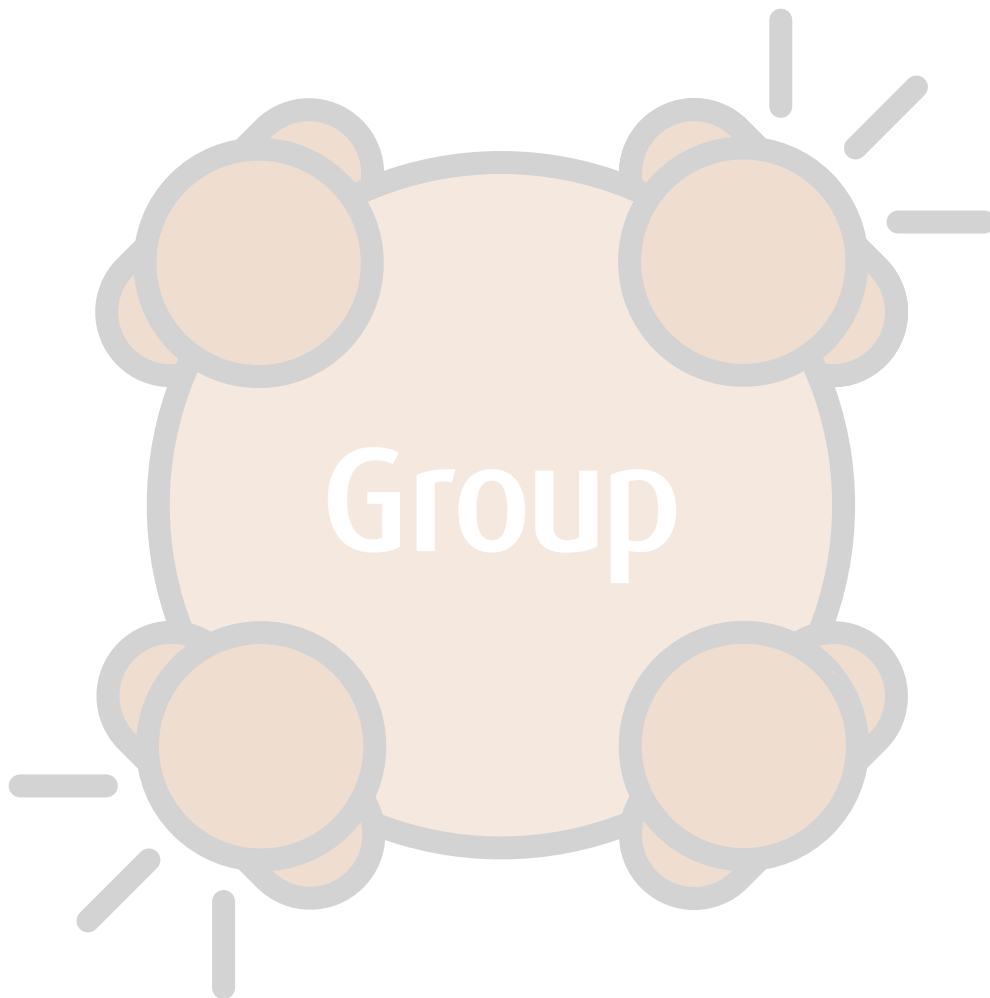
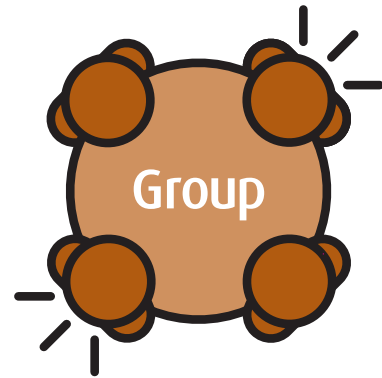
SETTING DIRECTION MODULE	Exercise 6.6
USING SMART QUESTIONS AT INTERVIEWS	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none"> To consider efficient questions 	
<p>This exercise emphasises the appropriate use of closed and open questions. For situation (a), you will probably ask a general, non-threatening question such as: 'Did it take you long to get here?'. For (b), you could use closed questions, which will limit the discussion to specific areas. For example 'How long have you been involved in the garden regeneration project?'. In situation (c), you would need to use more open questions, such as 'What would you do if ...?' or 'How do you feel about ...?'</p>	
METHOD <p>There are many questions you could ask an applicant; the challenge is to select those whose responses will give you as much information as possible. This objective of this task is to enable you to build up a 'bank' of useful interview questions.</p> <p>Identify a set of questions for an interview with an applicant which will:</p> <ol style="list-style-type: none"> Help her/him to settle in and feel comfortable Enable you to find out essential facts and information as economically as possible Open up the discussion to enable you to discover what kind of a person the applicant is (values and attitudes, level of self-confidence, views about young people, etc.) 	

WAGGGS Leadership Resources

Setting Direction

APPENDIX 2

GROUP EXERCISES



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Setting Direction

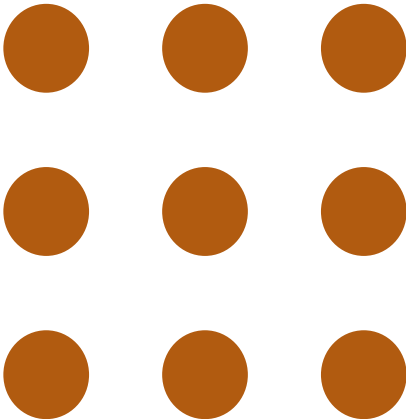
APPENDIX 2 - GROUP ACTIVITIES (Contd)

SETTING DIRECTION MODULE	Exercise 2A
WAGGGS VISION 2020	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVES <ul style="list-style-type: none"> To include leaders of today and tomorrow in the shaping of WAGGGS To train imagining and sharing dreams 	
METHOD <p>Using the participants individual visions for their Girl Guiding/Girl Scouting life (Individual Exercise 2.1) arrange a brain storming on</p> <p>“What is your picture of WAGGGS in 2020 regarding</p> <ul style="list-style-type: none"> Strengths Size Characteristics Opportunities Activities Role in the world <p>After the brainstorm, try to categorise similar descriptions and shape them into a clear and attractive picture for everybody</p>	

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Setting Direction

APPENDIX 2 - GROUP ACTIVITIES (Contd)

SETTING DIRECTION MODULE	Exercise 4A
THE 9 DOTS	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none"> To show how lateral thinking can help your organizational learning and improves creativity 	
METHOD <p>Draw 9 dots – 3 rows with 3 dots in each row on a flipchart:</p> <div style="text-align: center;">  </div> <p>Ask participants to think how they can draw 4 straight lines without lifting the pen from the paper, so that the lines go through each of the 9 dots.</p>	
MATERIAL <p>Board or flipchart, pen</p>	
TIME <p>10 minutes</p>	

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APPENDIX 2 - GROUP ACTIVITIES (Contd)

SETTING DIRECTION MODULE		Exercise 4B
THINKING STRATEGICALLY IN YOUR ORGANIZATION		
INDIVIDUAL WORK		GROUP WORK
OBJECTIVE <ul style="list-style-type: none"> To practice strategic thinking on a case study relevant to Girl Guiding/Girl Scouting 		
METHOD <p>Read this out to the participants:</p> <p>You are on the national board of your Girl Guide/Girl Scout organization and therefore responsible for its future. You are facing some difficulties with falling membership, limited finances, and a hierarchy that are reluctant to change.</p> <p>Mrs Sally Richwoman, the wealthiest person in the country is concerned about the future of girls and young women. She is approaching five organizations that deal with girls and young women and has offered \$10 million for the best strategy to deal with the issues she sees as most important for this group:</p> <ul style="list-style-type: none"> - self confidence - education - health - helping girls and young women take a more active role in the male-dominated society <p>She has contacted the National President and asked if your organization are interested in being part of this initiative. She has given you three months to develop a response and \$10,000 to contribute to the planning. The National President has asked your group to look at this matter and report to the Board. You think it is a brilliant opportunity!!</p> <p>Work with your group to respond to these questions.</p> <p>(A member of your group needs to take notes as you will be reporting back to the whole group)</p> <ol style="list-style-type: none"> 1. Describe the process you will undertake to meet the National President's request 2. What do you think will be the main issues you will need to think through? <p>Note: This exercise is about how you will approach this challenge, not deciding how you will spend the \$10 million (as there is not time for this at this stage).</p>		
TIME <p>30 minutes (5 minutes instruction; 15 minutes in groups; 10 minutes debriefing).</p>		

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APPENDIX 2 - GROUP ACTIVITIES (Contd)

SETTING DIRECTION MODULE		Exercise 4B
THINKING STRATEGICALLY IN YOUR AND OF YOUR ORGANIZATION		
INDIVIDUAL WORK		GROUP WORK
OBJECTIVE <ul style="list-style-type: none"> To collect and discuss ideas for succession planning, leader recruitment and retention 		
METHOD <p>Relay run: two or more groups of at least five people stand at one end of the area (this can be indoors or outdoors).</p> <p>At the other end of the area is one notice board per group with questions in subject groups (recruitment, retention, succession).</p> <p>For example: How can we invite new leaders in a community? How can we make sure the board candidates are well informed about the expectations?</p> <p>The game is run in three rounds:</p> <ul style="list-style-type: none"> 1st round: answering existing questions 2nd round: writing new questions that have occurred during round 1 3rd round: answering the additional questions <p>In each round the first runner runs to the notice board, reads an unread paper, picks up five pieces of blank paper and runs back to the group to hand over the question and the papers. While the next runner is running for the next information or question, the group writes as many different suggestions as possible to the given question, each suggestion on its own paper. The next person to run (when the second runner gets back with another question and papers) takes back the suggestions, pins them to the question on the noticeboard, and picks up new ones.</p> <p>The round is finished when a majority of questions have been answered.</p> <p>When all three rounds are run, or between rounds 2 and 3, the groups circulate to another notice board.</p> <p>After all rounds, the debriefing discussion should be summarise the ideas and experience about succession planning.</p>		
MATERIAL <p>Per group: At one end of the room: Notice board, pins. Cards with subjects and questions, blank pieces of paper One pen per person</p>		
TIME <p>30 minutes + plenary summary discussion</p>		

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APPENDIX 3 BIBLIOGRAPHY



WAGGGS Leadership Resources

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APPENDIX 3 - BIBLIOGRAPHY (Contd)

Partnerships for the Development of Guiding. WAGGGS Europe Region 2000

WAGGGS Guidelines on Structure and Management (1998)

WAGGGS Succession Planning Tool Kit (2010)

Strategic Partnerships. How to build successful partnerships. WAGGGS (2010).

Links

Golden Rules of Goal Setting.
Five Rules to Set Yourself Up.

See: http://www.mindtools.com/pages/article/newHTE_90.htm

The McKinsey 7S Framework. Ensuring that all parts of your organization work in harmony

See: http://www.mindtools.com/pages/article/newSTR_91.htm

WAGGGS Leadership Resources

Setting Direction

APPENDIX 4

SUPPLEMENTARY MATERIAL



WAGGGS Leadership Resources

Setting Direction

APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

1. Shared ownership

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
Shared ownership of and responsibility for the project					
A clear role for each project partner					
Understanding of and accommodating each partner's priorities					
Understanding of the constraints within which each partner operates					
A sharing of goals and expectations among partners					
Clarity about the resources each partner is able to contribute to the project, e.g. <ul style="list-style-type: none"> • Financial • Expertise • Experience 					
Clarity and agreement on how partnership decisions are taken and who takes them					
Agreement on the ownership of the outcomes of the partnership					
Understanding of and agreement with the partnership's working methods, including: <ul style="list-style-type: none"> • Budgets; management and financial controls • Deadlines • Intellectual property rights • Working language(s) • Meetings schedules 					
Evidence of a formal contract or 'Memorandum of understanding' (MoU) which is clearly understood and to which all partners have signed up					

WAGGGS Leadership Resources

Setting Direction

APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

2. Trust

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
Evidence of the development and maintenance of integrity and honesty within the partnership					
Evidence of consistent and reliable behaviour within the partnership					
Evidence that individual partners do what they say they will do					
Open, candid and assertive communications among all partners					
Transparency in commitment to the partnership's goals					
Individual partners' loyalty to the partnership's aims and purpose					
Agreement and compliance with the partnership's policy on confidentiality					
Mutual respect based on understanding of each partner's needs, priorities and constraints					

WAGGGS Leadership Resources

Setting Direction

APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

3. Vision

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
A shared vision of what the partnership seeks to achieve					
A vision which is clear, unambiguous and communicable to others					
Understanding of and support for the diverse visions of individual partners					

WAGGGS Leadership Resources

Setting Direction

APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

4. Managing multiple priorities

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
Evidence of effective project management systems being in place and being used					
Commitment to making the best use of time					
Availability of sufficient resources and their appropriate allocation and use					
Creativity and innovation in solving problems					
Allocation of assigned roles and responsibilities within the partnership					
Commitment to ensuring a 'win-win' outcome for all partners in the project					

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APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

5. Diversity

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
A celebration of the diversity of the partnership					
A sensitive response to diverse perspectives based on cultural differences					
Inclusive attitudes, values and behaviour by all partners					
Promotion of anti-discrimination in all its working practices					
Capacity to manage conflict and difference effectively					
That the partnership membership reflects the communities it represents					

WAGGGS Leadership Resources

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APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

6. Knowledge and learning exchange

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
Open, honest, regular and candid information exchange between and among partners					
Knowledge and understanding of the backgrounds and contexts of individual partners					
Rigorous application of research methods to gather information					
Use of consultation as an action research technique					
Appropriate use of ICT (Information and Communications Technologies) to gather, store and disseminate information and new knowledge					
Creativity in the partnership's approach to ideas generation and problem solving					
Effective networking within and beyond the partnership					
Commitment to reflection and learning from experience					

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APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

7. Knowledge and learning exchange

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
Understanding of each individual's role within the partnership (one's own and others)					
Personal ownership of an area of responsibility/accountability and understanding of how these fit with others					
Positive relationships between the partnership and all the stakeholders					
Capacity to work flexibly within the partnership					
Evidence of team building strategies to develop cohesion as a partnership team					
Ability to maximise the diverse expertise and talents which individuals bring to the project					
Co-operative and collaborative working practices					
Evidence that partners relate on a personal, as well as a professional, level					
Capacity to celebrate success					

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APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

8. Monitoring and Evaluation

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
Identification of and agreement on the project's success criteria, and the use of an agreed system for monitoring and evaluation					
On-going project monitoring and evaluation of both the project and the partnership process					
Upholding of quality standards by all partners					
Use of formal frameworks to monitor and evaluate the project					
Capacity to anticipate the need for changes and respond appropriately					
Evidence that all partners participate in the monitoring and evaluation process					
Honest evaluation of reasons for failure and success					

WAGGGS Leadership Resources

Setting Direction

APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

9. Communications

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
Open dialogue among and between all partners					
Techniques of skilful discussion, active listening and insightful questions					
Regular communications among and between all partners, using a variety of methods					
Effective meetings with follow-up actions identified, agreed and implemented					
Ability to lobby for support or resources from relevant groups/agencies outside the partnership					
Appropriate levels of negotiation and influencing practised by all partners					
Transparency in the decision making process					
Attempts to achieve genuine consensus in decision making					
Capacity to promote the partnership effectively to external groups/agencies					
Open communication with all actual and potential stakeholders					

WAGGGS Leadership Resources

Setting Direction

APPENDIX 4 - SUPPLEMENTARY MATERIALS (Contd)

A PARTNERSHIP ASSESSMENT

EFFECTIVE PARTNERSHIP WORKING: HOW DO WE RATE AND WHAT ACTIONS DO WE NEED TO TAKE?

Please rate the following questions and rate them according to your opinion:

1 = Not at all 2 = To some extent 3 = A very great extent

10. Competence

<i>To what extent does this partnership demonstrate.....</i>	1	2	3	Specific examples	Development actions
That the partners possess a combination of appropriate skills, knowledge and experience to fulfill the partnership's objectives					
That best use is made of individual competences in delivering the partnership's objectives					
Effective co-ordination of partnership effort by a competent facilitator					
Access to development opportunities to enhance competence of partners as required					