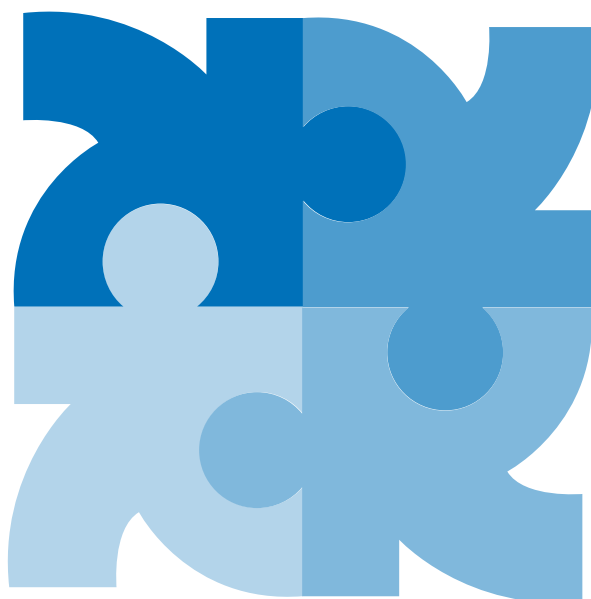




World Association
of Girl Guides
and Girl Scouts



**WAGGGS LEADERSHIP
DEVELOPMENT PROGRAMME**

Understanding Leadership



World Association
of Girl Guides
and Girl Scouts



**WAGGGS LEADERSHIP
DEVELOPMENT PROGRAMME**

The WAGGGS' Leadership Development Programme (WLDP) is a learning framework that supports the development of current and potential leaders.

The WLDP Programme:

- **provides opportunities** for existing leaders to develop international leadership skills and experiences to meet their needs and the needs of the organization at national, regional and world level.
- **actively develops** potential leaders, specifically young women, for current and future roles.

WAGGGS has **four** characteristics as an organization, which in combination provides an opportunity to consider international leadership from a unique perspective. They have become central to the programme and are:

**that WAGGGS is a values based organization
delivering non-formal education
with an inter-generational perspective
and in a cross-cultural setting**

The WLDP programme supports the vision of WAGGGS as a Learning Organization and the strategic goals

Leadership Development

Strong and Growing Membership

The Voice of Girls and Young Women

based on narrative experiences from members, leaders and member organizations from all five WAGGGS regions.

There is the expectation that in the future the WLDP will be an internationally recognised programme, attracting participants from external organizations.

The WLDP has been developed through a consultative process with the regions, the target audience for the programme and educational specialists. The programme has been designed to address needs at organizational and individual level but the core content is a programme of eight modules designed to meet the needs of the

individual. There is no expectation that anyone will be required to undertake all eight modules, though this is an option. The modules are:

- **Understanding Leadership**
- **Personal Development**
- **Leading Teams**
- **Diversity**
- **Management Skills**
- **Communication**
- **Advocacy**
- **Setting Direction**

The content of these modules is only one aspect of the WLDP. The delivery of the material is crucial to learning and may involve facilitated workshops and seminars, coaching/mentoring, the use of learning logs and journals, applied project based learning and assessment.

All modules consist of

Theoretical information on the subject

Individual exercises – easy to copy and use

Group exercises – easy to copy and use

Discussion questions – for group and plenary debates, or for individual reflection

Bibliography and references for further reading

It is proposed that in a phase 2 of the WLDP, further pathways for development may be offered, designed to provide more specialist opportunities for the development of leadership skills – such as active leadership, strategic leadership, innovative leadership and social change leadership.

Further updates will be provided as the programme develops.

Understanding Leadership

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Understanding Leadership

1. INTRODUCTION TO UNDERSTANDING LEADERSHIP

Leadership is a journey – a lifelong learning journey. On it you should discover who you are, the world around you and the people you encounter. Another part of this journey is to establish a purpose for your life and leadership. To discover this you have to be open to every opportunity to learn; treat challenges as an opening for learning; and see life as giving you the opportunity to experience, reflect, learn and act.

Leadership is currently one of the most talked about issues in business and organizations. At the heart of these discussions is the attempt to define leadership. Everyone has their own intuitive understanding of what leadership is, based on a mixture of experience, learning and cultural background. In Girl Guiding/Girl Scouting, developing leadership has been at the heart of all our activities. For one hundred years Girl Guiding/Girl Scouting has practiced leadership based on its core values of openness, voluntary commitment, responsibility, equal opportunities, service mindedness, recognition of a spiritual dimension and global commitment. Our approach to leadership focuses on the method that was introduced by Lord Baden Powell and has been used for decades. This includes:

1. **Learning by doing** or experiential learning. Each Girl Guide/Girl Scout is encouraged to try out her leadership skills through stimulating activities and challenges, allowing practical application to what is learnt.
2. **Progressive self-development**, allowing each Girl Guide /Girl Scout to choose her route and proceed with the chosen activities at her own pace.
3. **Patrol system**. Baden Powell defined this as 'a small natural grouping of six to eight under the leadership of one of themselves where each individual has an indispensable part to play' (team work). The patrol system encourages the interaction with others, self-expression and the development of joint and individual responsibility, democracy in action. (World Bureau, 1997, p.41)

The history of Girl Guiding/Girl Scouting shows that many women in positions of leadership in the community and the world today have been and are still Girl Guides/Girl Scouts. Many will claim that their experiences in Girl Guiding/Girl Scouting provided them with a very firm grounding in leadership development resulting in increased self confidence and self esteem, the ability to cope with change, the appreciation of others, leadership skills and international understanding.

Today, leadership theory discussions are centred on four common themes:

- Leadership is a process
- Leadership involves influence and power
- Leadership occurs in a group context
- Leadership involves goal attainment.

The discussions on leadership are looking at:

- Leaders: what do they do?
- Appreciation of collaborative and collective leadership
- Leadership is evolving

Our business in Girl Guiding/Girl Scouting is to develop the leadership potential primarily of girls and young women in the Movement and those who take part in activities. This is done by providing a supportive environment that encourages and promotes girls and young women to become effective leaders by:

- Making people feel valued
- Taking time to work with people
- Trusting people
- Giving people the support they require
- Providing an environment that promotes experiential learning
- Being a role model

Understanding Leadership

1. INTRODUCTION TO UNDERSTANDING LEADERSHIP (Contd)

Understanding Leadership

An Effective Leader ...

- Demonstrates understanding of the basic principles of leadership
- Operates a flexible leadership style
- Understands and applies delegation
- Motivates others to achieve results
- Leads people through change
- Communicates the vision to others

Being a reflective leader is being conscious about the people you lead and the way you perform your leadership. Understanding and developing leadership is one of the steps towards this.

Leadership is a mixture of

- Talent: personal abilities and an interest in leading that can be developed
- Management skills that could be taught
- Awareness of one's own attitudes and other people's reactions to these attitudes
- Caring and empathy for the people and tasks that you lead

"From the beginning, the Girl Guide/Girl Scout Movement has given girls the opportunity to meet, organize, gain self-confidence, decide on their own projects, and be leaders. In a world where initiative and authority are often regarded as a male preserve, the Movement has allowed millions of girls to adopt responsible attitudes. It has enabled them to become involved in family, social, cultural, economic and political life, both within their country and at an international level. Girl Guides/Girl Scouts have developed an awareness of global problems, and shown a growing interest in community development. The Movement has contributed, and continues to contribute, towards promoting a positive image of women."

(World Bureau, 1997, p. 41)

Being conscious about your leadership skills means constantly searching for better ways of handling tasks and caring for the people involved in the tasks.

A leader in WAGGGS is a leader who is often more aware of her own personal competencies and values for leadership than many business leaders. This is mainly because she is a volunteer and chooses to be a leader, as well as other leaders choose and regard her as qualified to be a leader

WAGGGS Leadership Development Programme

Understanding Leadership

1. INTRODUCTION TO UNDERSTANDING LEADERSHIP (Contd)

Are there organizations that grow leaders.....? The answer is a definite yes!!! Girl Guiding/Girl Scouting has been in the business of growing leaders for the last 100 years. Leadership development has been at the heart of the Girl Guiding/Girl Scouting Movement since its inception, when a group of young women 'gate-crashed' the Boy Scout rally held at the Crystal Palace in London in 1909.

In its early days, Girl Guiding was seen as having a double meaning:

- *Fun of playing games*
- *The fun of 'playing the game'*

'Playing the game' was understood as the training given to girls whatever their circumstances through 'series of healthy and jolly activities which, while delighting them, will afford them a course of education outside school' to develop their:

- *Character, intelligence, skills, physical, service to others and fellowship.*
(Lord Baden-Powell, 1953)

In his book Girl Guiding, Lord Baden Powell was very clear about the method of training to be followed, 'Our method of training is to educate from within rather than to instruct from without'. The aim was to promote 'not so much the acquisition of knowledge as the desire and capacity for acquiring knowledge'. This is leadership development.

Developing leadership in WAGGGS still means 'educating from within rather than instructing from without' a tendency that matches the newest theories of leadership and also what many researchers regard as the core elements of female leadership.

WAGGGS has been developing its unique approach to leadership using the principle of 'girls leading girls' on an equal and volunteer basis, giving the girls opportunities to develop their personal leadership in a unique international setting of skilled volunteers and female leaders as role models to each other.

Understanding your own leadership is being aware of your attitudes and the reactions of those you lead, as well as reflecting on your – conscious or unconscious – reasons for these attitudes. Thinking of those who have been leading you until now, could be a narrative reflection of your leadership as it is today and how you would like it to be in the future.

"From a post-heroic frame, 'leaders are expected to create conditions under which collective leading and continuous improvement can occur' Rather than an omnipotent, directive role, creating such conditions requires relational skills, empathy – those capabilities associated with emotional intelligence, and from a gendered perspective, those stereotypically associated with women, rather than men."

(Ladkin, D. 2008 p.66)

WAGGGS Leadership Development Programme

Understanding Leadership

1. INTRODUCTION TO UNDERSTANDING LEADERSHIP (Contd)

Juliette Low, the founder of Girl Scouts of USA, has been a role model for many leaders throughout the world. Her foundation has been the reason for the Juliette Low Seminars, unique international seminars for young leaders and representatives for their national associations while providing leadership development. The seminars are held frequently at the four WAGGGS World Centres giving optimal settings for exchange and learning among the seminar participants.

Girl Guides/Girl Scouts do multiple leadership

In 2007, the Green Girl Guides of Denmark made a survey of the impact of Girl Guiding/Girl Scouting on the lives of adults within the association. The survey showed that out of 375 respondents

- Almost 50% are still or have been active in alumni democracies in their school or student life
- Almost 50% are still or have been involved in other democratic organizations and bodies.
- 81% mention that Girl Guiding/Girl Scouting results in the development of co-operational and decision making skills
- 96% claim to have learnt from Girl Guiding/Girl Scouting to be responsible for carrying out decision making
- Many say that they have been better able to argue their own opinions and to listen to and respect others through their Girl Guiding/Girl Scouting life.

GO TO

Individual Exercise 1.1

Individual

GETTING EXPECTATIONS - THE STORY OF MY LEADERSHIP

Leadership is combined with management, the art of coordinating and carrying out tasks in the best way. Management skills relating to this Leadership Development Programme are described in the module Management Skills. This module is based on the tasks of leadership and leading people towards goals.

The leadership theories presented in this module tend to show the huge diversity in leading theories of the 21st century with the main focus on models and theories matching the WAGGGS definition of leadership all over the world.

Understanding Leadership

1. INTRODUCTION TO UNDERSTANDING LEADERSHIP (Contd)

My Expectations for working with this module:

155 business leaders out of 200 have been active in volunteer associations before the age of 30 years... All of these have been members of a volunteer association for at least 4 years. In a survey of the impact on their career it gives a clear message. 150 business leaders state that the experiences from working voluntarily have contributed to their present career.

*'You grow **from being dependent to being independent** and from being **selfish to being responsible**. This is a foundation of values' says Lars Kolind (business leader and scout)*

Motivation instead of power

"As a scout at the age of 17, he took over the responsibility for leading 35 people....You get the opportunity of testing leader functions very early, a chance you would not get in corporate life. You have to be very good at motivating because you do not pay them. Also there are sanctions. If people do not like it, they walk away. You cannot lead through power in an organization, you have to motivate. "

(Translated from Morten, A. 2006)

WAGGGS Leadership Development Programme

Understanding Leadership

2. THE BASIC PRINCIPLES OF LEADERSHIP

Men and women have practiced the art or science of leadership for thousands of years. We can all think of people, past and present, who possess the rare combination of skills and characteristics, which enable them to lead others in the pursuit of a clear goal. The goals vary from - 'Win the General Election' to 'Conquer the last frontier' In every area of life - the professions, politics, sports and our volunteering activities, we can identify individuals who are **leaders**, those people who are in the vanguard of some kind of corporate enterprise; these individuals that have the talent and skills to lead others towards some kind of goal.

Discussion

LEADER METAPHOR

If you look at a leader as a shepherd, consider these examples of situations where the leader may be

- In front of those they are leading
- Behind the group
- In the middle or beside specific persons in the group
- In a 'helicopter view' position above the team

Supply examples based on your own experiences.

It is said that stilts were in fact invented as a tool for shepherds to use when in the middle of the group to have a better overview.

All about a shepherd:

'They have an important task to care for precious things, to keep things and people together and to defend them.'

These people have to listen, to be attentive and they are encouraged to go out and see for themselves what's going on. Then they tell others what they have experienced.

Perhaps some things would be easier in our world if more people had the patience to listen carefully to begin with, before they speak out.

We have so many 'experts' who know everything about our climate, the government, the Middle East... who distribute their 'knowledge' with never ending talkativeness.

Listen, then start moving. Look and then start talking with conviction. Every day starts with listening, just like for the shepherd.

(Story told by Monika Fabjan, WAGGGS Europe Region)

Understanding Leadership

2. THE BASIC PRINCIPLES OF LEADERSHIP (Contd)

2.1 What is a leader?

What is it that distinguishes leaders from the rest? Is leadership something that we are born with; is it based on some special knowledge we can learn, or is it like any other skill, which can be acquired, developed and practiced? Is leadership something:

- we are?
- we know?
- we do?

GO TO

Individual Exercise 2.1

Individual

LEADERSHIP MEANS TO ME...

Discussion

ROLE MODELS FOR LEADERSHIP

To continue this reflection, think of some individuals whom you know personally who have good leadership qualities.

Positive leadership role models:

Throughout our lives, most of us have known individuals who have inspired us with their leadership. Who do you know?

Why do you identify them as a leader?

Leadership is knowing what you believe and putting it into action

A good leader is someone who works with others to make things happen!

Girls Scouts of USA

Understanding Leadership

2. THE BASIC PRINCIPLES OF LEADERSHIP (Contd)

REVIEW on Individual Exercise 2.1

What kinds of words have you included in your definition of leadership? Have you decided that good leaders need to **'be in charge'**, to **'direct'**, **'command'** or to **'control'**?

Certainly, these words support the traditional image of the strong leader.

However, here is a definition from The Leadership Trust that might make you think a little differently about leadership.

'Leadership is winning the hearts and minds of people to achieve a common purpose'

(Edwards G. Winter PK, Bailey J. 2002)

How do we win people's hearts?

1. By ensuring that people respect, trust and have confidence in us
2. By making them feel wanted, valued, listened to and recognised
3. By giving them pride in themselves, their job and in the organization
4. By generating feelings of ownership, commitment and involvement

How do we win people's minds?

1. By giving them clear directions and expectations
2. By setting distinct boundaries within which to operate

Discussion

LEADERSHIP TRUST

How does The Leadership Trust's definition above differ from what you have written about leadership?

What are some of the actions and behaviours of a leader who 'wins people's hearts and minds' through their actions and behaviours?

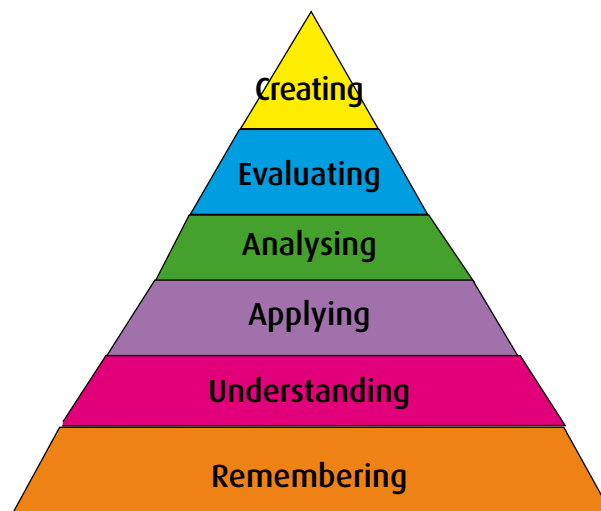
Understanding Leadership

2. THE BASIC PRINCIPLES OF LEADERSHIP (Contd)

2.2 Leadership Competences

What should a leader be able to do and at what level or complexity? To help define the progression of leadership development we can use the Bloom Taxonomy of Competences. (Bloom B. S. 1956)

Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour that is important in learning. During the 1990s, a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW terminology associated with the long familiar Bloom's Taxonomy.



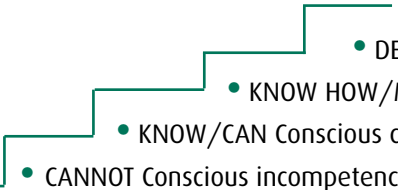
Remembering: can the person recall or remember the information?	define, duplicate, list, memorise, recall, repeat, reproduce state
Understanding: can the person explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase
Applying: can the person use the information in a new way?	choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analysing: can the person distinguish between the different parts?	appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating: can the person justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the person create a new product or point of view?	assemble, construct, create, design, develop, formulate, write

(Source: Anderson, L. 2000)

Understanding Leadership

2. THE BASIC PRINCIPLES OF LEADERSHIP (Contd)

The competences are sometimes described in another way:

- 
- DON'T KNOW: Unconscious incompetence: need for EXPERIENCE
 - CANNOT Conscious incompetence: need and motivation for LEARNING
 - KNOW/CAN Conscious competence/skill : need for PRACTICE
 - KNOW HOW/MANAGE Unconscious competence: need for EVOLUTION
 - DEVELOP Unconscious expertise: need for EXPLANATION
 - KNOW WHY/MEDIATE Conscious Expertise: need for SHARING

REVIEW

To win people's hearts, the following behaviours are essential for the effective leader:

- Personal integrity and transparent commitment to excellence
- Consistency and clarity of their communications
- A positive mental attitude towards challenges and problems
- Empathy and understanding of the impact of major decisions on those involved
- Time to listen actively to the fears and concerns of others
- Involving others in work processes, seeking their ideas and suggestions
- Equal respect for each individual irrespective of background, culture, gender, etc.
- Helping others to see the vision for the organization, and to identify the specific roles they have to contribute to its achievement
- Encouraging people through their various work activities and celebrating successes on the way

The effective leader will win people's minds by:

- Defining what needs to be done in terms of its ideal outcome
- Letting people know clearly and frequently what they need to do, why it is necessary and how it should turn out
- Clarifying what each individual involved in a specific activity will be required to do
- Identifying and meeting the development needs of those involved in a specific work activity that might be unfamiliar to them
- Specifying the standards required and monitoring progress towards their achievement
- Ensuring that resources necessary to effect improvements are identified and secured
- Championing the needs and concerns of the team to those who control the resources

GO TO

Individual Exercise 2.2

Individual

LEADERSHIP COMPETENCES

WAGGGS Leadership Development Programme

Understanding Leadership

2. THE BASIC PRINCIPLES OF LEADERSHIP (Contd)

Compare your results with the next section's suggestion of a leader's competences or 'key principles'. In their book, Rosen, R. H. and Brown, P. B. (1997) identify eight key principles of leading people, which act as 'strands' which, when woven together, form **WISDOM IN ACTION** (another interesting definition of leadership). This provides a challenging framework for any individual who desires to demonstrate excellent leadership. The eight key principles are:

Vision. Leaders see the whole picture and clearly communicate that broad perspective with others. By doing so, leaders create a common purpose which mobilises people and co-ordinates their efforts into a single, coherent enterprise.

Trust. Without trust, vision becomes an empty slogan. Trust binds people together, creating a strong, resilient team. To build trust, leaders are predictable and they share information and power. Their goal is a culture of candour (the quality of being open and honest).

Participation. The energy of an organization is the participation and effort of its people. The leader's challenge is to release and focus this energy, inspiring people at every level of the enterprise to commit to the enterprise with their minds and hearts.

Learning. Leaders need a deep understanding of themselves. They must know their strengths and weaknesses, which require an on-going process of discovery, and they must be able to adapt to new circumstances.

Diversity. Successful leaders know the power of diversity and the poison of prejudice. They understand their own preferences and biases and actively cultivate the celebration of people's differences. Within their team, they insist on a culture of mutual respect.

Creativity. In a world where smart solutions outpace excessive work, (**'work smarter, not harder'**), creativity is crucial. Leaders pay close attention to people's talents and play to their strengths. They encourage independent, challenging thinking, and they invest in technologies that facilitate the efforts of their people.

Integrity. A leader must stand for something. As a public citizen and a private person, s/he knows what is important in life and acts by a set of deep-seated values and beliefs. Every wise leader has a 'moral compass', a sense of right and wrong.

Community. Community in this sense is mutual commitment, and it inspires the highest performance. It is human nature to go 'the extra mile' for one's neighbours and fellow citizens and a mature leader will stress the team's responsibility to wider society. In this way, we can see that a good leader also acts as a steward of the natural environment.

GO TO

Individual Exercise 2.3

Individual

LEADERSHIP QUALITIES

Understanding Leadership

2. THE BASIC PRINCIPLES OF LEADERSHIP (Contd)

Leaders DO Make a Difference!

Early experiences of leadership impact significantly on people's appreciation of their capabilities as leaders.

We know that any early life experiences can affect the way a person thinks and feels about herself. Girl Guiding /Girl Scouting can give girls and young women their first experience of responsibility and leadership.

Discussion

WITH OR WITHOUT A LEADER

Think of situations where you have been led by somebody without asking for leadership.

Think of other situations where you have - consciously or unconsciously - needed a leader to guide you, and you had to continue without this leadership.

How have these situations influenced your leadership behaviour?

Learning Log

WAGGGS Leadership Development Programme

Understanding Leadership

3. VISION

WAGGGS MISSION

Our Mission is to enable girls and young women to develop their fullest potential as responsible citizens of the world.

Lead, Follow or Get Out of the Way!

If you don't know where you are going, how are you going to get there? To hit a target, you must be able to see it. Leaders must cast a vision for others to help them focus on goals and objectives and provide the tools people need to be successful. The roles of leaders and managers today demand mentoring and coaching skills. The days of just being able to tell others what to do are over. Leaders have to help their people be successful.

What do I mean by helping others to be successful? I mean that modern managers have to take on the burden of developing the talents of others. Zig Ziglar says the only thing worse than training your people and losing them is to not train them and keep them!

I can't think of a more appropriate adage as we enter the 21st century. Many people are coming to the workplace unprepared to be successful. Our educational systems have failed these people and business has to pick up the slack. That means management has to shoulder the task of teaching, encouraging, and developing people in ways not required in years past.

(Alexander, B. and Ziglar, Z. 2000)

Discussion

LEADERS' VISIONS

- Think of a great building or construction from ancient times, i.e. The Great Wall of China, the pyramids in Egypt or Mexico, or Stonehenge.
- How do you think the person who 'invented' the construction could visualise the result, the production time – without paper, pen, computer or calculator?
- How do you think the workers who helped finish the construction were motivated for convinced to work?
- Which of the constructions that you see around you do you think will last as long as the constructions we focused on in this discussion?

Understanding Leadership

3. VISION (Contd)

3.1 Communicating the Vision

The old question, 'Are leaders born or made?' might more usefully ask the question: 'What happens when young people are given the opportunity to act in leading roles with their friends and in their communities?' To a large extent, WAGGGS has already answered that question. They become engaged community members, capable of taking initiative and using their creativity to enhance the lives of themselves and others. There's no doubt that some people seem to be born with inherent leadership desire, —some people are just more dominant than others. But there is equally no doubt that when young people, especially young women, are encouraged to lead, receive feedback about how they are as leaders, and see the results of their leadership, nascent talent for leading can flourish. Programmes and activities which WAGGGS has offered throughout its history provide key opportunities for young women to experience themselves as leaders amongst their peers and larger communities.

(Ladkin, D. 2007)

(Note: The ideas in this section have been largely adapted from Senge, P. et. al. (1994) *The Fifth Discipline Field book: Strategies and Tools for Building a Learning Organization*, Crown Publishers: New York)

One of the key responsibilities of any leader, one that distinguishes her/him from the basic manager role, is to have and be able to communicate, a clear vision of the future for the organization.

A vision without a dream – is a daydream

A dream without a vision – is a nightmare

(McPhail, M. (2008) *Juliette Low Seminar [Session]*, WAGGGS

Furthermore, the ability to communicate the vision with clarity and conviction is a key competence of the role.

GO TO

Individual Exercise 3.1

Individual

ARTICULATING YOUR VISION

In communicating your vision for your organization, the leader's aim is to support the building of a shared vision of the future, using a developmental strategy which involves five clear stages. The starting point you choose will depend largely on the culture of the organization, the nature of the vision which has to be communicated and the limits and constraints of your own role in the process.

The five stages are

'Telling' The leader knows what the vision should be, and everyone else is going to have to follow it.

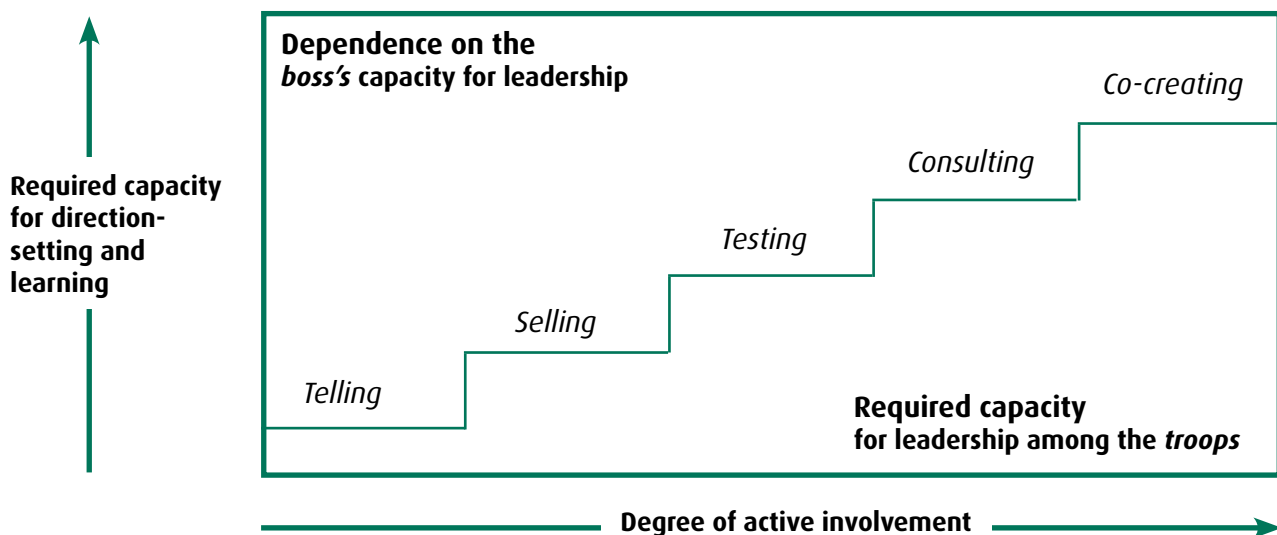
'Selling' The leader knows what the vision should be, but needs everyone else to 'buy in' before proceeding.

Understanding Leadership

3. VISION (Contd)

- 'Testing'** The leader has an idea about what the vision should be, or several ideas, and wants to know the organization's reactions before proceeding.
- 'Consulting'** The leader is putting together a vision, and wants creative input from everyone before proceeding.
- 'Co-creating'** The leader and everyone else in the organization, through a collaborative process, build a shared vision together.

This strategic approach to building vision looks like this:



Senge, P. et. al. (1994), p.314

Stage 1: Telling

'We've got to do this. It's our vision. Be excited about it, or reconsider your place in the future of this organization.'

Although 'telling' is a traditional and authoritarian form of instigating change, a 'told' vision is still a vision, with power for galvanising activity. If it is delivered properly, people may respond positively – 'The leader is right; I don't really understand it all, but I'm willing to support it.'

Tips to help you **'TELL'** the vision:

1. Inform people directly, clearly and consistently.
2. Tell the truth about the current situation.
3. Be clear about what is negotiable and what is not.
4. Paint the details, but not too many details (beware of information overload)

The limits of **telling** are that although others may **comply** with the vision, they are unlikely to **commit** to it, and may feel as though they are passive recipients of someone else's vision.

Understanding Leadership

3. VISION (Contd)

Discussion

TELLING THE VISION

- Identify a situation when you would need to 'tell' a vision to others:
- Why do you need to 'tell' it?
- What methods and processes would you use to 'tell' the vision?
- What results would you expect to achieve from 'telling' it?

Stage 2: Selling

'We have the best answer. Let's see if we can get you to buy in.'

This is an attempt to 'enrol' people in the vision, enlisting as much commitment as possible. In this situation, the followers are rather like customers, and can say 'no' in a variety of ways, including passive resistance.

Tips to help you '**SELL**' the vision:

1. Keep channels open for responses
2. Support enrolment; avoid manipulation
3. Build on your current relationship with the organization's employees
4. Focus on benefits, not features
5. Move from the 'royal we' to the 'personal'

The limits of **selling** are that people may tend to comply because it seems the safest thing to do, and they want to appear to please you. If the selling strategy doesn't work, you may need to move back to telling, or move on to the next stage.

Discussion

SELLING THE VISION

- Identify a situation when you would need to 'sell' a vision of change to others:
- Why do you need to 'sell' it?
- What methods and processes would you use to 'sell' a vision?
- What results would you expect to achieve from 'selling' it?

Understanding Leadership

3. VISION (Contd)

Stage 3: Testing

'What excites you about this vision? What doesn't?'

The leader sets out the vision for others in order to discover how enthusiastically they will accept it, and what aspects of it matter to them particularly. The results are often applied to refine or redesign the vision. Having been asked for their opinion, people feel more involved and will discuss and consider what is being proposed, assuming that their opinions will influence the final decision.

Tips to help you **TEST** the vision:

1. Provide as much information as possible, in order to improve the quality of the responses
2. Design any tests you really want to know the answer to
3. Protect people's privacy
4. Combine survey questionnaires with face-to-face interviews
5. Test for motivation, usefulness and capability

The limits of **testing** are that it is not possible to capture the full range of people's true feelings (positive and negative), nor to benefit from their diverse experiences of the organization by using this method alone.

Discussion

TESTING THE VISION

- Identify a situation when you would need to 'test' a vision for change to others:
- Why do you need to 'test' it?
- What methods and processes would you use to 'test' a vision?
- What results would you expect to achieve from 'testing' it?

Stage 4: Consulting

'What vision do others recommend that we adopt?'

This is the preferred stage for the leader who accepts that he or she does not have a monopoly on all the good ideas. This is a leader who wants to make the vision stronger by inviting everyone who has a vested interest to become a 'consultant' to the process. The consulting leader says: 'Before I make up my mind, I want to hear what you think'.

Tips to help you **CONSULT** for the vision:

1. Use the 'cascade' process to gather information (one team consulting with the next, and so on)
2. Build in protection against distortion of the message
3. Gather and disseminate results
4. Don't try to 'tell' and 'consult' simultaneously

The limit of **consulting** is based in the underlying assumption that the vision has been created at the top of the organization and that the consultation process is designed to transfer it throughout the entire organization.

Understanding Leadership

3. VISION (Contd)

It is a method often used in the world of Girl Guiding/Girl Scouting in order to canvas the widest possible variety of responses to a proposed strategic change within the organization.

Discussion

CONSULTING ABOUT THE VISION

- Identify a situation when you would need to 'consult' about a vision of change to others:
- Why do you need to 'consult' about it?
- What methods and processes would you use to 'consult' about a vision?
- What results would you expect to achieve from 'consulting' about it?

Stage 5: Co-creating

'Let's create the future we individually and collectively want'

Co-creating places every member of the organization in a creative environment in which they begin to work for what they want to build, rather than to please their leader.

This is when teams are able to express a common sense of purpose and define what is of prime importance in their work.

Essential components for co-creating the vision are active listening, skilful dialogue, empathy and trust.

Tips to help you **CO-CREATE** the vision:

1. Start with personal vision
2. Treat everyone as equal
3. Seek alignment, not agreement
4. Encourage interdependence and diversity
5. Avoid 'sampling'
6. Encourage people to speak only for themselves
7. Expect and nurture respect for each other
8. Use key 'staging points' to build and maintain momentum
9. Focus on the process, not just the vision

Discussion

CO-CREATING THE VISION

- Identify a situation when you would need to 'co-create' a vision of change to others:
- Why do you need to 'co-create' it?
- What methods and processes would you use to 'co-create' the vision?
- What results would you expect to achieve from 'co-creating' it?

Understanding Leadership

3. VISION (Contd)

The process of building and realising a shared vision can be deeply satisfying and productive for everyone involved.

We have already noted that you, personally, may not necessarily be the individual who has created the vision for the organization.

In many situations, your particular role within the organization will involve you being the agent, promoter, custodian or champion of someone else's vision. In this case you will act in partnership with the 'owner' of the vision, in which case you will need to keep track of the process, extend and broker channels of communication and ensure a balance of perspectives among all the stakeholders in the process.

In the role of 'conduit' of the change vision, it is essential for you to:

- listen fully to the leader's vision, attitudes and motivation;
- understand the vision and the current reality which makes the change imperative;
- check your own personal level of 'ownership' of, and commitment to, the vision;
- communicate this to everyone else – with clarity and conviction;
- create shared meaning between the 'owner' of the vision and all other stakeholders;
- produce a spirit of partnership to promote collaborative processes throughout the organization;
- use the collaborative process to guide the whole organization towards broad engagement in the change.

In the beginning I got an idea that formed into a vision. I started a movement, and if you do not beware, you will end up with only an organization.

Lord Robert Baden-Powell

Learning Log

WAGGGS Leadership Development Programme

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION – LEARNING THROUGH LEADERSHIP

In the Fifth Discipline, Senge, P. (1994), Peter Senge describes learning organizations as places ‘where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole (reality) together’.

This section explains the different elements of being a leader in a ‘learning organization’.

4.1 Lifelong Learning

As an organization offering non-formal education and with a main objective to support girls and young women in developing as competent citizens of their nation and of the world, WAGGGS is regarded as a volunteer learning organization. WAGGGS encourages Member Organizations and leaders to implement activities that promote learning, development and improves the surrounding community.

Learning starts from the moment we are born and carries on throughout our lives.

Learning is not only a school-based activity. Education means having the chance to develop all your abilities, your personal talents and your emotions as well as the ability to pass tests and examinations. All children and young people have the right not just to survive, but also to develop. This means developing every part of the child, the body, the brain, their feelings and relationships with other people, their search for a purpose in life and the sense of right and wrong. In recent years, there has been a growing recognition that while formal education is very important, there is also much to be said for so-called informal education and non-formal education. It is useful to understand these distinctions and so recognise that we are learning throughout our lives.

Everyone has abilities and the right to keep learning and developing new skills and knowledge. It is important to realise at an early age that self-development and continued growth are not only about the opportunities provided for us but also the opportunities that we make for ourselves. A love of learning can help us build self-respect and a meaningful life. Think about the Girl Guide/Girl Scout Movement in this regard – both in terms of what it offers you but also what it helps you to offer others. WAGGGS’ approach to education is to see it as not only a right but also a responsibility.

(WAGGGS, 2002, p.1)

GO TO

Individual Exercise 4.1

Individual

WHAT I HAVE LEARNED TODAY? Activity 1 - from the Our Rights Our Responsibilities ‘The Right to Learn’

WAGGGS Leadership Development Programme

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

4.2 Non-formal education for girls and women

As long as there are more girls than boys not being offered the formal education that the 'Education for All 2015' (UNESCO, 1990) campaign advocates for, WAGGGS has a special obligation to promote the non-formal learning as one of the basic pillars of the association.

The individual learns through her membership of WAGGGS and – with reference to the Our Rights Our Responsibilities material – develops personally by learning to

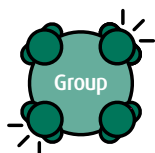
KNOW - DO - LIVE TOGETHER - BE

There is no doubt that all over the world, attitudes to informal and non-formal education are changing and there is a growing demand that skills and competencies developed in this way should be formally acknowledged and considered – by, for example, potential employers. 'Lifelong learning' is becoming a recognised and valued process and the organizations working to deliver informal and non-formal education opportunities are gaining increasing respect and support.

Lifelong Learning is the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetime and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments.

(WAGGGS, 2002)

GO TO Group Exercise 4.A



LACK OF FORMAL EDUCATION Activity 3 -
from the Our Rights Our Responsibilities
'The Right to Learn'

GO TO Individual Exercise 4.2



WHEN I GROW UP I'D LIKE Activity 9 -
from the Our Rights Our Responsibilities
'The Right to Learn'

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

4.3 WAGGGS as a Learning Organization

WAGGGS is a learning organization which is defined by:

- self learning and self evolving in all areas of the association
- constantly learning from and sharing ideas amongst its members
- encouraging learning among its leaders and members
- promoting exchange of information between people involved in the organization and creating a more knowledgeable workforce
- producing a very flexible organization where people will accept and adapt to new ideas and changes through a shared vision
- seeing, learning and practising how to work with people as well as working with processes of change
- leaders and members in a 'learning organization' see the importance of the group as a collective, the creative power of language and the natural desire to be part of a community
- the true learning organization re-designs itself constantly or not merely led by a leader within a context

Discussion

A LEARNING ORGANIZATION FOR ME

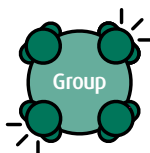
With reference to the above quoted Introduction from 'The Right to Learn', give examples of skills or knowledge you have learned through your Girl Guiding /Girl Scouting life that you use in your career or family life.

Give examples of situations where you have used your education or career skills and knowledge for activities in your Girl Guide/Girl Scout unit or association.

Give examples of learning that you have achieved either in your Girl Guide/Girl Scouting life or in your education and career, and which have evolved even further through its use in more than one aspect of your life.

GO TO

GROUP EXERCISE 4.B



LIFE SKILLS Activity 6 -
from the Our Rights Our Responsibilities
'The Right to Learn'

WAGGGS Leadership Development Programme

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

4.4 Leading and Learning

WAGGGS is an educational organization whose objective is to further the aim of the Girl Guide/Girl Scout Movement which is to provide girls and young women with opportunities for self-training in the development of character, responsible citizenship and service in their own and world communities.

WAGGGS Constitution, (1998). p.1

A learning organization is an organization which has made one of its basic cultural principles to learn from experiences.

This happens when the leaders decide to lead through the learning of the organization and not through their own learning, and when they introduce a learning environment.

(Learning organization in practice. Scandinavian Training Design, 1998)

A leader in the Learning Organization supports its redesigning by acting as a steward (stewarding people's visions), teacher and designer. She does this by bringing different views together so everyone has an opportunity to contribute to the development of the system as opposed to the merely being the 'captain of the ship'.

- Learning to be (positively) critical about mental beliefs
- Learning to use all of one's creativity for the benefit of oneself and the organization
- Learning that knowledge and insight create shortcuts to get to the goal
- Learning to share and exchange knowledge with others within the organization

This means supporting processes such as

- The learning process – to learn how to learn (meta or deuterio learning)
- The communication process – to promote dialogue and mutual understanding instead of arguing and sticking to one's original opinion
- The dynamic group process – to evaluate the contributions of a team and its realistic ability to develop
- The co-operation process across the organization – to support inter-organizational achievements

Intergenerational communication has to be encouraged and even to be institutionalized. Your organization is one of the few based on this (intergenerational principle)...

.. not only young women to learn from the old – but also the older ones to learn from the young to get a better understanding. Identify your role models!

(from Graca Machels speech at the 33rd WAGGGS World Conference, South Africa 2008)

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

4.5 Storytelling – a narrative of learning from experiences

Discussion

THE BENEFITS OF EXCHANGE

Two people met in the street.
'I have a coin' the first person said.
'Me too – should we swap?' the other asked.
So they did – and walked away with another coin.

What was gained or learned?

Two other people met at a café
'I have a story' the first person said.
'Me too – should we swap?' the other asked.
So they did – and walked away with – how many stories?

What was gained or learned?

Finally, two leaders met at a WAGGGS seminar
'I have an experience' the first leader said.
'Me too – should we swap?' the other asked.
So they did – and returned home with?

What was gained or learned?

A very common way of deepening your understanding of the evolution of leadership in your organization is by exchanging the stories of situations and events where the leadership has been visible and shown signs of 'good practice'.

Story telling, and learning by sharing these stories, develops the mutual understanding of different perspectives and approaches.

It's a good idea to put yourself in the place of the different people in the story that has been told and try to understand what the intention was behind their behaviour and the attitudes. You could also look at the period in which the situation took place in world history.

How come we judge other people by their behaviour, and ourselves by our good intentions?

(Irish saying)

GO TO

Individual Exercise 4.3

Individual

LEADERSHIP STORIES

WAGGGS Leadership Development Programme

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

4.6 Social Construction – improving development together

One thing is essential for general and permanent peace and that is a total change of spirit among peoples, the change to closer mutual understanding, to the subjugation of national prejudices and the ability to see with the other fellow's eye in friendly sympathy.

Lord Robert Baden-Powell

When sharing stories we often find new perspectives on the situation. We construct a new description of the subject when taking the perception of different stakeholders into consideration.

This evolution phenomenon is called 'social construction', when mutual perspectives are bigger than the sum of the individual ones. For example, this happens when three people share their stories about a situation and together they find a mutual explanation and solution. They may also leave the meeting with each others' versions of the situation in mind.

Social construction needs people to share stories, perceptions and opinions. A social construction is when you prepare yourself for a meeting, after having received the agenda, and prepare your contributions to the subject. If everyone listens to the contributions, you will probably end up with a better and more considered solution than you could have made alone.

When you join a group to look at an issue, another consequence of social construction is that you leave the meeting with an broader perception of the issue than you would have if working alone.

Social construction needs three elementary actions:

- Listening to what others think and sense
- Expressing your own sense and thinking to others
- Being conscious of what you really think and sense

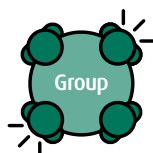
A process of social constructions can be a very effective development experience for those involved. Socially constructed reality is seen as an ongoing, dynamic process; reality is reproduced by people acting on their interpretations and their knowledge of it.

When people interact, they do so with the understanding that their respective perceptions of reality are related. As they act upon this understanding, their common knowledge of reality becomes reinforced. It is in this sense that it can be said that reality is socially constructed.

There is not only ONE World – there are as many worlds as there are people.
The world is not UNIVERSAL – it is MULTIVERSAL.

GO TO

Group Exercise 4C



WAGGGS MO's MEMBERSHIP

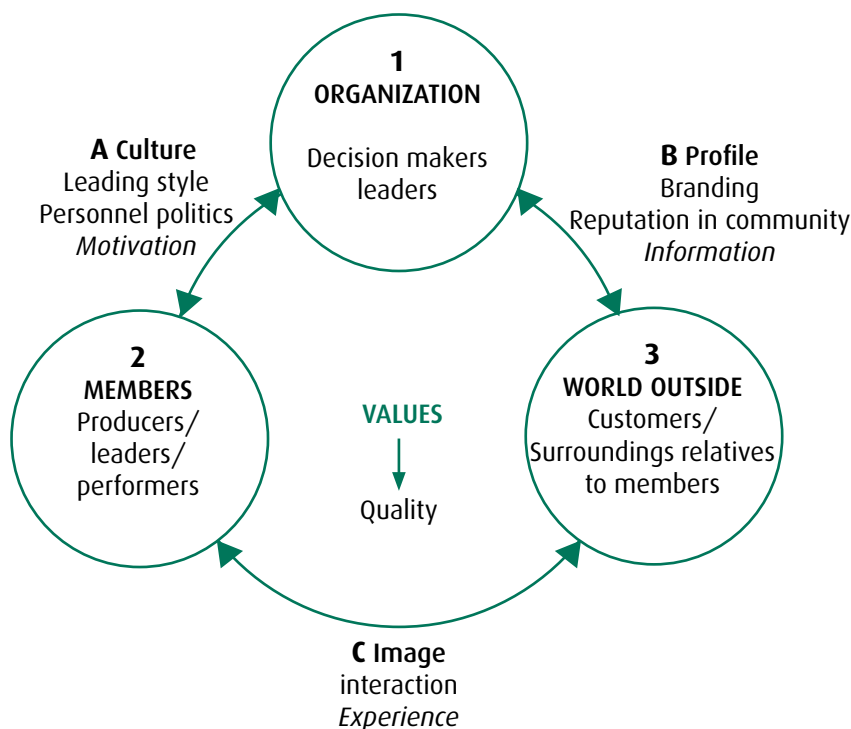
Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

4.7 Balance between leading and performing in an organization

The Trefoil Quality model

To give a picture of the interactions within any organization or group we can use



The model shows the inter-relationship between the main groups of stakeholders of an organization:

1. **ORGANIZATION:** The decision making element, i.e. the board, the formal part that shapes the specific organization, and decides the strategies, programme, policies, and rules.
2. **MEMBERS:** The implementing or the performing element, those who work on the decided programme and follow the rules etc.
3. **WORLD OUTSIDE:** The receivers or the possible members or relations to the organization and the members in some way. These elements do not have direct impact on the life of the organization and can only influence this by either addressing the members or the decision makers and promote these people to take action.

The interactions between these elements shape different kinds of perceptions:

- A) **CULTURE:** Shaped by the relations between decision makers and members ('producers' or 'groupings'). The culture is shown through the behaviour and attitudes of the persons within these two groupings.

The culture has a formal part which is decided and agreed upon, i.e. the constitution, hierarchy, meeting schedule. The more informal part of the culture could be habits, celebration, traditions etc.

The culture of the organization can only be directly impacted by the people included, that are not formally agreed, and it is measured by the motivation and empowerment within.

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

- B) **PROFILE:** Shaped and measured by the decision making body as an intention of how the organization should be; and of the way the outside world looks at the organization.

Included in the profile from the formal side are the name, a logo, website, letter heading, building, uniform and the press releases.

From the outside of the organization, public perceptions and public opinions, including prejudices, could shape part of the organization's profile.

Information, going in one or both directions, is a central element of the profile and is not directly influenced by the performers' behaviour or actions.

- C) **IMAGE:** The image is the direct result of interaction between the 'producers' and the 'receivers'. It is measured by the direct and actual experiences of these interactions.

Parts of the image could be how the members behave when amongst others, or how they recruit and treat new members. Image is an important element of the organization and also the most easy one to change quickly.

When looking at the model you see that all three groupings have direct impact on two perceptions but have to address other groupings to impact the third perception. For example the decision makers can have many intentions of how it should be and can tell the members so, but the concrete image they cannot directly impact.

It seems as if the informal culture is more defined by the members, and therefore also influences the image more than the formal culture, which is closer to the leader group and therefore closer to the profile of the organization.

Very often the people involved in an organization change position: Members are asked to take part in decision making, and outside relations are asked to talk about their experiences. These situations are valuable because they contribute to viewing the organization in a systematic way, and contribute to the possible development and continued improvement.

The foundation of the organization, its base, its VALUES, lived out in the measured quality of the organization.

The more the three groupings interact and accept other views, the more overlapping between the perceptions. Therefore improvements in quality follow, based on fundamental and shared values.

In order to increase their performance, the aims of every organization should be

- To have an open and democratic internal culture
- To have a clear profile
- To act according to the values agreed
- To support the intention of empowered and motivated owning participants, decision makers and performers that feel they have 'ownership' of the organization.

The patrol system is important to the Quality Model because every leader has the opportunity to influence at least two culture systems: the system where she is part of the leader team, and the system where she is one of the members with relations to another leader team.

The patrol system of WAGGGS supports the development of a good organization profile because of the acceptable size of a patrol that makes it simple to test and practice activities to improve quality. Role modelling is also important and should be considered by everyone.

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

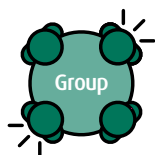
Discussion

TREFOIL QUALITY EXAMPLES

- Think of different groupings you are parts of: school class, working group, family, sports team – and your Girl Guide/Girl Scout organization and unit.
- Use the Trefoil Quality model to find examples of the elements and the interactions within each group.
- Discuss how you can use the model for developing leadership in the group.

GO TO

Group Exercise 4D



TRIANGLE GAME

4.8. Systemic thinking theory

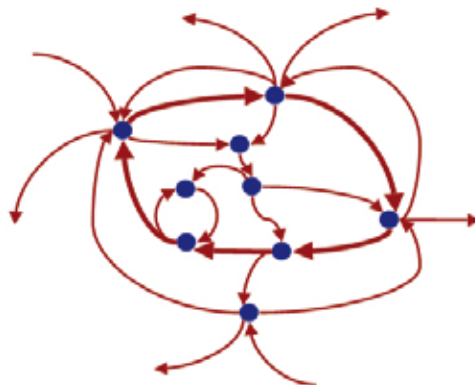
'Systemic thinking' is thinking in contexts and from different perspectives related to the context.

The fundamental concept is that all systems are linked and include other systems.

Systemic thinking is a simple technique for gaining deep insights into complex situations and information very quickly. It's both:

- a process that anyone can follow
- a skill that anyone can learn.

Yet it is quite different from the way we have been brought up to think.



(Bartlett, G. 2001)

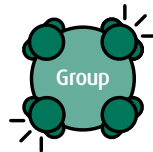
Systemic thinking is intended to take in as many different perspectives of the object as possible, and try to cope with different people's perspectives, relations, approaches and values. In other words, taking her position, trying to look at the world through her eyes and the eyes of others.

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

GO TO

Group Exercise 4E



THE GREAT PRETENDER

Leading in a systemic way is much more about HOW the work is carried out than WHAT is actually done thinking. The leadership is focusing more on the relations within the context than the individuals and the activities. Leading systemically is about trying to put yourself in the place of the individual and examining the linking systems while taking into consideration the fact that all have different life experiences that influence your lives and attitudes differently.

If you would like to develop your systemic leadership you need to imagine, reflect, use your empathy and intuition. You need to look at your group as a whole, whilst it still consists of individuals who all have a positive reason for their actual behaviour.

Systemic thinking differs from traditional thinking by viewing all the perspectives of an issue, from as many positions as possible. It requires you to think about contexts rather than isolating the object as if it was in a laboratory. In this way solutions arrived at using systematic thinking should consider all viewpoints and be not only based on experiences, but also on visions of the future.

The vision of the future shapes the actions of today

Systemic thinking is different from both 'systematic thinking' and 'systems thinking'. Social construction is an important element of systemic thinking.

Systematic Thinking	Systems Thinking	Systemic Thinking
Thinking methodically.	Thinking about how things interact with one another.	A simple technique for finding system-wide focus.

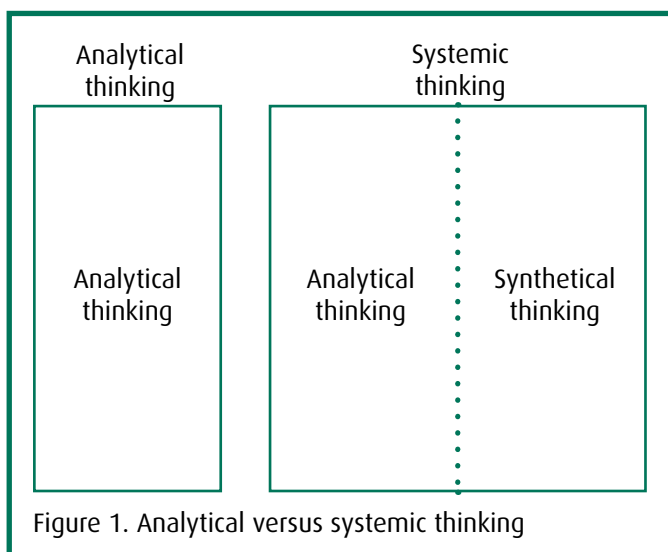


Figure 1. Analytical versus systemic thinking

The diagram on the left will help you create a mental framework for understanding the systemic thinking concept.

Conventional thinking techniques are fundamentally analytical.

Systemic thinking is different – it combines analytical thinking with synthetical thinking.

Analytical thinking is common – it's thinking about the parts or elements of a situation.

Synthetical thinking isn't as common – it's logically combining facts and seeing how these separate parts or elements work together as a synthesis.

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

Main elements of systemic thinking:

- Every organization exists as a system of connections between those taking action and those experiencing the impact of the actions
- The context, including the connections and systems that have been integrated
- Autopoiesis: self reference, self creation and self-developed view on life
- Relationships inside the group and between the group and others
- Communication as the essential glue that links people and thoughts
- 'Words shape the world': The language and organizational communication at the centre of development both the leading element and the whole organization.
- Communication that is supportive of, and focused on the future
- Verbal communication is observed as circular system that connects the actors in a given context
- The challenge of coordinating different viewpoints in relation to the overall organizational vision in order to achieve best possible impact on the task
- Thesis: Every action is carried out with the optimal intention by the acting individual using her immediate logic and assumptions.
- Most of what we do, is productive
- Contradictions and imbalances are the causes of development and life
- Development most often happens in the outskirts of the organization
- The elements of the organization are all social constructions

Systemic thinking is the foundation of several postmodern leadership theories and models, requiring more time for reflection and synthetic thinking than planning and controlling.

Systemic thinking relies on the individual's awareness of their own personality and perception and the ability to continue to be aware of her individual and coordinated values.

Discussion

HOW TO THINK SYSTEMICALLY

- Discuss how you understand the conditions for systemic thinking and how you perhaps already use the model in your daily life, and in your Girl Guide/Girl Scout life as a leader.
- Give examples of situations where systemic thinking can be very beneficial.

The primary approach to systemic thinking is based on positive psychology, which concentrates more on successes than on challenging experiences.

Understanding Leadership

4. LEADERSHIP IN A LEARNING ORGANIZATION - LEARNING THROUGH LEADERSHIP (Contd)

4.9. New leadership approaches

Over the years we have seen the increased speed of change and therefore need to be aware of new ways of thinking in Pedagogical approaches. Pedagogy is the process of delivering learning, however it is becoming increasingly focused for children, with andragogy forming the practice of facilitating learning. There are many different approaches of study; it is therefore important to be aware and adjust accordingly with emphasis including:

- The development of reflective practice
- Attention to narrative and sense-making
- Construction of the leadership role within specific contexts

It is important to have 'reflective practice'. This means that participants are able to reflect on what they do, they are given space to think about how they do things and apply theories to their own specific situations.

It is also important to give everybody an opportunity to 'tell her story' i.e. to talk about the current situation to make sense of it for themselves. This allows people to discover their potential rather than being force-fed information.

And it is important to recognise that different styles of leadership may be required according to the context, such as, a specific cultural context.

This could be the effective building of Guiding Ideas according to the theories defined by Peter Senge (1995): that Leaders and members in a Learning Organization, see the importance of the group as a collective (understand complexities), the creative power of language (generative conversations by recognizing one's frames that get in the way of seeing another's frames) and the community nature of self (seeing oneself and the connectedness to the whole and the world or systemic thinking).

In short, the teaching of leadership has moved from 'lecturing to a student', to empowering the student to discover the knowledge for herself.

This is what Girl Guiding/Girl Scouting is all about: the relational leadership of any situation.

Relational Leadership occurs when people in a mutual dialogue shape leadership roles and leadership activities. Visions and objectives are not designed by the individual, but they are shaped by communication between participants. The leader role is shared among the participants. (Greenleaf, R. K., 2002)

In this context, 'leadership' means an aspect of society rather than something belonging to the leaders.

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Learning Log

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WAGGGS Leadership Development Programme

Understanding Leadership

5. LEADERSHIP APPROACHES

Our approach to leadership development focuses on the method that was introduced by Lord Baden-Powell and has been used for decades. This includes:

- 1. Learning by doing or experiential learning. Each Girl Guide/Girl Scout is encouraged to try out stimulating activities and challenges, allowing the practical application of what is learnt.*
- 2. Progressive self-development, allowing each Girl Guide/Girl Scout to choose her route and proceed with the chosen activities at her own pace.*
- 3. Patrol system, Baden-Powell defined this as 'a small natural grouping of six to eight under the leadership of one of themselves where each individual has an indispensable part to play' (team work)*

The Patrol System encourages the interaction with others, self-expression and the development of joint and individual responsibility, democracy in action.

(World Bureau, 1997, p. 41)

During the last 50 – 60 years, leadership theories have developed rapidly with very different approaches and perspectives. Naturally, most leadership theories are developed and defined in a business environment, but as citizens of the world and in our communities, these theories have also influenced the perspective of leadership in our volunteer organizations.

In the 1950s, Scientific Management dominated European and American business life which tried to simplify both production and human treatment.

The 1960s introduced 'human relations' as a leadership term, which prioritised human processes over tools; sensitivity, social relationships and communication were researched along with the development of electronic data processes.

The 1970s were the years of strategic thinking, goal setting, indicating the leader as a future-orientated figure leading from the front. In the 1980s the complex human perspective was introduced along with the term 'corporate culture' which was often caused by many organizational changes. Service management was essential, and the customer was more important than the service providers. Quality management, evaluations, and assessment were frequently used tools and they still are.

The previous decade, up to the millennium, focused on co-operation and team-work as methods for efficient organizations. This led to the newest approaches to leadership and management as based on the best experiences from the previous decades: Situated leadership, systemic leadership, values-based and appreciative leadership.

Many of the earlier theories focused on optimizing the production and the economical aspects of the organization, which is mostly related to European and American thinking in cost-benefit. However the newer leadership models take in the more spiritual and reflective dimensions of leading people rather than production. These theories build more on the Asiatic and indigenous thinking of 'living holistically'.

Another signal of this evolution is that the models have changed from 'how to manage the group and the process', into how to lead the group and the development towards success, which is a difference between management and leadership.

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

Discussion

LEADERSHIP TERMS

What are the main differences between business leaders and volunteer leaders?

How do you distinguish between the terms MANAGEMENT, LEADERSHIP and GOVERNANCE?

Give examples of the terms used in your Girl Guiding/Girl Scouting life and in your daily life.

Let's Get Rid of Management

People don't want

To be Managed.

They want

To be led.

Whoever heard of a World Manager?

World Leader, Yes.

Educational Leader

Religious Leader

Scout Leader

Community Leader

Labour Leader

Business Leader.

They lead

They don't manage

The carrot always wins over the stick.

Ask your horse.

You can lead your horse to water,

But you can't manage him to drink.

If you want to manage somebody,

Manage yourself.

Do all well and you'll be ready to

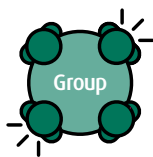
Stop managing.

And start leading.

(Maxwell, J. 2001)

GO TO

Group Exercise 5A



TEAM ROLE – LEADER ROLE

'Management is doing things right; leadership is doing the right things.'

(Drucker, P. F. 2001)

WAGGGS Leadership Development Programme

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

Abraham Maslow (Maslow, A. 1943) (see also under Motivation in the WLDP Personal Development Module) has reflected on how people react to authoritative leadership which as he says influences and often ruins the dignity by attacking their needs for recognition and acceptance.

Peter F. Drucker (Drucker, P. F. 2001) continues this reflection by saying that: *'Employees should be lead as if they were volunteers. Of course they are paid. But knowledge workers are mobile. They can leave the job... More and more people have to be lead as partners – they are equal. Partners cannot be commanded. They have to be convinced.'*

Discussion

VOLUNTEER OR CORPORATIVE LEADERSHIP

- Discuss the motivation and leadership differences in a WAGGGS perspective.
- What are the strengths, the weaknesses and the challenges in a volunteer based female organization regarding leadership and leader recruitment/retention?
- Which differences do you see when leading paid people; and when leading volunteer groups?

GO TO

Individual Exercise 5.1

Individual

EVOLUTION OF OUR LEADERSHIP

As a result of the learning organization WAGGGS is, your leadership will keep on developing and changing, as we march on.

How has leadership development evolved over the last ten years?

In order to place the WAGGGS Leadership Development Programme into a wider context of leadership development, the following section outlines some of the key trends of thinking within this arena. One of the most striking shift is away from 'heroic', overtly masculine leadership role models to examples that show more collaborative practices. The days of the leader being seen as a man on a white horse who arrives in time to 'save the day' seem to be over. Three particular ways in which ideas about leaders, and therefore how they should be developed, are outlined below.

Move from 'What' the leader does to 'How' the leader does it:

Models of leadership in the 1960s and 1970s concentrated on what leaders do and in particular, the kinds of behaviours in which they engage. Leadership development thus concentrated on training people in certain behaviours. In the last ten years, there has been a distinct move away from focusing on particular behaviours, to focus on how leaders do what they do. For instance, there is much more interest in 'ethical' leadership, ideas of 'wise' leadership and politically sensitive leadership. This shift highlights the central role of values in leaders' behaviours, and how leadership development seeks to enable potential leaders to recognise and work from those values.

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

Move from focus on the individual to appreciation of collaborative and collective leadership

Theories such as 'Distributed Leadership' suggest that in order to achieve tasks, a person should act as a leader when she has the most expertise at completing the part of the task that needs to be completed. The key idea is that leadership often needs to 'move around'. In order to complete tasks effectively, leaders need to be able to let go and followers need to be able to step into the leadership role when necessary. This calls for a great deal of sensitivity and attention to the particular qualities of people within task groups, as well as generosity on the part of leaders to enable followers to come to the front.

Move from leadership as determined, to leadership as evolving

Leadership is increasingly being seen as a consequence of many different contextual aspects. It really is about being in the right (or wrong!) place at the right time. Therefore, leaders must be particularly attentive to what a particular situation requires, and how they might best contribute to it. This type of leadership development is aimed at growing leaders who can work with emergent processes and need to foster emotional robustness; the ability to live with uncertainty; as well as the skills of deep listening and appreciating diversity.

Increasingly, it is recognised that the leaders of the future will need to be community and capacity builders in ways unprecedented by previous historical times. Global issues such as climate change, the reduction of key resources and increased disparity between the rich and poor will require leaders with the capability to communicate across differences, engage with ethical issues, and bring humility, generosity and foresight to their roles.

(Ladkin, D. 2007)

Theories of leadership have moved from the 'what' (the person, the hero or heroine who tells people what to do) to the 'how' (the relationship between the leader and her team and her relationship to the situation).

If you research many different theories and models, you will discover that the newest descriptions display leadership behaviour that has always been a part of the WAGGGS Leadership Culture. With this in mind, it is expected that in the future, the WLDP will be an internationally recognised programme, attracting participants from external organizations.

Today in 21st century WAGGGS faces an even bigger challenge to provide girls and young women with leadership development that is relevant and appropriate to prepare them for leadership roles. We believe that:

- Learning and leadership go hand in hand
- Learning and leadership should be shared
- Leadership should be distributed and exercised at every level
- Collaborative models of how to work strengthen both teams and individuals
- An independent, critical perspective, informed by research is vital
- The status quo and perceived wisdom should always be questioned
- Creating a supportive learning environment is an important part of the learning process
- A culture of analytical thinking should be promoted.

WAGGGS Leadership Development Programme

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

Our approach closely follows points from the following:

1. *Understanding the experiences that people have, their current practices and the belief system that hold them in place.*
2. *Understanding how people explain things to themselves, and their understanding of their construction of events and ideas.*
3. *Having an acute sensitivity to the context in which people work, the environment which makes things possible or prevents movement and the flow of ideas.*
4. *Working together to create contexts and opportunities to challenge beliefs and practices in a way that empowers rather than threatens.*

(Leadership for Learning, Cambridge University 2003)

Today WAGGGS is building upon its successes by learning and sharing its experience with other educational institutions in order to provide the best approach to leadership development to its membership. We live in an increasingly complex world with many challenges and opportunities. This calls for a model of leadership, shared leadership which is inclusive and empowers people to take responsibility. This is not new to Girl Guiding/Girl Scouting but it needs to be affirmed.

Ladkin, D. 2007)

There are countless theories and models of leadership; however, this chapter focuses on three well-known models that offer valuable insights into developing yourself as an excellent team leader.

The new theories of 'relational leadership' are discussed in several publications which also identify 'distributed' or 'shared leadership' models.

In the following sections you will find different descriptions of theories of leadership that are currently discussed and developed throughout the world and also within WAGGGS.

We think that by being introduced to some of these theories and by discussing them with other leaders, you find your own leadership model and your own leadership style. Hopefully this will happen in co-ordination with the people you lead.

*A Girl Guide/Girl Scout listens to other opinions and finds her own.
(from the opening paragraph of a Danish Girl Guide Law)*

There are too many different models and theories to present them all, so here you find the most discussed and developed during the first years of the 21st century, representing leadership research all over the world. To show no priority in the models they are presented in an alphabetical order:

The theoretical views on Leadership described in this chapter:

- 5.1 Action Centred Leadership
- 5.2 Appreciative Leadership and Systemic Leadership
- 5.3 Leadership Continuum
- 5.4 Situational Leadership
- 5.5 Transformational Leadership, Values based and ethical Leadership

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

In these models/theories, you may find differences in the approach to the leader and the followers as well as differences in prioritizing the task and the people.

Discussion

THE MANY SHAPES OF LEADERSHIP

- Which different leadership theories and leadership models have you heard of?
- Which theories have you been practising in your different leadership roles: in your career or Girl Guiding/ Girl Scouting?
- What is important to you about these theories?
- What are the similarities and differences between the models you know?
- Share your thoughts and opinions in the group.

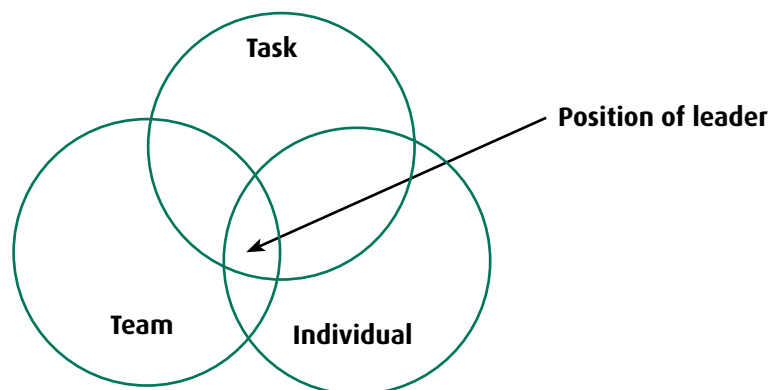
Take the lead!

5.1 Action-Centred Leadership

This theory was developed by John Adair (Adair, J. E. 1973) and is based on the belief that leadership is a series of functions, which have to operate effectively in three areas:

- **the task** (the job that has to be done)
- **the team** (the people needed by the leader to complete the job)
- **the individual** (the disparate group of separate individuals who must become a cohesive team in order to get the job done)

The model is called 'Action-Centred' leadership because of the position of the leader in relation to the three areas of responsibility, thus:



This means that the leader needs to maintain an equal, functional balance among the three areas in order to ensure effective leadership.

WAGGGS Leadership Development Programme

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

In working to achieve this balance, most of us have a tendency to focus on one area more than others. This can be influenced by:

- the nature of the team's task (technical, social, academic, etc.)
- the constraints on getting the task accomplished (time, resources, complexity, risk, etc.)
- the culture of the organization
- our individual preferences

The following exercise will enable you to determine to what extent you operate as an Action-Centred Leader and identify the focus of your leadership input.

A Team Leadership Style Assessment connected to Adair's (Adair, J. 1985), model can be found in the Supplementary Materials Annex.

Adair identifies the key functions of leadership as:

Setting Objectives	Defining or identifying the purpose, aims and objectives of an enterprise
Planning	Making sure that there is a plan - understood and agreed - for achieving the objectives. The leader must know how s/he is going to get from where s/he is now, to where s/he wants to be.
Briefing	Explaining the objectives and the plan clearly. This is the point at which the leader needs to be able to answer the question, 'Why are we doing it this way, rather than the other?'
Controlling	Controlling, supervising and monitoring in relation to the work in progress. The energy and commitment of the team should be making things happen.
Evaluating	This is necessary to gather material for providing team or individual feedback that is specific, accurate and constructive. The aim of evaluation is to do better next time.

Discussion

EXPLORING ACTION-CENTRED LEADERSHIP IN THE CONTEXT OF GIRL GUIDING/GIRL SCOUTS

Reflecting on the leadership functions in the table above, identify specific actions which you might take in relation to an activity in which you are currently involved :

Achieving the TASK:

Building and maintaining the TEAM:

Developing and supporting the INDIVIDUAL:

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

5.2 Appreciative Leadership

Appreciative Leadership (Whitney, D. 2010) is based on the principles of Appreciative Inquiry, a communication tool which is described in the WLDP Communications module. In fact the letters AI could also mean Appreciative Interaction as the core principle is to base all decision making and behaviour on positive psychology and experiences of best practice.

Appreciative leadership is focusing on learning and developing from the benefits and successes of earlier experiences, where experiential learning is focusing on solving the problems and learning from the mistakes of earlier challenges.

When leading in the spirit of appreciation you

- Think of the things that work(ed)
- Look to the future more than the past
- Believe that from the perspective of the person taking action, all actions are intended to be positive at the time and in the situation they have taken place
- Think of positive ways to use your language
- Think of the situation from three positions (personal, interpersonal, and meta perspective (the overall/helicopter view))
- Use questions far more than answers
- Manage the process and empower participants to get involved, contribute, and take ownership of the content and the resulting decisions.

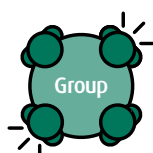
The challenge is to do this while coaching those involved to reflect on future actions to achieve the vision, mission and goals.

A simple model of questioning according to appreciative leadership:

Clarifying			
Past/ Present	Linear (1st position) What happened? What are you doing? What did you do? How do you do this? What did others do? -> Clear picture	Action empowering Could it be an idea ...?? Who is doing what and when? What is going to happen? -> Action	Future
	Circular (other positions) What would you answer if you were... (another person or position) How would it look from another perspective? -> Overview	Reflexive Why not? What if..? In a time, what has happened and what is the picture? -> Wishes, dreams	
Developing			

GO TO

Group Exercise 5B



APPRECIATION OF A GOOD ACTIVITY

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

5.3 The Leadership Continuum

Not all people have the same approach to leadership. Although we may have a preference for a particular leadership style, if we look at leadership styles arranged along a continuum, we can see that it is possible to modify or adapt our personal style according to particular situations.

The leadership continuum looks like this:



The leadership continuum (Tannenbaum, R. and Schmidt, W. H., 1973) offers a range of styles and recognises that an appropriate style of leadership depends on situations and personalities. The factors that are seen as having the most influence on a leader's style are:

- **the leader's character and personality**, including confidence in team members, personal values system, feelings of security in uncertain situations and individual preferences towards a particular leadership style
- **the personalities and behaviours of team members** that will affect the leader's behaviour
- **forces in the situation** including organizational attitudes and values, the types of problem, the effectiveness of the team and the pressure of time.

In most work situations some or all of these factors will almost certainly be evident and will, therefore, influence your own leadership approach.

5.3.1 Tannenbaum and Schmidt - model of delegation and team development

The Tannenbaum and Schmidt Continuum is a model which shows the ratio of freedom given to a team, and authority used by the leader. As the team's freedom is increased, the leader's authority decreases. This is a positive way for both teams and leaders to develop. While the Tannenbaum and Schmidt's model focuses on delegating freedom to a group, the principle of being able to apply different levels of 'delegated freedom' closely relates to 'the levels of delegation' (see chapter 6).

As a leader, one of your responsibilities is to develop your team, through delegating more responsibility for making decisions to them, according to their levels of ability. There is a rising scale of levels of delegated freedom that you can use when working with your team.

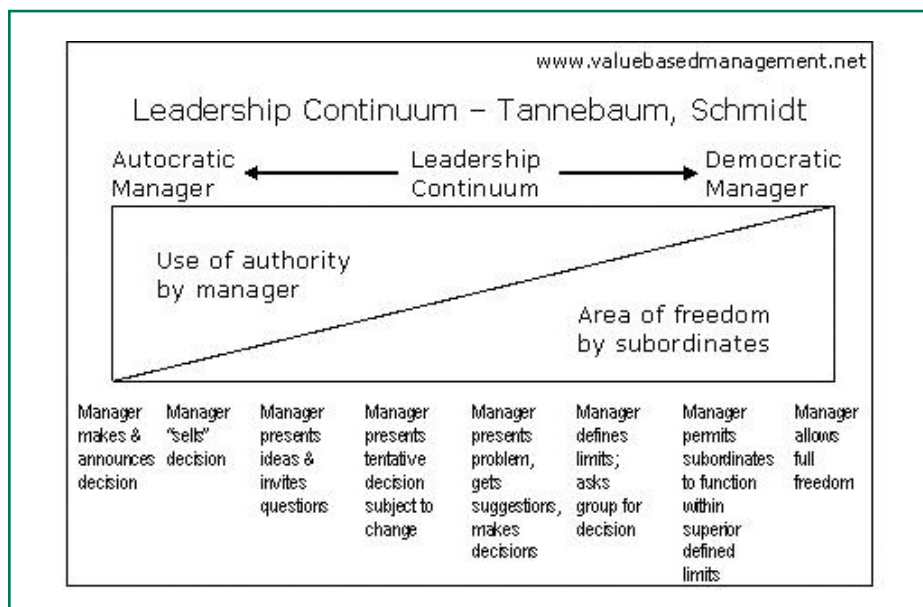
Over time, a leader should aim to take the team from one end of the scale to the other. At the top of the scale, you should also aim to have developed one or a number of potential successors from within your team to take over from you. This process can take a long time and you need to be aware constantly of how your team is responding and developing.

When examining and applying the Tannenbaum and Schmidt principles, it's extremely important to remember this: irrespective of the amount of responsibility and freedom delegated by a leader to a team, the leader retains overall accountability.

Here are the Tannenbaum and Schmidt Continuum levels of delegated freedom, with some added explanation using WAGGGS terminology that should make it easier to understand and apply.

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)



Tannenbaum and Schmidt, How to Choose a leadership pattern. Harvard Business Review, May-June 1973

1. The Leader decides and announces the decision

The leader reviews options according to the aims, issues, priorities, timescale, etc., then decides on the action and informs the team of the decision. The leader will have probably considered how the team will react, but the team plays no active part in making the decision. The team may well perceive that the leader has not considered the team's welfare at all. This is seen by the team as a purely task-based decision.

2. The leader decides and then 'sells' the decision to the group

The leader makes the decision as in level 1 above, and then explains reasons for the decision to the team, particularly the positive benefits that the team will enjoy from the decision. In so doing the leader is seen, by the team, to recognise the team's importance, and to have some concern for the team.

3. The leader presents the decision with background ideas and invites questions

The leader presents the decision along with some of the background which led to the decision. The team is invited to ask questions and discuss with the leader the rationale behind the decision, which enables the team to understand and accept or agree with the decision more easily than in levels 1 and 2 above. This more participative and involving approach enables the team to appreciate the issues and reasons for the decision, and the implications of all the options.

4. The leader suggests a provisional decision and invites discussion about it

The leader discusses and reviews the provisional decision with the team on the basis that the leader will take on board the views and then finally decide. This enables the team to have some real influence over the shape of the leader's final decision. This also acknowledges that the team has something to contribute to the decision-making process, which is more involving and therefore motivating than the previous level.

5. The leader presents the situation or problem, gets suggestions, then decides

The leader presents the situation, and maybe some options, to the team. The team is encouraged and expected to offer ideas and additional options, and discuss implications of each possible course of action. The leader then decides which option to take. This level is one of high and specific involvement for the team, and is appropriate particularly when the team has more detailed knowledge or experience of the issues than the manager. Being high-involvement and high-influence for the team this level provides more motivation and freedom than any previous level.

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

6. The leader explains the situation, defines the parameters and asks the team to decide

At this level the leader has effectively delegated responsibility for the decision to the team, even though within the manager's stated limits. The leader may or may not choose to be a part of the team which decides. While this level appears to give a huge responsibility to the team, the leader can control the risk and outcomes to an extent, according to the constraints that he/she stipulates. This level is more motivational than any previous, and requires a mature team for any serious situation or problem.

7. The leader allows the team to identify the problem, develop the options, and decide on the action, within the leader's received limits

This is obviously an extreme level of freedom, whereby the team is effectively doing what the leader did in level 1. The team is given responsibility for identifying and analysing the situation or problem; the process for resolving it; developing and assessing options; evaluating implications, and then deciding on and implementing a course of action. The leader also states in advance that he/she will support the decision and help the team implement it. The leader may or may not be part of the team, and if so then he/she has no more authority than anyone else in the team. The only constraints and parameters for the team are the ones that the leader had imposed on him/her from above.

In describing their Continuum Leadership model, Tannenbaum and Schmidt also acknowledge the effect of the following on the style of leadership at any one time:

- the interdependency of leadership style and external 'environmental' forces
- the interaction between the leader and team members
- the power available to all parties in the relationship

They emphasise that the total area of freedom shared by the leader and the team members is constantly being redefined by interactions between them and the forces in the environment. Leadership styles are constantly changing.

Discussion

EXPLORING THE LEADERSHIP CONTINUUM

Study the following statements; reflect on leaders, past and present, and on your own leadership role, and use five key words to identify five individuals whose style you consider represents each of the five styles on Tannenbaum and Schmidt's Continuum

- | | |
|--------------------------------|---------------------------|
| The autocratic leader says: | 'Do it my way!' |
| The charismatic leader says: | 'Let's do it my way' |
| The democratic leader says: | 'Let's do it together' |
| The consultative leader says: | 'How would you do it?' |
| The laissez-faire leader says: | 'Do it any way you like!' |

Five Leaders:

- Autocratic leadership style:
- Charismatic leadership style:
- Democratic leadership style:
- Consultative leadership style:
- Laissez-faire leadership style:

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

5.4 Situational Leadership

The 21st century manager recognises that a 'command and control' approach to leading her or his team is no longer the most effective way of getting the best out of people. Today we seek to practice a style of leadership that relies more on coaching and participation to develop and empower individuals and teams.

The second factor about effective leadership is that it is not a case of 'one size fits all'; the most successful leaders consider each situation before deciding what will be the most appropriate intervention.

This flexible approach to leadership has been developed by Hersey and Blanchard (Hersey, P. and Blanchard, K. 1972) and is known as Situational Leadership. Hersey's model is especially useful because it describes effective leadership in terms of behaviours i.e. how other people **experience** our leadership through the kind of behaviours we demonstrate. We can learn a great deal about effective leadership and how to relate it to performance management of others.

The Situational Leadership model is based on the following principles:

- *the interplay between the amount of guidance and direction (task behaviour) given, and the amount of support (relationship behaviour) provided by the leader*
- *the interaction of two factors which relate to team members; their level of competence; and their levels of confidence and commitment*
- *leadership is a combination of directive (task) and supportive (relationship) behaviour styles*

The model, which appears below, has much to offer the leader in the role of developing individuals and encouraging them to achieve excellent performance. While we each have a preferred leadership style, which can be assessed, Hersey's model enables us to select the most appropriate style for each specific situation, based on the needs for support and direction of the people we lead.

TASK BEHAVIOUR

The extent to which the leader engages in defining roles, telling 'what', 'how', 'when', 'where', 'who will do what' in:

- Goal setting
- Organizing
- Establishing time-frames
- Directing
- Controlling

RELATIONSHIP BEHAVIOUR

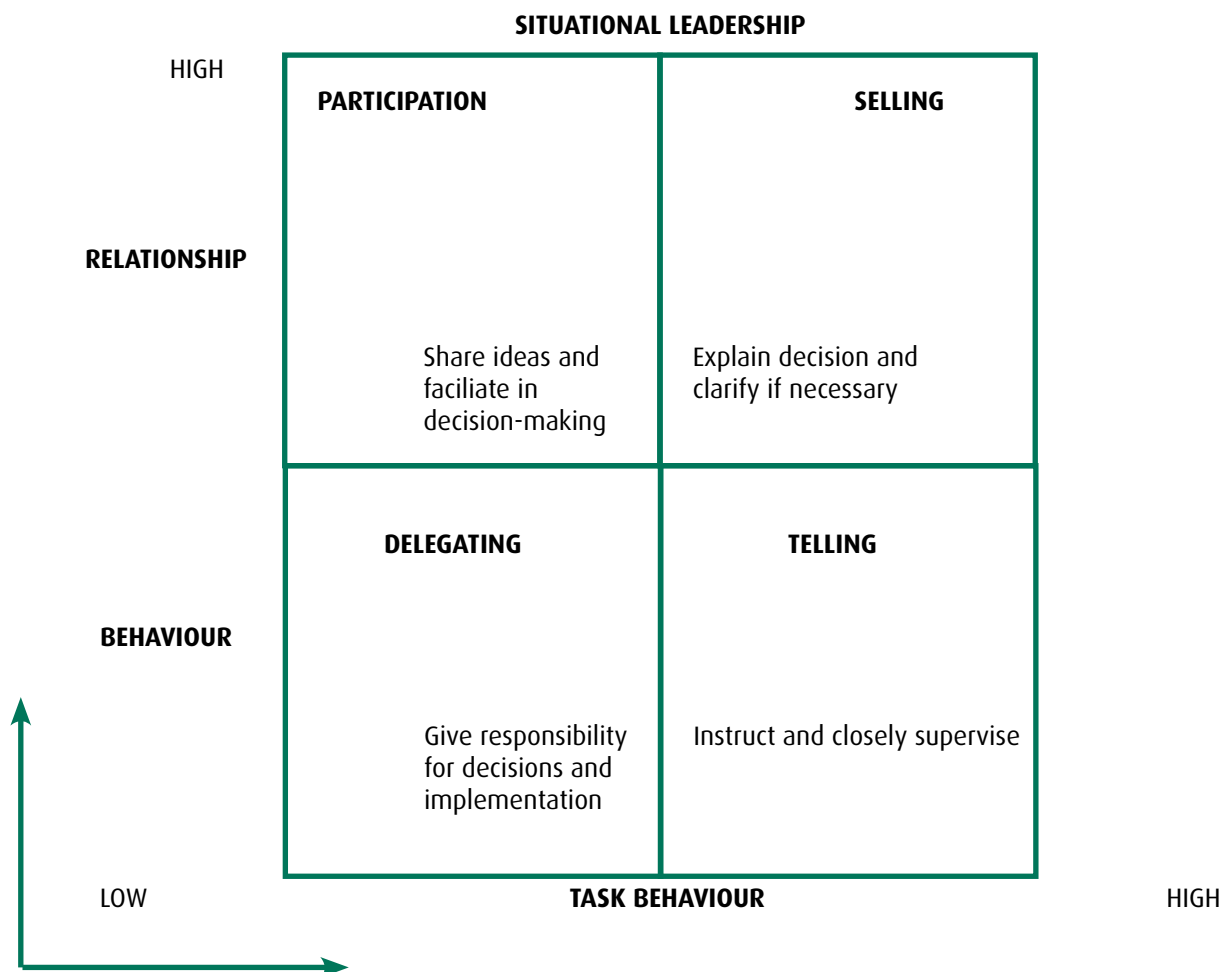
The extent to which the leader engages in two-way communication and provides encouragement and support in:

- Communicating
- Facilitating interactions
- Active listening
- Providing feedback

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

In this model, we see the two kinds of leadership behaviour described as 'Task' and 'Relationship'. Characteristics of each are listed, where we see that 'Task' behaviour is concerned with the task ('getting the job done'), whereas 'Relationship' behaviour is more about motivating relationships with the team members as well as building and maintaining them.



SITUATIONAL LEADERSHIP IN A GIRL GUIDE/GIRL SCOUT GROUP

- Share examples of situations in your own Girl Guide/Girl Scout unit or association where the leadership styles that have been mentioned are demonstrated or needed.
- Who is performing the leadership role: the (patrol) leader or somebody else in the group?

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

The task approach involves the leader as the 'boss' having been briefed to achieve a specific goal. As leader, you would then:

- **'tell'** your team members **what** the solution was
- **'tell'** them **what** to do
- **how** to do it, and then
- **control** and **supervise** their performance.

If the team member was also enthusiastic about achieving the goal, but recognised the need for your expertise, direction and supervision to get started, this directive style of leadership would prove successful.

However, if the team member was skilled and knowledgeable, but was anxious about the project, lacked commitment, motivation and possibly, self-confidence, the use of a directive approach would only make the problem worse. In this situation, you would need a different and more supportive approach. This involves listening to people, providing support, guidance and encouragement for their efforts. It involves facilitating their involvement in the problem-solving and decision-making.

Depending on the nature of the task and the skill and maturity level of the individual, Hersey identifies that a leader may need to adopt one of the four leadership styles in order to achieve the task:

- **'Telling'**
- **'Selling'**
- **'Participating'**
- **'Delegating'**

Discussion

SITUATIONAL LEADERSHIP AND LEADERSHIP CONTINUUM

- Compare the two leadership models Situational Leadership & Leadership Continuum
- Which differences and which similarities do you find?
- Define the approach of the leader, and that of the group led?
- How can you use your knowledge about the leadership models in your daily life, and in your Girl Guide/Girl Scout life?
- Give examples of situations where the leader's attitude is not used to its full advantage. How would you give feedback in such a situation?

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

The table below will help you to identify how these factors interact to enable you to decide on the right leadership approach for your specific situation

Style	Type of approach needed	Level of individual competence	Level of individual commitment	Rationale
Telling	Highly Directive Little support	Low	Variable	Traditional 'expert' role individual needs to be told: <ul style="list-style-type: none"> • what to do and • how to do it
Selling	Highly directive Highly supportive	Low	Low	Individual will need: <ul style="list-style-type: none"> • direction and supervision to gain knowledge and experience • support and recognition to build self esteem • involvement in decision making to build commitment and ownership
Participating	Little direction Highly supportive	High	Variable	Individual will need: <ul style="list-style-type: none"> • support and recognition to build self esteem • involvement in decision making to build commitment and ownership
Delegating	Little direction Little support	High	High	<ul style="list-style-type: none"> • help is no longer needed • task successfully achieved • need to monitor progress

WAGGGS Leadership Development Programme

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

5.5 Transformational Leadership

Most leadership theories focus on finding the best way to achieving the goals of the organization. However, transformational leadership focuses on the needs, morals, ethics and values of those people who form the organization.

The Transformational Leadership theory claims there are four components present within a group and its leader(s) (Burns, J M. 1978):

- idealised influence (charisma)
- inspirational motivation
- intellectual stimulation
- individualised consideration

Therefore, Transformational Leadership is relating to values based organizations like Girl Guiding/Girl Scouting as well as other volunteer organizations.

The leader or rather, the decision making body of an organization should be conscious of the values and opinions of its members. They should form the vision, mission, strategy and goals on a consensus of these opinions as expressed by individuals and in open plenary.

It is obvious that organizations that based their lives on their members should be very communicative bodies, and give individuals as many possibilities for expressing needs and opinions as they can.

Leading on a transformational basis, i.e. leading the transformation, is rather difficult, as it needs listening and balancing between individual and shared needs.

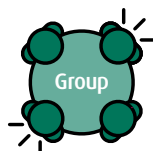
Transformational Leadership is often compared to Transactional Leadership, a leadership model built on the thesis that all activities are carried out in the aim of exchange 'something for something'. This is a common attitude in corporate business: workers only work if they achieve either salary or other personally benefitting 'payments' for their efforts, and the leader can motivate the followers by negotiating the 'payment'.

Therefore, in an organization like WAGGGS, Transformational Leadership is a more appropriate model when dealing with both volunteer leaders and volunteer followers.

We could ask ourselves: which comes first in an organization with members starting at a very early age, the organizational values that affect the members through its activities, or the individual values of members who express their values through their needs for and expectations of activities.

GO TO

Group Exercise 5C



JENNIE JUMPIE

Understanding Leadership

5. LEADERSHIP APPROACHES (Contd)

Discussion

TRANSFORMATIONAL LEADERSHIP

Discuss this quotation:

'If not all social participants have the same goals, if transformational leaders are not able to persuade everyone to voluntarily accept a common vision, what is the likely status of people who prefer their own goals and visions?..... unless leaders are able to transform everyone and create absolute unanimity of interests Transformational leadership produces simply a majority that represents the interest of the strongest fraction'

(Michael Keeley (1995) The Trouble with Transformational Leadership p. 77)

Give examples to support your opinions.

'Values based leadership', like Transformational Leadership, is a conscious method of changing and leading by the values of the organization through defining and identifying how the organization uses its values in its activities and performance, and how it aims to build and communicate common values.

Formulating common values from the bottom up is essential for the individual to be motivated by his/her sense of ownership. This ownership impacts on the motivation, climate and satisfaction within the organization.

Learning Log

WAGGGS Leadership Development Programme

Understanding Leadership

6. MOTIVATING OTHERS

One of the key skills of a leader is the ability to motivate the followers. In order to do this, a leader must understand how and why people are motivated as individuals, as well as in groups.

The WLDP module Personal Development deals with motivation and needs related to an individual. The same module also deals with 'peak performance' and 'flow'.

GO TO

Individual Exercise 6.1

Individual

MOTIVATOR TEST

Motivation is the level of enthusiasm, energy and commitment that people bring to their work, and their readiness to learn and develop. Motivation is the spark that ignites energy at work; this leads to productivity and performance. It is, therefore, absolutely critical that the leader has a deep understanding of the factors – extrinsic and intrinsic – that will motivate each individual in the team.

A high level of motivation in us and others is essential for effective work performance. Some important points should be made at this point:

- You cannot motivate someone directly, only provide the conditions under which they are likely to be motivated
- Motivation is just one element of performance management and needs to be considered along with setting objectives, delegation, feedback, appraisal, rewards and development
- You cannot measure a person's motivational level directly, only draw conclusions about it from their behaviour
- What motivates one person will be different from what motivates another

'MOTIVATION IS NOT WHAT YOU DO TO SOMEONE - IT'S WHAT YOU DO FOR SOMEONE'

Discussion

WHEN ARE YOU MOTIVATED – AND HOW?

Think of a time where you were very motivated to carry out a given task. Describe the conditions of that situation: time, place, task, people, helpers and conditions that made it easy for you.

Have you tried to form situations like this for others that you have been leading?

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

6.1 Recognising motivation

Think about times when you were really motivated by a specific challenge at work or in your Girl Guiding/Girl Scouting role. Then think about someone else who also seemed highly motivated. Consider the behaviours you and the other person were displaying. They probably included some of the following:

- Showed enthusiasm for the work
- Took initiative for solving problems
- Worked extra time if required
- Came to work even if not 100% fit
- Sought feedback on performance of self or the job
- Put in a high level of effort
- Did 'more than the minimum'
- Encouraged others
- Expressed satisfaction with achievements

It's important to focus on behaviour when leading others. Behaviours such as those listed above are likely to be evidence of a high degree of motivation, while the opposites are likely to be evidence of low motivation but we can never be sure! The effective leader has to realise that even two people doing the same job may be motivated by different things and may have to adapt his/her individual leadership approach to suit individual preferences.

Some recent research by Thomas on what motivates people at work discovered that intrinsic rewards (rewards that come from the work itself) count for more than extrinsic ones (such as pay, 'fringe benefits' and status, etc.).

This is especially important for the Voluntary Sector where issues of salary, work conditions, bonuses, etc. are irrelevant. It challenges every leader to ensure that all jobs (whether paid or unpaid) offer the possibility of intrinsic rewards.

The model helps us to identify the intrinsic rewards that should be a part of every job. From it, we can focus on five specific dimensions (STTAF) that the leader should pay attention to when preparing how to brief, coach, supervise, monitor and review progress for each person in the team.

GO TO

Individual Exercise 6.2

Individual

ASSESS YOUR THOMAS DIMENSIONS

WAGGGS Leadership Development Programme

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

Thomas' model of intrinsic rewards at work looks like this:

Delegating additional challenging tasks, relaxing detailed controls and improving feedback information are possible approaches here.

	OPPORTUNITY rewards	ACCOMPLISHMENT rewards
From task ACTIVITIES	A sense of CHOICE <i>Being able to choose how to do the work</i>	A sense of COMPETENCE <i>Being able to see continuous growth in the job</i>
From task PURPOSE	A sense of MEANINGFULNESS <i>Knowing that the work has real value and how it contributes to the 'bigger picture'</i>	A sense of PROGRESS <i>Being able to see a job through from start to finish</i>

The five dimensions are:

- S** SKILL VARIETY: The opportunity to exercise a variety of different skills
- T** TASK IDENTITY: The extent to which the tasks carried out represent a whole, meaningful piece of work e.i. the whole process from start to finish rather than a small, repetitive task within the overall process
- T** TASK SIGNIFICANCE: The extent to which the tasks carried out are seen as useful for the unit, the organization or society
- A** AUTONOMY: The level of discretion given to the individual in order to vary the pace, sequence and methods of working
- F** FEEDBACK: The availability of useful information about work performance

Evaluating a job in terms of these five dimensions (thinking about the job-holder's perception rather than your own) can provide opportunities for modifying the work to increase the intrinsic outcomes available, if these are valued by the individual.

WAGGGS Leadership Development Programme

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

6.2 Empirical evidence on motivation

A major empirical study conducted by the Gallup Organization which surveyed more than 105,000 employees in 24 companies was completed in 1998.

It found that the core elements needed to attract, focus and retain talented employees were contained in responses to 12 key questions

- Do I know what is expected of me at work?
- Do I have the materials and equipment I need to do my work correctly?
- At work, do I have the opportunity to do what I do best every day?
- In the last seven days, have I received recognition or praise for good work?
- Does my superior, or someone at work, seem to care about me as a person?
- Is there someone at work who encourages my development?
- At work, do my opinions seem to count?
- Does the mission/purpose of my organization make me feel like my work is important?
- Are my co-workers committed to doing quality work?
- Do I have a best friend at work?
- In the last six months, have I talked with someone about my progress?
- At work, have I had opportunities to learn and grow?

Commenting on the results of the statistical analysis, the authors conclude:

'This is what we found. First, we saw that those employees who responded more positively to the twelve questions also worked in business units with higher levels of productivity, profit, retention, and customer satisfaction. This demonstrated, for the first time, the link between employee opinion and business unit performance, across many different companies.'

(Marcus Buckingham and Curt Coffman: *First, Break All the Rules*, Simon and Schuster, 1999)

Although these findings relate mainly to the private or corporate sector in North America, they provide valuable insights into motivating factors in all organizations.

It is not too difficult to rephrase some of the questions to 'contextualise' them for your role in Girl Guiding/Girl Scouting.

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

Discussion

MOTIVATING OTHERS: HOW DO I RATE?

1. Consider the 12 questions above and assess how many you could answer 'yes' to. You may choose your work or your **Girl Guiding/Girl Scouting** role.
2. Reflect on the extent to which the number of 'yes' answers you give affects your own personal level of motivation.
3. Consider how your own levels of motivation would increase with additional 'yes' responses. What specific actions might you be able to take to stimulate your own boss or leaders to adapt their approach to raise your level of motivation?
4. Now, what about those whom **you** lead? How many 'yes' responses would they give? What actions might you take to enable them to increase these? What impact on their level of motivation might this have?

6.3 Identifying our motivational needs

McClelland's work on motivation can help us to identify which of four factors acts as a major driver for individuals at work. These factors are:

- Achievement
- Power or Influence
- Affiliation
- Security

GO TO

Individual Exercise 6.3

Individual

IDENTIFYING YOUR MOTIVATIONAL NEEDS

Discussion

MOTIVATION THEORIES

- What are the similarities and the differences between the theory of motivation as described by Abraham Maslow and McClelland?
- Give examples to show how they could be used.

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

By completing the exercise, from a personal perspective, you will be able to identify your own key drivers at work; you can also use it to assess what acts as key motivators for others in your team.

The results of the assessment are explored in some detail in the following summary.

Achievement

Need

- to achieve
- to outperform others
- to succeed
- for high level of performance
- for rapid career progress

How to Manage

- set realistic and challenging goals
- take calculated risks
- give responsibility once competent
- provide plenty of feedback
- work with others who will stretch the individual

Tips

- avoid too many rules/bureaucracy
- organizational preference - low conformity
- personal and career development important
- task focused
- interpersonal competencies may need developing

Power/Influence

Need

- Stage 1 Power - want to be associated with other powerful individuals
- Stage 2 Power - want to be in control and not controlled by others
- Stage 3 Power - want to control others so that I feel strong (Ego)
- Stage 4 Power - will take on power to accomplish something (Leadership)

How to Manage

- opportunities to be recognised
- appointment to powerful groups within the organization
- praise/recognise their expertise
- likes status tokens - big car etc!
- try to move them to Stage 4 Power

Tips

- often must have last word
- can be focused by working on a great cause/project
- may borrow your ideas!

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

Affiliation

Need

- to belong
- to be part of the team
- to work with others
- to socialise
- to be popular

Tips

- do not expect individuals to work a lot on their own
- others' personal feelings may be more important than achieving the task
- may take negative feedback very personally
- excellent networker
- what other people think or feel may be more important than facts and logic

How to Manage

- build a strong relationship
- work at your relationship
- place individual in project teams
- set tight goals to avoid too much socialising
- may need help in organising themselves
- give appropriate recognition
- as holistic an approach as you can manage

Security

Need

- to feel secure
- for details
- for feasibility studies
- to avoid risks
- to question change

Tips

- use their strengths to balance others' lack of data/logic
- not creative thinkers but they are good at using disciplined approaches
- excellent administrators
- may be viewed as pedantic!

How to Manage

- fact finder competencies
- great attention to detail work
- likes to monitor progress
- quality auditor
- will complete paperwork properly
- rules/regulations are there to be used
- to check impetuous ideas of others

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

6.3.1 McClelland's Theory of Motivation

The following table offers a quick guide to using McClelland's model of motivators with those for whom you have responsibility to promote a high level of motivation at work.

	Clues to Motivation	Actions to Promote Motivation	Actions to Avoid
Achievement Oriented	<p>The need to perform well at a particular task is concerned with:</p> <ul style="list-style-type: none"> - Meeting or surpassing standards of excellence - Making a significant and unique contribution 	<ul style="list-style-type: none"> - Agreeing measurable performance standards - Review performance regularly - Focus on results on contribution - Approach work in a systematic manner with plans to achieve 	<ul style="list-style-type: none"> - Being vague about desired results - Sporadic and unstructured discussions - Over supervision - Withholding sufficient authority to act - Unnecessary controls - Infrequent feedback

	Clues to Motivation	Actions to Promote Motivation	Actions to Avoid
Influence Oriented	<p>The need for power to influence or impress others. Is concerned with:</p> <ul style="list-style-type: none"> - Having control of situations - Ability through positions and circumstances to influence others - Recognition through status/position - Greater responsibility - Building a reputation 	<ul style="list-style-type: none"> - Ask them for ideas and suggestions - Let them present ideas - Demonstrate how they have influenced the situation - Give them the credit for success - Assign them a role and get that recognised by others - Keep them informed of major occurrences 	<ul style="list-style-type: none"> - Excluding them from your decision-making - Restricting their access to senior levels of management - Withholding of authority - Being autocratic with them

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

	Clues to Motivation	Actions to Promote Motivation	Actions to Avoid
Affiliation Oriented	<p>The need to establish and maintain warm personal working relationships. Is concerned with:</p> <ul style="list-style-type: none"> - Being part of a group or team - Being liked and accepted - Being involved with others in the work situation - Minimising the degree of conflict 	<ul style="list-style-type: none"> - Showing interest in their personal circumstances - Sharing information with them - Emphasising the 'we' - Establishing work group discussions - Ensuring some social contact - Recognition of their 'role' within the team 	<ul style="list-style-type: none"> - Being abrupt or cold - Irregular contact - Physical isolation - Restrictive communication flow - Being overly critical of others

	Clues to Motivation	Actions to Promote Motivation	Actions to Avoid
Security Oriented	<p>Security Oriented The need to feel secure at work is concerned with:</p> <ul style="list-style-type: none"> - The validity of their contribution - Recognition of their knowledge and skills - Financial soundness of the company 	<ul style="list-style-type: none"> - Building confidence through recognition of effort - Concentrating on strengths - Providing information regarding the future - Encouraging their ideas and suggestions - Open praise to others about them 	<ul style="list-style-type: none"> - Generating uncertainty - Placing them in perceived risk situations without full support - Isolation through infrequent communication - Underrating their capability

From reflecting on the material in this section, you should have a clearer idea of some specific actions you can take to motivate your team to achieve excellent results.

Try the next task to test your understanding.

Discussion

ACTIONS TO MOTIVATE THE TEAM

What are some of the key actions you should take as a leader to ensure high levels of motivation in your team?

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

At HMGC (Hawker Market Girls Centre), they learn environmental education, vocational skills, health education, and entrepreneurship. By using the skill acquired, the girl becomes empowered economically by being in a position to be able to earn a living through employment or starting own businesses.

Description of one of the candidates for the 2008 prize from The World Challenge, a global competition aimed at finding projects or small businesses from around the world that have shown enterprise and innovation at a grass roots level. Funded by the BBC World News and Newsweek Magazine.

6.4 Review on motivation

1. We know that people feel motivated when they feel valued. As a leader, you will be able to demonstrate that you value your team by:
 - Holding short but regular meetings to check progress
 - Demonstrating your interest in what team members consider important
 - Creating and sustaining a climate of approval and co-operation
 - Ensuring that each individual understands the importance of their particular contribution to the team's objectives
 - Making sure that each individual understands the purpose and goals of the project, and why they matter
2. People's motivation stays high when they have the chance to develop in the job. As a leader, you will be able to facilitate this by:
 - Providing access to on-going training to develop individuals' levels of competence
 - Arranging and facilitating all essential internal and external communications and contacts
 - Developing networks
 - Agreeing together realistic, relevant yet challenging targets
3. A key motivator is the recognition of an individual's achievements. As a leader, you can make this happen by:
 - Praising and communicating individual and team success internally and externally
 - Reporting progress to key individuals within the organization and passing their praise back to the individuals or team
 - Holding regular coaching/mentoring (see page 63) sessions with individuals to monitor their progress towards the achievement of their targets
4. Finally, the chance to respond to a challenge also acts as a motivator to individuals. As a leader, you can provide challenge by:
 - Involving team members in the establishment of the team's objectives
 - Developing team autonomy
 - Ensuring that individuals are empowered to take the maximum amount of responsibility possible
 - Monitoring an individuals' progress and establishing opportunities for growth and development
 - Fostering and encouraging ideas and challenges

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

6.5 Mentoring and coaching as motivation techniques in leadership

It is one thing to identify needs and decide on motivation, it is quite another thing to encourage motivation.

While traditional motivation techniques include both appraisal and threatening (the carrot and the stick), postmodern motivation techniques, related to Appreciative Leadership and Positive Psychology, focus only on appraisal.

Coaching and mentoring are both learning, communicating and motivating techniques to support the individual in her efforts to achieve set goals.

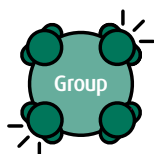
Coaching and mentoring are described in more details in the Communication module; the same techniques are core elements in the whole WAGGGS Leadership Development Programme.

	Coaching	Mentoring
Time	Short term	Long term
Knowledge	The coach does not need to know much about the subject	The mentor is experienced on the subject to be learned
Communication form	Asking questions Changing prejudices Positive appraisal	Telling stories Supporting Proving the realism of achieving goals
Concerning the learner's...	Specific task need	Life

Motivating uses many kinds of positive communication, including the use of motivating words. Be careful with words like 'always, never, everybody, but' etc.

GO TO

Group Exercise 6A



MOTIVATION EXERCISE

Understanding Leadership

6. MOTIVATING OTHERS (Contd)

6.6 Empowerment

Empowerment is a very strong and positive participation force in between motivating and delegating. Delegating power means that you put your trust in people's capacity to lead themselves.

Empowerment is especially used as a motivation technique when the people involved are preventing themselves from taking action for any reason, i.e. they have low self esteem or are overwhelmed by too many failures in life.

Empowerment means consciously handing over and sharing the authority for decision making between people; everybody is more enthusiastic of carrying out a task that she decided and wanted to do personally.

Empowerment can be a team power. Think of a sports team in the match. Everyone takes care of their personal responsibilities for the mission of the team.

Those involved in the task can have different levels of participation:

- Full participation – working together, motivating each other in mutual motivation
- Partial participation – consulting and supervising each other
- Non-participation – merely communicating trusting that those involved can manage by themselves

There can be multiple purposes of empowerment:

- Development of positive self-image
- Development of more critical or analytical understanding of a political or social environment
- Development of resources for action

'Empowerment begins when they change their ideas about the causes of their powerlessness, when they recognize the systemic forces that oppress them, and when they act to change the conditions of their lives'

(Bookman and Morgen (1988) Women and the Politics of Empowerment)

Learning Log

WAGGGS Leadership Development Programme

Understanding Leadership

7 DELEGATING

Sharing the tasks of your group will imply that you motivate/involve/empower rather than just delegating (a sharing act rather than a task of merely giving tasks away)

Delegation involves giving part of the work to a specific individual (or a small sub-group) within the team. The essential elements of effective delegation are:

- Authority
- Responsibility
- Resources
- Support

to complete the work given.

This must all be given to the individual/sub-group taking on the work, whilst

- Accountability for the results

rests with the Team Leader.

For delegation to work, open and clear communication is crucial; those taking on the work must be able to ask questions, to get answers, and to raise 'alarm bells' in advance if a problem becomes too serious or goes beyond the limits of their responsibility.

REVIEW

Some reasons for delegating tasks to other team members include:

- Making effective use of time
- Freeing up the Team Leader to take a more strategic, less operational role (remember the position of the Leader in Adair's Action Centred Leader model)
- Enabling work to be 'broken' down, with individuals taking specific responsibility for specific tasks
- Encouraging creativity in problem solving by including other perspectives
- Providing an opportunity for individual learning and development by enabling members to try out new tasks and activities

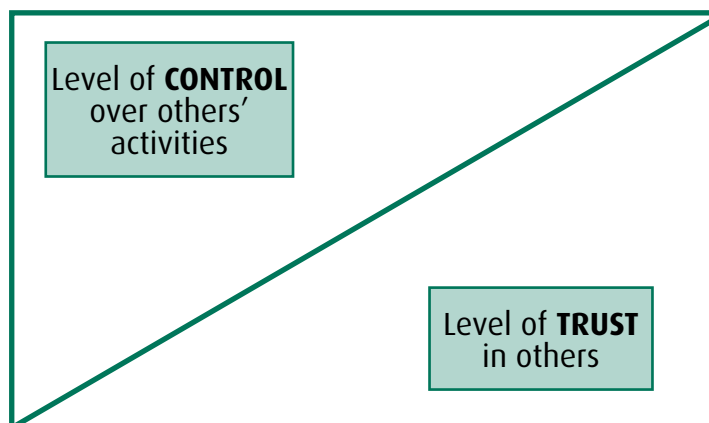
On the last point, it is essential to remember that in providing an opportunity for individuals to develop their skills, there needs to be access to on-going support. We will consider some support mechanisms below.

Understanding Leadership

7. DELEGATING (Contd)

7.1 How to delegate

In looking at how we should delegate tasks to others, first we need to look at the issue of CONTROL, and the balance between CONTROL and TRUST. The more or less we trust others to take on a task, then the less or more we will feel the need to control their activities. We can show this balance as follows:



This shows that, for there to be an increase in trust, there must be a decrease in control, and vice versa. It is not possible to increase trust and control simultaneously; therefore, by delegating a task to another person you are implicitly telling them that you trust them to do it. If you then apply stricter controls over the individual, you will cancel out the trust you have put in that individual.

In seeking to strike the correct balance between trust and control, the following four factors should be taken into consideration:

1. Your needs and concerns
2. Their needs and concerns
3. The task itself
4. The context, or operating environment

7.1.1 What form might your 'controls' take?

Depending on the activity or task which is being delegated and the gaps in the individual's experience, you might choose to negotiate some of the following 'controls':

- Job shadowing
- Specific additional training
- Reviewing all letters etc, before they are sent out
- Regular one-to-one meetings to check progress
- Sitting in on meetings, etc.

Obviously, the aim of the leader in delegating tasks to others is to look for ways of reducing the controls; this is usually achieved by recognising progress and validating the individual's additional skills and/or confidence. If you find you have to increase the controls, then it is possible that you have misjudged the individual's readiness to take on responsibility for the activity.

Understanding Leadership

7. DELEGATING (Contd)

The following table will help you to consider and apply these factors to your own situation:

FACTOR	ISSUES TO CONSIDER	ACTIONS
1. Your needs and concerns	<ul style="list-style-type: none"> • How competent a coach are you? • What is your leadership style? • How competent are you at doing the task? • How much uncertainty can you live with? • How comfortable do you feel with 'letting go'? 	
2. Their needs and concerns	<ul style="list-style-type: none"> • How competent are they now? • How long would it take them to learn all the skills required to get it right? • How long have they been doing their current job – do they need something new to stretch them? • How well will they adapt to doing something new or more difficult than they are used to? 	
3. The task	<ul style="list-style-type: none"> • How critical is the task? • How difficult is the task? • Who cares about the task (i.e. are key stakeholders directly involved?) • How large is the task? • Has it been done before by another member of the team? 	
4. The context	<ul style="list-style-type: none"> • How good is your relationship with the individual? • What is the history of the relationship? • What experience do you have of this person's work (quality, speed, style, etc?) • Will you work with this person again? • How much time is available for them to develop new skills (if required)? • Would it create a negative precedent in the team (or in the organization) if you were to delegate the task to this particular person? 	

The approach to effective delegation can be summed up by:

'Brain switched on, eyes open, but hands off'

For effective delegation, here is a simple eight step plan for you to follow.

Understanding Leadership

7. DELEGATING (Contd)

7.1.2 Steps to delegation

- 1 Identify the task that needs doing
- 2 List key requirements and essential characteristics for the task
- 3 Identify the individual to do the task
- 4 Match existing competence with task requirements (TRUST)
- 5 Identify the gaps
- 6 Decide how gaps will be filled (CONTROL)
- 7 Assign the task
- 8 Monitor progress

Discussion

MISSION, VISION AND DELEGATION IN WAGGGS

How do you think the Mission of WAGGGS can be carried out with the vision of developing volunteer – as well as career - leaders for a future world?

Learning Log

WAGGGS Leadership Development Programme

Understanding Leadership

8. LEADING CHANGE

More than anything, in today's world, leaders need to be community builders. They need to be able to encourage disparate groups of people to talk with one another. The skills of dialogue, bridging and making the most of difference, healing rifts, and discovering generative ways of moving forward are the key capabilities of leaders in today's world. These capabilities are clearly fostered by involvement in Scouting and Guiding.

Dr. Donna Ladkin,
Centre for Executive Learning and Leadership
Cranfield School of Management
Cranfield University, UK

In the world of today, no matter where we live, transition and change are constant. Often complex and subtle processes, change is fraught with uncertainty and the unexpected. It is, therefore, essential for an effective leader to have a clear grasp of the following issues in order to be effective in supporting the introduction and implementation of change. Some people even say that modern leadership is more about leading the change that will achieve the goals than reaching the set goals.

Through the story we construct, reconstruct and sometimes reinvent yesterday and tomorrow. Memory and fantasy merge during the process.

(Jerome Bruner: Making Stories)

Discussion

CHANGE

What is change?
What drives change?
Is change really necessary?
How will change improve things?
How do people respond to change?
How can I help people through the change process?
How ready am I for change?

By working through some of the questions raised in this section, you will be able to assess your current capacity to act as an effective leader of change, and to identify areas for development.

Understanding Leadership

8. LEADING CHANGE (Contd)

8.1 What is Change?

Here are some definitions of change for you to consider:

- 'Change is a process, not a conclusion'
- 'Change is a slow, deliberate, and sometimes frustrating experience'
- 'Change is the process of moving from the present to an improved situation'
- 'Change is the response to a problem'

Discussion

CHANGE EXPERIENCE

From your own experience of a particular change, and the impact it had on your life, frame your own working definition here:

.....

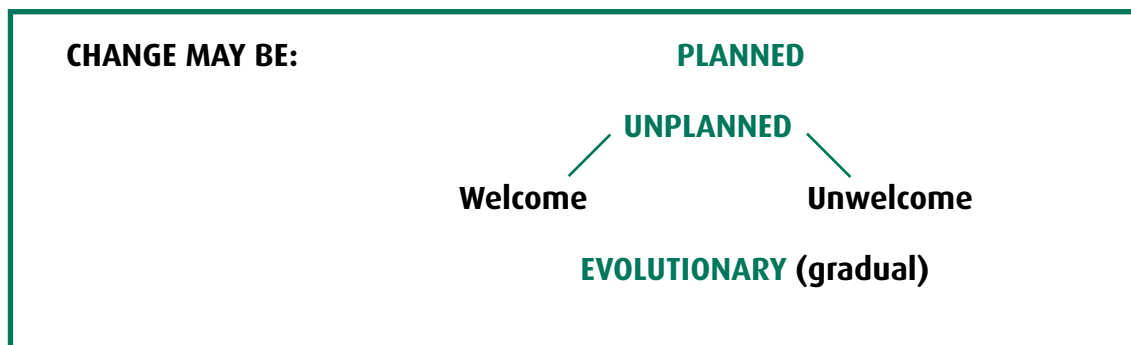
Reflect on that same experience of change and answer the questions:

- Does your statement identify change as being a positive or a negative experience?
- Did you enjoy the process of change?
- How much of the process were you capable of managing?
- How much of the process had you been involved in planning?
- To what extent were you able to talk to other people about what was happening to you?
- How did others perceive and react to the change?
- What did you gain – or lose – as a result of the change?
- How do you feel about the change now?
- What will you do next time you face a similar situation?

Understanding Leadership

8. LEADING CHANGE (Contd)

Depending on the kind of change you identified, you will have different responses to these questions, but it leads us to the point that change comes in three distinct phases:



This simple grid enables us to differentiate among different types of change. Some examples are included; you may like to add others from your own experience.

Type of change	😊	😞
Planned change	<i>Retirement</i>	<i>Redundancy</i>
Unplanned change	<i>Lottery win</i>	<i>Car stolen</i>
Evolutionary (gradual) change	<i>Taste for certain foods</i>	<i>Change in clothes size!</i>

Understanding Leadership

8. LEADING CHANGE (Contd)

8.2 Assessing the need for change

Before rushing into projects for change, it is vital to identify:

- Why is change necessary?
- What needs to change?

By spending time assessing why change is needed, as well as the nature and extent of the area for change, the leader gains knowledge and insights which will help to identify possible pitfalls and minimise risks. In some situations, it will be possible to identify a simple solution to a problem which will cause few, if any disruptions to the organization.

‘Time spent in reconnaissance is seldom wasted’.

All effective plans for change are based on an analysis of what kind of change is actually required. Deciding this is the first step to a systematic identification of what needs to change.

There are **three** basic kinds of planned change:

- Routine
- Improvement
- Innovative

Routine changes are those which are planned and built into how the organization operates. Because they happen on a regular basis, they are anticipated and don't provoke any undue anxiety. An example of a routine change might be the taking on casual staff during busy periods.

Improvement refers to change which adds benefit or value to what the organization already does. These are changes which build on the existing way of doing things rather than challenge them. They are designed to enhance or correct the current procedures and methods. People may feel threatened by improvement changes, but will nonetheless understand why they are necessary. An example of an improvement change might be the introduction of a new training programme to help people understand the issues around managing risk with young people.

Innovative changes profoundly alter the way in which an organization carries out its business. It requires people to rethink the way they behave and to alter long-standing patterns. These changes are usually designed with the future in mind, so some people may not immediately understand their purpose and may, therefore, resist them. An example of an innovative change might be changing the culture of an organization from 'blame' (it's always someone's fault when things go wrong) to 'no shame' (what can we all learn from this mistake?).

It is important to recognise what kind of change is required, because each kind needs a different strategy, and different levels of intervention and support by the leader.

Understanding Leadership

8. LEADING CHANGE (Contd)

Next we will explore the potential impact each kind of change will have on the organization in terms of:

- the time required to work through it
- the disruption to established routines and procedures
- the requirements for re-training/upskilling key personnel and others
- the level and intensity of leader actions to support the change

GO TO

Individual Exercise 8.1

Individual

CHANGE AT WORK

*Our deepest fear is that we are inadequate.
Our deepest fear is that we are powerful beyond measure.
It is our light, not our darkness, that most frighten us.
We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous?
Actually, who are you not to be?
You are a child of God.
Your playing small doesn't serve the world.
There is nothing enlightened about shrinking so that other people won't feel insecure around you.
We are born to make manifest the Glory of God that is within us.
It is not just in some of us, it is in everyone, and as we let our own light shine, we unconsciously give other people permission to do the same.
As we are liberated from our own fear, our presence automatically liberates others.*

(Marianne Williamson
'A Return to Love')

Discussion

STOP THE CHANGING WORLD?

Some say they do not want change. They want the world to stop.

Consider what would happen if the world stopped: children would not grow up, the tub would keep dripping, sun would keep shining all night, and you would not come closer to the ones that you are missing.

Do you still want the world to stop?

Understanding Leadership

8. LEADING CHANGE (Contd)

8.3 Recognising the drivers of change

The four most important factors which precipitate change are:

- A crisis - do something quickly or perish
- A vision - the future is ours, let's go for it
- An opportunity - something's come along which offers a great chance for us
- A threat - we'd better do something, or we might find ourselves with a major problem

Whatever the reason for change, by staying aware of what is going on, both within the organization itself and in the wider world, we can anticipate the need for change before it becomes an imperative; we can see change in terms of opportunity, rather than crisis or threat.

Understanding change means being sensitive to the specific environment in which we operate; it means constantly asking the question: 'What is going on out there, and how should we respond?'

There are two effective tools which you should use on a fairly regular basis to assist you to 'scan' the internal and external environments of your organization:

- (a) **SWOT** (**S**trengths, **W**eaknesses, **O**pportunities and **T**hreats) to identify critical factors within the organization which may be driving change
- (b) **PESTO** (**P**olitical, **E**conomic, **S**ocial, **T**echnological and any **O**ther) external factors operating in the wider environment which will influence and drive change

8.3.1 SWOT Analysis

The **SWOT** analysis looks at an organization from four different angles:

Status: Strengths, Weaknesses,
and future: Opportunities and Threats.

Here are some questions to get you thinking about the SWOT tool and how you might use it to conduct an internal scan of your organization.

Strengths What are we good at?
What is distinctive about us?
What do we do uniquely that others do not?
How well trained/motivated are our people?
How much do our 'customers' like us?
How well are we growing/consolidating?
How committed is everyone to excellence?
How innovative/creative/flexible is the organization?

Weaknesses: What are we bad at?
How relevant are our skills outdated?
How relevant are our values in today's world?
In what way does our organization reflect the community in which it is located?
How adequately resourced are we?
How inclusive are we?

Understanding Leadership

8. LEADING CHANGE (Contd)

Opportunities: What opportunities exist in our communities?
What new areas are opening up?
What opportunities are there for an increased in our services?
What opportunities are there to form strategic alliances/partnerships?
What global/national/regional/local initiatives could assist us?
What special skills do we need to have?

Threats: What threats might exist in the environment?
How can the political/economic climate change affect us?
How is our influence decreasing?
In what way are our distinct values being diluted through time?
Where could the next generation of leaders come from?
How our 'competitors' acting aggressively towards us?
In what way our 'customers' moving on to different services?
What potential growth/expansion/diversification do we have?
How 'expensive' is the requirement for compliance going to be?

GO TO

Individual Exercise 8.2

Individual

SWOT ANALYSIS OF THE ORGANIZATION

REVIEW

By reflecting on your SWOT analysis, you will be able to detect trends and developments which will affect the direction in which your organization is heading.

As a leader, you should respond to these trends and developments in much the same way as an experienced sailor will respond to a weather forecast, and take appropriate action for change.

8.3.2 PESTO Analysis

However, it is not only by looking inside the organization that we can detect trends which point us towards some kind of change. The external environment in which the organization operates will also provide clues about change drivers. Using the PESTO tool to take an external scan can alert us to both favourable and less favourable trends which will have some kind of impact on the organization.

The 'PESTO' factors will, of course, differ from organization to organization. However, you may identify some, or all, of the following:

P (political): Current or future global, regional, national or local legislation
Trends and developments within your own organization sector
'Joined-up' thinking across Governments at all levels
Government initiatives and changing priorities at all levels
Promotion and support of lifelong learning and development
Public/private finance initiatives

Understanding Leadership

8. LEADING CHANGE (Contd)

E (economic):	Economic trends at home and abroad; Financial support (or lack of) for NGOs Customer 'feel good/feel bad' factors;
S (social):	Public attitudes to environmental issues; Global health issues and priorities 'Family friendly' work policies; Women's changing role in society; Dominance of the English language throughout the world; More informal, 'flatter' working relationships and structures; Greater empowerment of young people
T (technological):	Advances in information technology; Growth of e-communications; Sophisticated telecommunications; 'Global village' syndrome;
O (other):	'New face' at the top; Changes in organizational policy; Interest or 'passion' in a particular cause Influence of benchmarking initiatives

GO TO

Individual Exercise 8.3

Individual

PESTO ANALYSIS OF THE ORGANIZATION

Don't spend too much time deciding whether a particular factor should be labelled, for example, 'political' or 'economic'; put it wherever you want to. The important thing is to try to capture as many trends and developments as possible. Remember the key question:

'What is happening out there, and what does it mean for us?'

Whatever trends you have identified, it is clear that in the world of today change is part of everyday life. No matter what kind of organization, you will have been able to identify changes which will have an impact on the way your organization is expecting to perform in the 21st century.

Once you have identified potential drivers for change today, you will be able to plan for the impact of change long before it becomes a 'crisis' tomorrow.

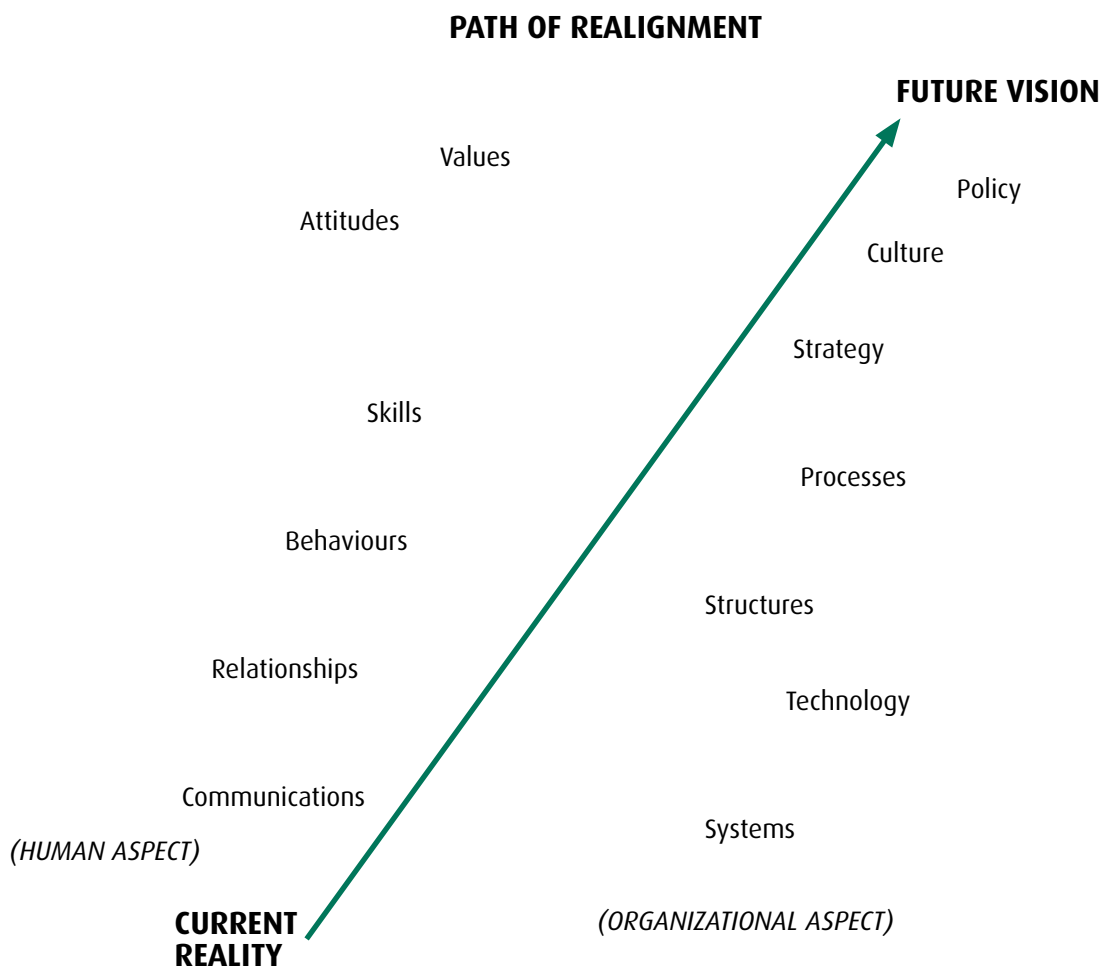
The external forces which drive change (identified in your PESTO) will also have an internal impact in four key areas of your organization. They will almost certainly affect:

- The **structure** of the organization, its culture, values, policies, procedures and processes
- The **services** supplied by the organization
- The **technology** of the organization; its information communications technology; its physical resources;
- The **people** who work for the organization; their motivation, their competence and their commitment.

Understanding Leadership

8. LEADING CHANGE (Contd)

Each of these areas will need to realign from the current reality to the change; if you merely 'fiddle' with one aspect, it is unlikely that the change will be sustained.



What this means is that the process of change will have an impact on every aspect of an organization; realignment means affects every aspect of the organization so that it moves towards the vision of where it wants to be as a result of the change.

In assessing the need for change, the following situation analysis summary provides a tool to enable those responsible for the change strategy to focus on a set of key questions before actually committing to a specific course of action. This analysis emphasises the value of acquiring and interpreting information to determine the nature and extent of the proposed change.

Understanding Leadership

8. LEADING CHANGE (Contd)

8.4 Situation analysis for change

Key Questions	Information needed (and from where?)
1. What is our collective vision of the future?	<ul style="list-style-type: none"> • Aspirations and expectations of all key stakeholders
2. What is happening in the wider environment?	<ul style="list-style-type: none"> • PESTO information
3. What are the key issues and trends that are of particular concern to our organization?	<ul style="list-style-type: none"> • Information from all stakeholders
4. What are the root causes of these trends and issues?	<ul style="list-style-type: none"> • Research findings, conclusions, analysis of root causes to deepen understanding – cause and effect
5. What is our own level of understanding of these issues?	<ul style="list-style-type: none"> • Identify areas where we need access to more information • Identify areas where more research is needed
6. What do we need to understand better before we can make any decisions?	
7. What other organizations are working actively in the same area as us?	<ul style="list-style-type: none"> • Information about the scope, role, capacity and potential of other organizations
8. What can we learn from them?	<ul style="list-style-type: none"> • Information about what has worked for them, and what has not
9. What issues should we address?	<ul style="list-style-type: none"> • Information to determine: <ul style="list-style-type: none"> - relevance - competitive advantage - feasibility - resource availability - potential allies/partners
10. Are we organised effectively to respond?	<ul style="list-style-type: none"> • Analysis of assessment of our ability to deliver and what needs to be changed

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Understanding Leadership

8. LEADING CHANGE (Contd)

8.5 Identifying and promoting the benefits of planned change

What exactly do we mean by planned change? It means introducing a significant planned alternative to how the organization does things now in the expectation that it will bring tangible 'bottom line' benefits. Planned change strategies are designed to fill performance gaps, solve problems, satisfy critical organizational needs and make sustainable improvements to an organization's performance.

Obviously, the more we are able to **plan** for change, to be in **control** of the impact on change on our lives, to have **support** from others as we master the process of change, and to identify **benefits** for ourselves from any change, the more likely we are to find change a positive and rewarding experience.

So when we realise an acceptable meaning of the change, and when we identify our own role as part of the change process, we are more likely to work for it and empower others to do the same.

It is when change is thrust upon us, when we lose control, feel isolated and unsupported, and can see no personal gains for ourselves, that we continue to resist it. We pretend it's not happening, opt out, and even, try to sabotage the change efforts.

Although it is not always possible to predict change, the more we are able to plan for changes, the more effective we will be at dealing with it.

It is recommendable to think of the different roles and opinions of stakeholders involved when introducing change. We must be able to describe the benefits for each role with the aim of being prepared for any objection to the change.

The stakeholder roles are expressed either by their activity, their speaking (but not acting) or in their thoughts (but not spoken nor acted upon).

6 roles of a Stakeholder

<i>Stakeholder expression/role</i>	Thinking	Talking	Acting
For	<i>'Follower'</i>	<i>Defender</i>	<i>Fellow player, partner</i>
Against	<i>Passive opposition 'Ticking bomb'</i>	<i>Sceptic 'Devil's Advocate'</i>	<i>Opponent 'Saboteur'</i>

Changing the opinion of a stakeholder means addressing them and asking for their opinions, the more active the better. A thinker has to be asked, a talker needs discussion and arguments as well as engagement to be active, and an actor should be asked to reflect on her activities. So you see you might provoke a move to a different role (in the table above) and a change of opinion.

When describing the change you should aim to express at least one benefit for each group of stakeholders to make them feel ownership and empowered by the change.

In summary, planned change takes some of the guesswork out of the future. It energises an organization, and helps to discover and exploit the untapped talents and creativity of its people.

GO TO

Individual Exercise 8.4

Individual

BENEFIT ANALYSIS OF A CHANGE

Understanding Leadership

8. LEADING CHANGE (Contd)

REVIEW: The benefits of planned change

You might have identified some, or all of these factors:

- It provides a framework for leaders to guide the change process from start to finish
- It fosters innovation, creativity and responsible risk taking
- It supports continued growth, prosperity and organizational identity
- It helps organizations to remain competitive in the market place
- It reduces errors, mistakes and shortcomings
- It reinforces the concept of a high quality service being generated by a skilled and committed workforce
- It saves time and money, and conserves energy and resources
- It provides a climate in which everyone is a learner

Finally, from the perspective of the leader, it enables the organization to identify:

When

Where

How

to plan the most appropriate interventions to support change.



Understanding Leadership

8. LEADING CHANGE (Contd)

Leading and taking part in planning a change enables individuals:

- to be proactive;
- to buy into the vision;
- to communicate the vision - the 'how things will be' message - to others
- to deploy a range of learning strategies to support others through the planned change

It also assists the leader to be able to plan how to deal with specific challenges during transition and change. Amongst these will be plans to:

- Agree specific roles and responsibilities of everyone involved
- Influence key players to make a constructive contribution
- Ensure that all those affected by the change will have the capacity to change as well
- Learn from the process, from success and from failure
- Set and measure results
- Adapt, amend - and even change! - the change plan

Whatever aspect of planning for change you are considering, it is probably useful to remind yourself of the seven key steps for all planning activities:

Step 1	Define your goals
Step 2	Collect all relevant information
Step 3	Select the best method or approach
Step 4	Develop the plan
Step 5	Implement the plan
Step 6	Monitor the implementation
Step 7	Follow up the results

8.5.1 Tracking the impact of change on others

Any significant improvement or innovative organizational change will send ripples (or tidal waves, depending on the impact of the change) throughout the whole organization. People's work patterns will be disrupted; they will be, alternately, excited, apprehensive, fearful, and distressed.

Everyone responds to change in different ways. Attitudes to change will be skewed particularly by whether or not they were involved in the decision to change in the first place. If they perceive that the change poses threats, they will respond as if it is actually threatening. On the other hand, if the change looks like a natural process of growth and development, people will have a much more positive attitude.

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Understanding Leadership

8. LEADING CHANGE (Contd)

Before we look more closely at the process of transition and change, try this activity to identify the impact that change can have on people at work.

GO TO

Individual Exercise 8.5

Individual

EMOTIONS RESULTING OF A CHANGE

REVIEW

Whatever examples you have selected from your own experience of change at work, you will probably have identified occasions when you, or others, have expressed some, or all of these emotions.

It is part of being human to be apprehensive about change; we are much more comfortable with what is familiar, known and safe.

Now, reflect on what might be an effective response to the emotions people experience as they move through transition and change; how many of your suggestions involve some aspect of **communication**:

- Listening
- Clarifying
- Repeating the message
- Asking/answering questions
- Briefing

On-going access to clear and reliable information is the key to supporting people through transition and change.

'Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures.'

John F. Kennedy

Understanding Leadership

8. LEADING CHANGE (Contd)

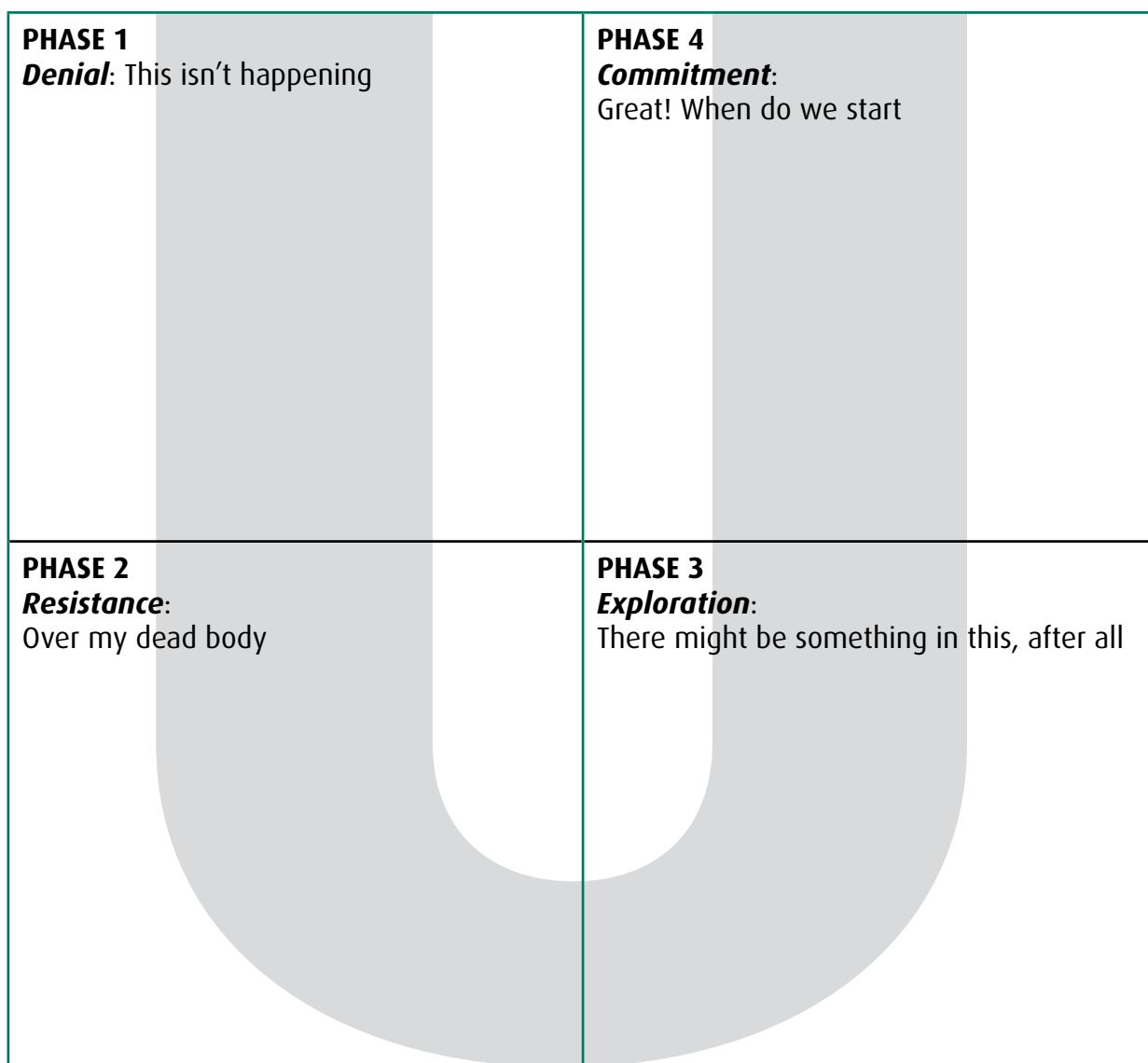
8.6 Change Curve Model: the four phases

There are many models around which demonstrate the range of different emotions people experience during transition and change.

We are going to explore one of the more 'simplistic' models to assist our understanding of the change process.

This model was developed by Jaffe and Scott who describe it as The Change Curve Model.

In this model, they assert that when experiencing change, those affected by it will undergo what is a four phase process which looks like this:



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8. LEADING CHANGE (Contd)

Like many models, this makes the process seem simplistic; the reality is not so!

Firstly, each phase is not necessarily equal in time, intensity or impact. Nor is the process a step-by-step sequence.

It is possible, for example, to move to and from, backwards and forwards as the particular situation determines and people become more (or less) clear and confident about their own positions.

With these reservations in mind, the change curve model is based on these five principles of change:

1. Change is an on-going process rather than a single event
2. There is a progressive sequence of behaviours each of which needs to be experienced and mastered in order to become effective in operating in a changed environment
3. Seemingly negative behaviours such as denial, apprehension, anger and resistance are normal and adaptive elements in the change process
4. There are specific strategies available to facilitate individuals' mastery of change
5. The progression of change phases represents opportunities for learning, growth and responsible risk taking.

In order to understand more about the impact of change on others, we will now take a closer look at how people are likely to behave in each of the four phases.

We can divide the model into:

OPPORTUNITY
Exploration and Commitment

DANGER
Denial and Resistance

Here are some of the signs, symptoms and consequences of each phase.

	<i>People in this phase</i>	<i>Consequences</i>
<i>Commitment</i>	<ul style="list-style-type: none"> • Feel confident and in control • Feel comfortable with the change • Are up to speed on the technical side of the change • Know they are through the change • Have worked to achieve success • Work effectively • Take personal responsibility for achieving results • Know what they are doing and agree on how to get the job done • Feel more mastery and less stressed 	<ul style="list-style-type: none"> • High performance • Achievement of the desired results for the organization • Focus on continual improvement

Understanding Leadership

8. LEADING CHANGE (Contd)

	<i>People in this phase</i>	<i>Consequences</i>
<i>Exploration</i>	<ul style="list-style-type: none"> • Are energetic • Seek new ways of doing and thinking • Seek to learn and discover possibilities • Want to solve problems • Create a vision of what the future can be • Take risks and try new things • Generate lots of ideas • Work together and seek help from each other • Have trouble staying focussed <p>People in Exploration will say things like:</p> <ul style="list-style-type: none"> • 'Let me see what I can do about this ...' • 'I have some ideas about the whole thing ...' • 'Maybe there is a way to do this well ...' • 'We can make it work if we pull together ...' 	<ul style="list-style-type: none"> • People are finally ready to learn and plan seriously for the future • Groups and individuals begin to consider what they can do • People believe they can make it • Energy is released

	<i>People in this phase</i>	<i>Consequences</i>
<i>Resistance</i>	<ul style="list-style-type: none"> • Ask 'Why me?' and 'What about me?' Show anger at the organization • Disparage or doubt the wisdom of decisions Complain • Believe the task is impossible • Feel overwhelmed and depressed • Refuse to go along ('over my dead body') • Become quiet and passive • Feel that there is nothing they can do. Say 'This will never work – they don't know what they are doing' • Say 'It's unfair' <p>Resistance is not always out in the open. This is especially true when the organization does not consult its people. It may be expressed indirectly in the form of responses, such as:</p> <ul style="list-style-type: none"> • We've already tried that and it didn't work • We're too busy • We'll need to move on this very carefully • We need more information • We're waiting for others' suggestions 	<ul style="list-style-type: none"> • Provides time to ventilate and express negative feelings about the dislocation and disruptions • Provides time to psychologically regain balance and sense of control • Creates visibility, leading to taking concerns seriously • System is challenged • Change process is slowed down • Outcomes of change are influenced • Avoiding testing oneself in a new situation • Avoiding accountability • Provides time to look for opportunities in the new order

Understanding Leadership

8. LEADING CHANGE (Contd)

	<i>People in this phase</i>	<i>Consequences</i>
<i>Resistance (group/team)</i>	<p>A group or team in Resistance will behave in this way:</p> <ul style="list-style-type: none"> • Not starting a project • Waiting for further direction • Not taking any initiative • Challenging new ideas • Criticising anyone who attempts to act constructively • Bringing up past failures • Questioning the abilities of the organization's decision makers • Displaying low morale and energy for the task • Not wanting to do any work 	

	<i>People in this phase</i>	<i>Consequences</i>
<i>Denial</i>	<ul style="list-style-type: none"> • Avoid the topic of the change as much as possible • Are 'in limbo', do not take initiative, and appear unconcerned • Act as if nothing is happening • Only do routine work • Shut down any natural curiosity • Will not look outside their own narrow area of responsibility • Focus on small details and ask 'nit-picking' questions • Blame others for any problems • Challenge information or methods used in decision making 	<ul style="list-style-type: none"> • Delay of the inevitable • Slow down (or complete shut-off) of information flow • Lost opportunities • Poor planning • Undermining of changes required

By spending time to reflect on your own experience of change as you passed through each phase, you will be able to develop effective leader strategies to support people through the challenge of transition and change.

Understanding Leadership

8. LEADING CHANGE (Contd)

Discussion

SUPPORT STRATEGIES

Reflect on the previous section and identify the kind of actions you would take in your role as a leader.

If you encounter **Denial**:

If you encounter **Resistance**:

To encourage **Exploration**:

To gain **Commitment**:

REVIEW

These are some of the actions you might have identified.

Denial:

- Provide lots of information and facts
- Be clear when communicating that change will happen
- Explain what will happen, why it will happen and when it will happen
- Suggest actions people may take to become more familiar with what's going to happen
- Give people plenty of time
- Meet people regularly to talk things over, as individuals or in groups

Commitment:

- Develop long-term goals together
- Concentrate on winners and team-building
- Acknowledge and reward people
- Develop new 'rituals'
- Keep people together

Resistance:

- Listen
- Provide feedback
- Reiterate the reasons for and the benefits of change
- Accept feelings
- Suspend judgment
- Provide support
- Encourage people to express their feelings

Exploration:

- Define and focus on achievable priorities
- Provide support by getting actively involved
- Monitor progress
- Go for short-term goals
- Stimulate people by brainstorming their ideas
- Do not say 'no' too quickly
- Stimulate the generation of new energy

Understanding Leadership

8. LEADING CHANGE (Contd)

8.7 Evaluating personal attitudes and behaviour in relation to change

In order to be an effective leader of change for others, we have to understand our own behaviour and attitudes to the process of change.

Here is an activity to get you thinking about this.

Discussion

CHANGE AND ME

Suppose that a major change is to be introduced in your organization; imagine what it might be and how you will be involved.

Try to predict what might happen by answering the following questions about the process.

What will be your role? Try to imagine it.

How would you involve those people for whom you are responsible?

What methods of communication will be involved?

What kind of learning and development should take place?

What expertise is required? Is it available?

How do you think you will react?

How enjoyable or difficult do you think you will find the process? Why?

What can you foresee this change will mean for your job – and for your life?

What opportunities and challenges are there for you in the change process?

From undertaking this personal reflection, it is possible to assess our own potential as a leader of change for others.

Understanding Leadership

8. LEADING CHANGE (Contd)

In summary, there are five key dimensions to effective change leadership which we need to develop.

- Modelling the change
- Communicating about the change
- Involving others in the change
- Helping others break from the past
- Creating a supportive learning environment

GO TO

Individual Exercise 8.6

Individual

SELF EVALUATION EXERCISE

The activity will assist you to assess your strengths in each of these areas and to identify areas for development as you seek to enhance your effectiveness as a leader of change within your organization.

The self audit on your effectiveness as a leader in the process of change and transition can enable you to identify against the separate components of the change leadership in which you are already performing effectively, and those which offer development opportunities for you.

Learning Log

Understanding Leadership

APPENDIX 1 INDIVIDUAL EXERCISES



Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 1.1
THE STORY OF MY LEADERSHIP		
INDIVIDUAL WORK		GROUP WORK
OBJECTIVE <ul style="list-style-type: none">• To describe your journey to your current stage of leadership• To make you consciously aware of how you learn and develop your leadership		
EXERCISE <p>Think of your life until now like a walk along a road. When were you leading, and when were you led by others?</p> <p>When did you lead a group of people - or yourself - when working on a project or a task?</p> <p>Describe the situations when you have been a leader, and how it went.</p> <p>What was successful, and what would you change if the same situation occurred again?</p> <p>Did you use known leadership tools or theories – and in what way were they useful?</p>		
RESULT <p>Note the personal learning you gained while describing your story of leadership.</p>		

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 2.1
LEADERSHIP MEANS TO ME....	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none">To be aware of your own perception of the terms leader and leadership.	
METHOD <p>Thinking of the leaders you have met and perhaps have been yourself, how would you describe what A leader is:</p> <p>A leader does:</p> <p>Next, what do you think leadership is? Before you work through the next sections of the workbook to identify essential leadership characteristics, write here what you think 'Leadership' is all about (do not use the words 'lead' or 'leader' in your definition).</p> <p>Leadership is:</p>	

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 2.2		
MY LEADERSHIP COMPETENCES				
INDIVIDUAL WORK		GROUP WORK		
EXERCISE Describe your leadership competencies according to the competency levels and the Bloom Taxonomy.				
METHOD 1. Think of what you KNOW about leadership and when and where you got the knowledge. Give examples of situations where you actually used this knowledge; describe examples in the list below or use your learning log				
Leadership	What	When	Where	Used
Competency Awareness,				
Experience				
Knowledge				
Skills and tools				
Development of methods and systems				
Delivering to to others				
2. Which of these competences would you like to develop? How could this happen?				

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

<div> <div>UNDERSTANDING LEADERSHIP MODULE</div> <div>Exercise 2.3</div> </div>	
<div>LEADERSHIP QUALITIES</div>	
<div>INDIVIDUAL WORK</div>	<div>GROUP WORK</div>
<div>EXERCISE</div> <p>Develop, describe and consider your own leadership qualities, and how you and others benefit from them.</p>	
<div>METHOD</div> <p>Think about leaders, past and present, those whom you know personally and those whom you have read about. From this reflection, list what you think are the essential qualities of an effective leader below:</p> <ul style="list-style-type: none"> <p>Now, from the list you have compiled above, identify three of the qualities that you consider you demonstrate strongly, and three in which you consider you are weakest.</p> <div> <div>Strongest:</div> <div>Weakest:</div> </div> <div> <div>1.</div> <div>1.</div> </div> <div> <div>2.</div> <div>2.</div> </div> <div> <div>3.</div> <div>3.</div> </div>	
<p>How do you use your strongest leadership qualities in your role as a Leader in your current role?</p> <p>What opportunities does your current role as a Leader offer in order to develop your weakest leadership qualities?</p>	

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 3.1
ARTICULATING YOUR VISION		
INDIVIDUAL WORK		GROUP WORK
EXERCISE Try this task to assess the extent to which you are able to capture your vision for your organization and communicate it to others.		
METHOD Look ahead into the future – five or ten years ahead – and answer the following questions. This is your own personal vision for your organization; it doesn't matter if you are not the key individual who will have to make it happen. The exercise is designed to develop your skills in identifying your vision, and then communicating it. When you have answered the questions, try out your ideas with a colleague or friend and check whether they have been able to 'see' your vision in the way you imagine it to be.		
Answer the questions: <i>Start by setting a date for reaching the vision in one, five, ten or more years from now.</i>		
What would you like to see your organization become?		
What kind of 'customers' could it have?		
What reputation would it have?		
What contribution could it make?		
What values would it embody?		
What mission would it have?		

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 3.1
ARTICULATING YOUR VISION (Contd)	
INDIVIDUAL WORK	GROUP WORK
<p>What would its physical environment look like?</p> <p>How would its people work together?</p> <p>How would its people handle good and bad times?</p> <p>What would the organization bring you and others?</p>	
<p>REVIEW:</p> <p>First of all, review the task by reflecting on and responding to these questions:</p> <p>How easy was it for you to describe – in words – your vision?</p> <p>How easy was it for you to project your imagination into the future?</p> <p>How easy was it for you to communicate it to another person?</p> <p>How easy was it for the person with whom you shared your vision, to understand it?</p> <p>To what extent was your listener persuaded by your vision?</p> <p>Which conveyed more about your vision to your listener – what you said, or how you said it?</p> <p>What have you learned about communicating your vision from this activity?</p> <p>Summary:</p> <p>The communication of our vision should express our own excitement and passion for it and a strong sense of personal commitment to it. It should be brief, yet full; it should be clear and vivid. It should engage and inspire others; above all, it should reach the hearts and minds of those who will hear it.</p>	

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 3.1			
TEAM LEADERSHIP STYLE QUESTIONNAIRE					
INDIVIDUAL WORK		GROUP WORK			
EXERCISE Examine each of these statements. Respond in the way you think you do, or will, behave as a team leader, using these symbols.					
METHOD A – Always (or nearly always) F – Frequently O – Occasionally S – Seldom N – Never (or practically never)					
1. I act as spokesperson for the team in front of senior managers.	A	F	O	S	N
2. I ensure that team members put in a 'full day's work for a full day's pay'.	A	F	O	S	N
3. I happily delay work if a team member wants to discuss personal problems.	A	F	O	S	N
4. I give the team members flexibility and freedom in their work.	A	F	O	S	N
5. I let the team know that I am 'keeping tabs' on their work to check quality.	A	F	O	S	N
6. I convince the team that my ideas work best.	A	F	O	S	N
7. I would be too busy to discuss a team member's career aspirations and developments with him /her.	A	F	O	S	N
8. I agree clear targets for work with the team.	A	F	O	S	N
9. I firmly deal with any conflict in the team before it escalates	A	F	O	S	N
10. I am prepared to change plans if the team insists.	A	F	O	S	N
11. I don't feel I need to give reasons for the decisions I make.	A	F	O	S	N
12. I consider carefully the way that the team can give individuals a chance to develop their team role	A	F	O	S	N
13. I make sure each person has plenty of variety in their work.	A	F	O	S	N
14. I speak for the team.	A	F	O	S	N

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 3.1				
TEAM LEADERSHIP STYLE QUESTIONNAIRE (Contd)						
INDIVIDUAL WORK		GROUP WORK				
15. I work hard in the team to help my chances of promotion.		A	F	O	S	N
16. I believe that people should be allowed to solve problems and make decisions without interference.		A	F	O	S	N
17. I would praise people only when they have performed very well.		A	F	O	S	N
18. If personal problems came up, I would listen sympathetically before continuing work.		A	F	O	S	N
19. I would set the team’s objectives.		A	F	O	S	N
20. I would not allow much initiative.		A	F	O	S	N
21. I would allow plenty of initiative to let people do the job the way they think best.		A	F	O	S	N
22. I take an interest in people’s families and their activities outside work.		A	F	O	S	N
23. When I arrange or give training, I ensure it’s really cost-effective in output of work.		A	F	O	S	N
24. I would never be available as a shoulder to cry on.		A	F	O	S	N
25. I sometimes feel weighed down with details.		A	F	O	S	N
26. I would discuss and agree objectives and targets with the team before agreeing with outsiders.		A	F	O	S	N
27. I would do favours for staff if asked.		A	F	O	S	N
28. I would coach my staff.		A	F	O	S	N
29. I would encourage individuals to develop their skills, for their personal benefit as well as the team’s.		A	F	O	S	N
30. I would check work regularly.		A	F	O	S	N
31. I would give the team my ideas before asking for theirs.		A	F	O	S	N
32. I would encourage people to make an effort in their work.		A	F	O	S	N

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE						Exercise 3.1				
TEAM LEADERSHIP STYLE QUESTIONNAIRE (Contd)										
INDIVIDUAL WORK						GROUP WORK				
33. I would encourage the group to feel that they were better than other groups.						A	F	O	S	N
34. I would identify and meet individual's training needs.						A	F	O	S	N
35. I wouldn't bother about bad conditions.						A	F	O	S	N
36. I feel that sticking to laid down procedures is important.						A	F	O	S	N
37. I would 'push' for high output from the team.						A	F	O	S	N
38. When someone made a mistake for the first time, I would choose to ignore it.						A	F	O	S	N
39. I would not normally allow people much independence.						A	F	O	S	N
40. I would not spend time discussing an individual's work with him/her.						A	F	O	S	N
41. I would delegate authority within the team.						A	F	O	S	N
42. I would allocate tasks within the team.						A	F	O	S	N
43. I would encourage the team to beat their own records of work.						A	F	O	S	N
44. I would offer help and counselling if a member wanted it.						A	F	O	S	N
45. I let the team dictate their own pace of work.						A	F	O	S	N
Interpreting the Team Leadership Style Questionnaire										
This table gives a numerical score for each answer. Ring your scores under the A, F, O, S, N letters and transfer the scores to the boxes. Then add up your totals for Ta, Te and Ind.										
	A	F	O	S	N		Ta	Te	Ind	
1.	2	1	0	0	0					
2.	2	1	0	0	0					
3.	2	1	0	0	0					
4.	2	1	0	0	0					
5.	2	1	0	0	0					
6.	2	1	0	0	0					
7.	0	0	0	1	2					
8.	2	1	0	0	0					
9.	2	1	0	0	0					
10.	2	1	0	0	0					
11.	0	0	0	1	2					
12.	2	1	0	0	0					
13.	2	1	0	0	0					

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE						Exercise 3.1		
TEAM LEADERSHIP STYLE QUESTIONNAIRE (Contd)								
INDIVIDUAL WORK						GROUP WORK		
	A	F	O	S	N	Ta	Te	Ind
14.	2	1	0	0	0	<input type="text"/>		
15.	2	1	0	0	0	<input type="text"/>	<input type="text"/>	
16.	2	1	0	0	0		<input type="text"/>	
17.	0	0	0	1	2			<input type="text"/>
18.	2	1	0	0	0	<input type="text"/>		<input type="text"/>
19.	2	1	0	0	0	<input type="text"/>		
20.	0	0	0	1	2		<input type="text"/>	
21.	2	1	0	0	0		<input type="text"/>	<input type="text"/>
22.	2	1	0	0	0	<input type="text"/>		<input type="text"/>
23.	2	1	0	0	0	<input type="text"/>		<input type="text"/>
24.	0	0	0	1	2	<input type="text"/>		
25.	0	0	0	1	2	<input type="text"/>	<input type="text"/>	
26.	2	1	0	0	0		<input type="text"/>	<input type="text"/>
27.	2	1	0	0	0			<input type="text"/>
28.	2	1	0	0	0			<input type="text"/>
29.	2	1	0	0	0			<input type="text"/>
30.	2	1	0	0	0	<input type="text"/>		
31.	2	1	0	0	0	<input type="text"/>		
32.	2	1	0	0	0		<input type="text"/>	
33.	2	1	0	0	0		<input type="text"/>	<input type="text"/>
34.	2	1	0	0	0		<input type="text"/>	
35.	0	0	0	1	2		<input type="text"/>	
36.	2	1	0	0	0	<input type="text"/>		
37.	2	1	0	0	0	<input type="text"/>		<input type="text"/>
38.	0	0	0	1	2		<input type="text"/>	<input type="text"/>
39.	0	0	0	1	2		<input type="text"/>	<input type="text"/>
40.	0	0	0	1	2		<input type="text"/>	
41.	2	1	0	0	0	<input type="text"/>		
42.	2	1	0	0	0		<input type="text"/>	
43.	2	1	0	0	0		<input type="text"/>	<input type="text"/>
44.	2	1	0	0	0			<input type="text"/>
45.	2	1	0	0	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL						<input type="text"/>	<input type="text"/>	<input type="text"/>

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 3.1
TEAM LEADERSHIP STYLE QUESTIONNAIRE (Contd)		
INDIVIDUAL WORK	GROUP WORK	
<p>Team Leadership Style Questionnaire</p> <p>Transfer your totals to the diagram below, to give a profile of your concerns for Task, Team and Individual.</p> <div style="text-align: center;"> <p>TASK</p> <p>TEAM INDIVIDUAL</p> </div>		

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 4.1
WHAT I HAVE LEARNED TODAY?	
INDIVIDUAL WORK	GROUP WORK
WAGGGS Our Rights Our Responsibilities Resource materials 2002-2008 'The Right to Learn' Activity 1	

UNDERSTANDING LEADERSHIP MODULE	Exercise 4.2
WHAT I HAVE LEARNED TODAY?	
INDIVIDUAL WORK	GROUP WORK
Activity 9 from the Our Rights Our Responsibilities 'The Right to Learn'.	

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 4.3
LEADERSHIP STORIES		
INDIVIDUAL WORK		GROUP WORK
EXERCISE To practice finding the benefit of a story about leadership experiences.		
METHOD Think of three different practical experiences of leadership <ul style="list-style-type: none">- one you have practiced as a leader yourself- one you have experienced by your leader- one you have heard of Make a short cartoon about the three experiences, ready to exchange with others. Look at the story from 'the other point-of-view' and note how the leadership could also have been practiced.		
Share your findings with other leaders from other organizations, nations or regions of WAGGGS, and compare similarities and differences.		

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 5.1
EVOLUTION OF OUR LEADERSHIP		
INDIVIDUAL WORK		GROUP WORK
EXERCISE Research the changes in the approaches to leadership within your Girl Guide/Girl Scout association through the history of the association.		
METHOD If possible, find leaders' handbooks from different periods of the life of your association – organize interviews with women who have been leaders in the association at different periods. Find out - what was the definition of leadership? - what was regarded as important for being an effective leader? - what approaches were the leaders and members expected to follow. Make a time line of how this evolved up until now?		
Share your findings with other leaders from other organizations, nations or regions of WAGGGS, and compare similarities and differences.		

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 6.1	
EVOLUTION OF OUR LEADERSHIP			
INDIVIDUAL WORK		GROUP WORK	
EXERCISE Rate yourself as a motivator of others. Try this quick test.			
METHOD			
<i>How good are you at:</i>	<i>Excellent</i>	<i>OK</i>	<i>Need to be Better</i>
Ensuring each individual member of your team knows what is expected and how performance is measured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing enough about the individuals in your team to understand the outcomes each values from the work and their motivational state?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing training and coaching to achieve objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing all necessary resources to achieve objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating or modifying jobs to develop their motivating potential?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognising and rewarding good performance and correcting or eliminating poor performance when it occurs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating a climate of openness in your team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When looking at your ratings, what reflections do you have?			

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 6.2				
ASSESSING YOUR THOMAS DIMENSIONS						
INDIVIDUAL WORK			GROUP WORK			
METHOD						
Rate your own Girl Guiding/Girl Scouting job on the five dimensions by circling the appropriate number for each:						
		LOW				HIGH
S	Skill variety	1	2	3	4	5
T	Task identity	1	2	3	4	5
T	Task significance	1	2	3	4	5
A	Autonomy	1	2	3	4	5
F	Feedback	1	2	3	4	5
<p>For any low rating, consider what could be done to improve the situation. How would that increase your motivation? Now consider a key team member's job and evaluate it in the same way. What could be done to work on any low rating? How would that increase the individual's motivation?</p>						

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 6.3
IDENTIFYING YOUR MOTIVATIONAL NEEDS		
INDIVIDUAL WORK	GROUP WORK	
METHOD Rate yourself against each of the statements below using the following designation. <ul style="list-style-type: none"> • A - Not really true of me • B - Sometimes true of me • C - Often true of me • D - Always true of me 		
	Statements	Rating
1	I like to set realistic challenges and get things done	
2	I tend to be non-assertive and warm	
3	I enjoy a good debate and like competing with people	
4	I am concerned about how others regard me	
5	I am systematic in my approach to tasks	
6	I am businesslike and like getting to the point directly	
7	I am visibly disturbed by indifference and avoid cool or cold people	
8	I like to take the lead in situations	
9	I like to have a high profile at work	
10	I am concerned that others see me as effective at work	
11	I am cautious about changes which will affect me	
12	I take great pride in a completed task	
13	I am good at taking risks	
14	I will quickly form an opinion and persuade others of its correctness	
15	I am concerned about the status I have	
16	I will begin conversations with a non-business discussion	
17	I am actively concerned about the happiness of others at work	
18	I tend to set targets which can be comfortably met	
19	I tend to react to others opinions rather than initiate opinion myself	
20	I will volunteer for leading positions	

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 6.3
IDENTIFYING YOUR MOTIVATIONAL NEEDS (Contd)		
INDIVIDUAL WORK		GROUP WORK
	Statements	Rating
21	I take every opportunity to present ideas/proposals to management myself	
22	I actively plan my own development and progression	
23	I look forward to performance reviews	
24	I actively seek the company of other people	
25	I will wait until I know people well before introducing my ideas	
26	I avoid conflict with others if possible	
27	I work hard to keep the conversation going and dislike silences	
28	I enjoy public recognition for what I have done successfully	
29	I like to act as a representative or spokesperson for a group	
30	I tend to play safe when making decisions	
31	I am concerned about the organization's financial soundness	
32	I like to set measurable targets	
33	I do not work well under close supervision	
34	I work hard to create warm personal relationships	
35	I lack confidence	
36	I tend to dominate conversations with my own views	
37	I prefer to work in group situations	
38	I enjoy new learning	
39	I react badly to criticism	
40	I show sympathy to those who are less fortunate	

Transfer the rating given in the questionnaire (A, B, C or D) for each statement to the matrix below. Assign points to each rating at the value:

A = 1 B = 4 C = 6 D = 10

The resulting scores will provide a profile of the individual's motivational needs in terms of McClelland's approach.

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE

Exercise 6.3

IDENTIFYING YOUR MOTIVATIONAL NEEDS (Contd)

INDIVIDUAL WORK

GROUP WORK

ACHIEVEMENT

Q No.	Rating	Value
1		
5		
6		
12		
13		
22		
23		
32		
22		
38		

POWER/INFLUENCE

Q No.	Rating	Value
3		
8		
9		
14		
15		
20		
21		
28		
29		
36		

AFFILIATION

Q No.	Rating	Value
2		
7		
16		
17		
24		
26		
27		
34		
37		
40		

SECURITY

Q No.	Rating	Value
4		
10		
11		
18		
19		
25		
30		
31		
35		
39		

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE

Exercise 8.1

CHANGE AT WORK

INDIVIDUAL WORK

GROUP WORK

EXERCISE

Think of three examples from your own experience which illustrate each kind of change: routine, improvement and innovative.

In the table below, column 1 shows four ways in which change can have an impact within an organization. Give each of your examples of change a score from 1 to 5, according to the degree of impact it had on these four areas, and place your score in the appropriate box in column 2, 3 or 4.

A score of **5** indicates a high degree of impact, and a score of **1** shows a low degree

Impact	Kinds of change		
	A Routine Change Event	An Improvement Change Event	An Innovative Change Event
Amount of time to achieve			
Amount of disruption to work flow			
Extent of development needs (training, coaching, mentoring, etc.)			
Intensity of leader support/intervention required			

REVIEW

You will probably find that in general your routine change will have the lowest scores and the innovative one the highest. The improvement change will vary according to how much it builds on existing activities, or emphasises new ideas.

You may even find out that this matrix exercise will help you to determine whether you had identified your kinds of change accurately. For example, even if a change looks highly innovative, but actually requires a low effort overall, it is probably more likely to be a routine change instead.

- The important learning point here is to recognise that it is always useful to consider:
- the degree of potential disruption in terms of time and established routines
- the extent to which key personnel will need to receive retraining/skills-building
- the level and nature of leader interventions, and where they need to be applied before launching any change effort

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 8.2
SWOT ANALYSIS - YOUR ORGANIZATION		
INDIVIDUAL WORK	GROUP WORK	
Use the questions at pages 74-75, and others of your own, to undertake a SWOT analysis of your organization in the grid below:		
METHOD		
STRENGTHS		OPPORTUNITIES
WEAKNESSES		THREATS

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 8.3	
PESTO ANALYSIS			
INDIVIDUAL WORK		GROUP WORK	
<p>This exercise is designed to help you to identify the trends and developments which are having, or will have, an impact on your organization.</p>			
<p>METHOD</p> <p>P (political)</p> <p>E (economic)</p> <p>S (social)</p> <p>T (technological)</p> <p>O (other factors)</p>			

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP
MODULE

Exercise 8.4

BENEFIT ANALYSIS FOR A CHANGE

INDIVIDUAL WORK

GROUP WORK

This activity is designed to help you identify the benefits of a planned change – according to the role of different stakeholders

1. Consider the individual and groups of stakeholders who could be involved in a planned change.
2. Use if convenient the table page 79 to identify the opinions and roles of your stakeholders
3. Make a list of benefits of the change for each of the role groups.
4. Consider how you will introduce the change to each of these groups, allowing them to think, talk and react.

6 roles of a Stakeholder

Stakeholder expression/role	Thinking	Talking	Acting
For	‘Follower’	Defender	Fellow player, partner
Against	Passive opposition ‘Ticking bomb’	Sceptic ‘Devil’s Advocate’	Opponent ‘Saboteur’

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 8.5	
EMOTIONS RESULTING FROM A CHANGE		
INDIVIDUAL WORK	GROUP WORK	
Change can affect people.		
<p>METHOD</p> <p>Below is a list of some of the emotions people feel as they experience transition and change.</p> <p>Reflect on your own experience of change at work, or in your Girl Guide/Girl Scout life to provide specific examples of these emotions, and how a leader might be able to make an effective response.</p>		
Emotion	Experience example	Leader response
Excitement		
Enthusiasm		
Curiosity		
Creativity		
Flow		
Fear		
Loss		
Discomfort		
Stress		

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 8.6
SELF EVALUATION EXERCISE	
INDIVIDUAL WORK	GROUP WORK
<p>The activity will assist you in assessing your strengths in each of these areas and to identify areas for development as you seek to enhance your effectiveness as a leader of change within your organization.</p> <p><i>(Adapted from: 'Leading Change at Every Level', Laurie Rebble Lebove; Publisher, Organization Design and Development, Inc.)</i></p> <p>The self audit on your effectiveness as a leader in the process of change and transition will enable you to gain a picture of your effectiveness against a total possible score overall.</p>	
<p>METHOD</p> <ol style="list-style-type: none"> 1. Think about a change for which you are presently responsible. It could be a change that you decided to initiate or a change that someone else asked you to implement. Write a short description of that change below. <p>The change I am thinking about is ...</p> <ol style="list-style-type: none"> 2. Below are several statements which describe behaviour during change. Please read each statement carefully. 3. Using the Response Key, decide how true each statement is of your behaviour in regard to the change you have identified above. Record your responses by entering the appropriate number from the Response Key in the box next to each statement. <div data-bbox="429 1438 861 1724"> <p>RESPONSE KEY</p> <p>Almost always True = 6</p> <p>Mostly True = 4</p> <p>Somewhat True = 3</p> <p>Mostly Untrue = 2</p> <p>Almost Always Untrue = 1</p> </div>	

Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 8.6
SELF EVALUATION EXERCISE (Contd)		
INDIVIDUAL WORK		GROUP WORK
Question	Response	
1. I have a clear idea of actions I can take to model the change.		
2. I am comfortable speaking with others about the change.		
3. As I lead the change, I find it easier to act first and explain to others later		
4. I encourage others to take an imaginative, experimental approach to rethinking the way we work.		
5. If someone makes a mistake related to the change, I work with him/her to work out how we can avoid having the same thing happen again.		
6. Before I do something related to the change, I pause and think about how my action might help others make the change.		
7. I get tired of communicating about the change.		
8. My first instinct when I am facing a complex problem related to the change is to seek input from others.		
9. I prefer to take actions that have a track record of success in this organization.		
10. I try to find ways for others to 'test drive' or rehearse parts of the change.		
11. I find it difficult to 'step outside of myself' to observe my own behaviour for consistency with the change.		
12. Before I talk to anyone about the change, I try to put myself in his/her shoes.		
13. In group discussions about the change, I solicit participation from others.		
14. I entertain suggestions that others might find unorthodox.		
15. When someone tells me about an unexpected problem with the change, I thank him/her for letting me know.		
16. I welcome feedback about my behaviour that is related to the change.		
17. I am comfortable talking about the change with people at all levels in the organization.		
18. If I am unable to use others' suggestions related to the change, I make sure they know that their input was carefully considered.		
19. I engage others in discussions that require them to question their assumptions.		
20. If we have a failure while implementing the change, I try to help others recognise and focus on what we learned from our experience.		

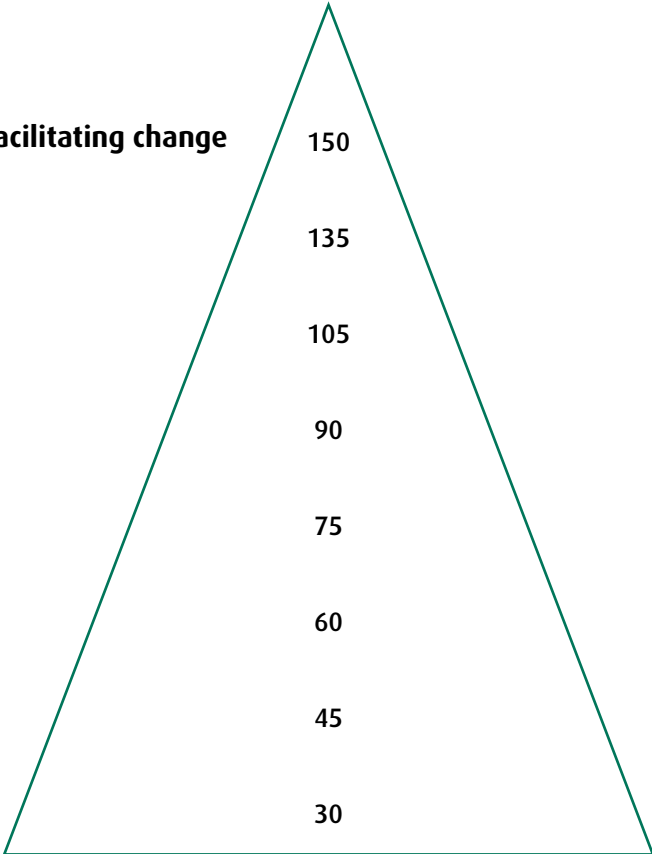
Understanding Leadership

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 8.6
SELF EVALUATION EXERCISE (Contd)		
INDIVIDUAL WORK		GROUP WORK
Question	Response	
21. I am comfortable having others look to me as a role model for the change.		
22. I am good at translating my organization's big picture of the change into everyday actions we can take in our work group..		
23. When talking with others about the change, I tend to ask a lot of questions.		
24. I play the devil's advocate with the present way of doing things.		
25. I help create an atmosphere where it is okay to admit you don't know something.		
26. Throughout my daily work responsibilities, I look for opportunities to demonstrate the change.		
27. I avoid communicating anything about the change until I am sure of what is going to happen.		
28. I like to work independently on the change and present my results to others only when I am finished.		
29. I do not accept others saying, 'this is the way we've always done it.'		
30. If someone has to choose between daily work responsibilities and going to training for the change, I encourage them to attend the training.		
Scoring your responses Total your scores for the following statement clusters:		
	Sub-total score	represents how effectively you
A 1, 6, 11, 16, 21, 26		Model change
B 2, 7, 12, 17, 22, 27		Communicate about change
C 3, 8, 13, 18, 23, 28		Involve others in change
D 4, 9, 14, 19, 24, 29		Help others break from the past
E 5, 10, 15, 20, 25, 30		Create a supporting learning environment
Total		
Now add each sub-total to determine your overall effectiveness score		

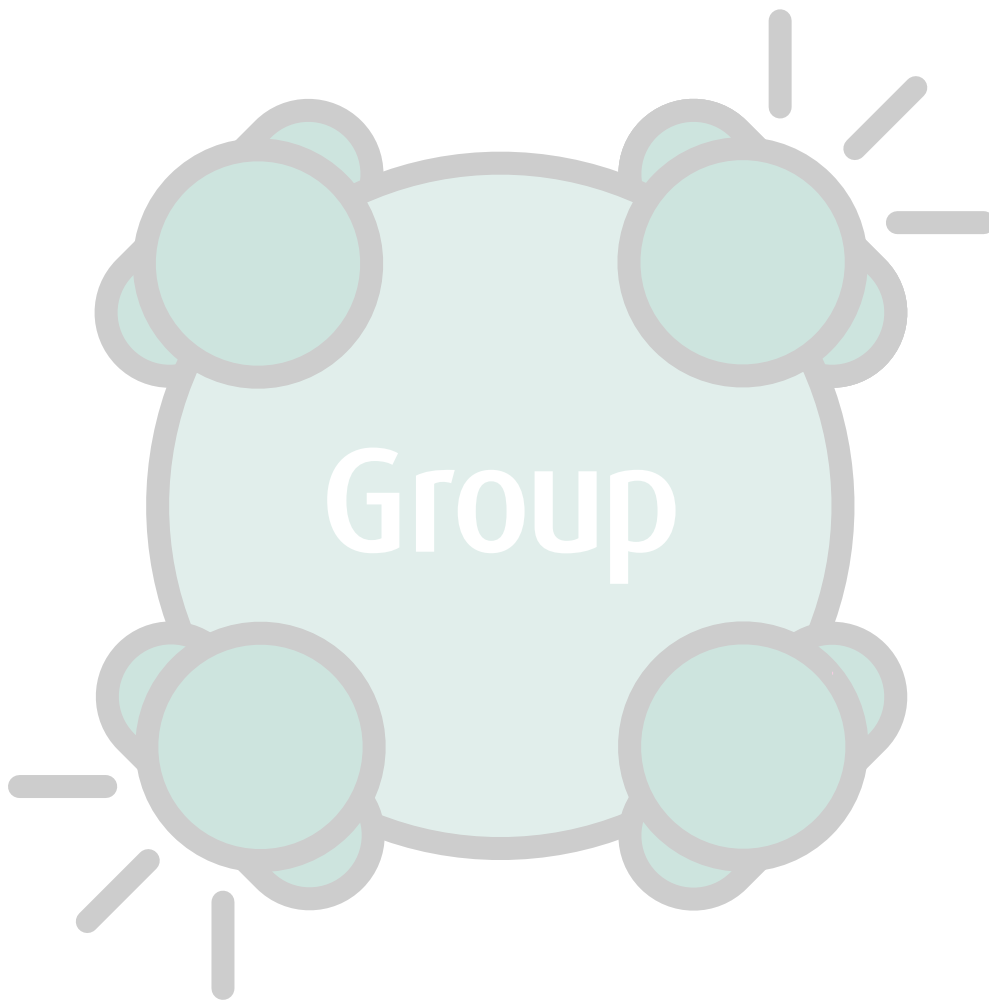
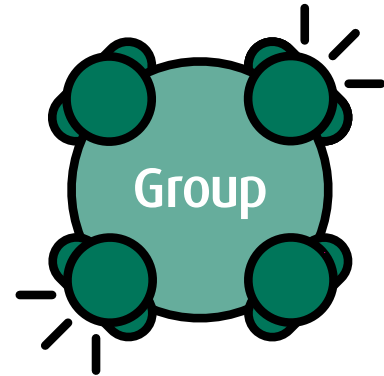
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APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 8.6
SELF EVALUATION EXERCISE (Contd)	
INDIVIDUAL WORK	GROUP WORK
<div data-bbox="304 866 877 909">Overall effectiveness at facilitating change</div> 	
<p>REFLECTION</p> <p>Identify areas of the change leadership where you find development opportunities:</p>	

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APPENDIX 2 GROUP EXERCISES



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APPENDIX 2 - GROUP ACTIVITIES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 4A
LACK OF FORMAL EDUCATION	
INDIVIDUAL WORK	GROUP WORK
WAGGGS Our Rights Our Responsibilities resource materials 2002-2008, 'The Right to Learn' Activity 3	

UNDERSTANDING LEADERSHIP MODULE	Exercise 4B
LIFE SKILLS	
INDIVIDUAL WORK	GROUP WORK
WAGGGS Our Rights Our Responsibilities resource materials 2002-2008, 'The Right to Learn' Activity 6	

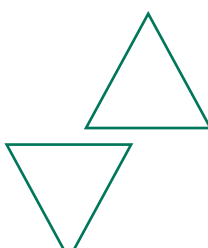
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APPENDIX 2 - GROUP ACTIVITIES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 4C															
WAGGGS MEMBER ORGANIZATIONS' LEADERSHIP																	
INDIVIDUAL WORK		GROUP WORK															
OBJECTIVE <ul style="list-style-type: none"> To allow leaders to see synergy and its benefits in operation To encourage interaction among participants 																	
METHOD <p>Introduce the exercises and hand out a copy of WAGGGS Member Organization's membership to each leader.</p> <p>Ask them to complete the sheet in five minutes without any discussion.</p> <p>When the individuals have completed the sheet; get them to form groups of 5-7 participants.</p> <p>Tell the groups that they have 15 min to do it as a team to reach a consensus on the correct answers.</p>																	
MATERIALS <p>Handout with this text:</p> <p>WAGGGS Member Organizations' membership</p> <p>Rearrange these MOs in order of membership size/per capita income/cultural background</p> <table> <tbody> <tr> <td>France</td><td>USA</td><td>Bahrein</td></tr> <tr> <td>India</td><td>Canada</td><td>UK</td></tr> <tr> <td>Poland</td><td>Lebanon</td><td>Kenya</td></tr> <tr> <td>Madagascar</td><td>Thailand</td><td>Egypt</td></tr> <tr> <td>Mexico</td><td>Switzerland</td><td>Philippines</td></tr> </tbody> </table>			France	USA	Bahrein	India	Canada	UK	Poland	Lebanon	Kenya	Madagascar	Thailand	Egypt	Mexico	Switzerland	Philippines
France	USA	Bahrein															
India	Canada	UK															
Poland	Lebanon	Kenya															
Madagascar	Thailand	Egypt															
Mexico	Switzerland	Philippines															
NB <p>Think of the dynamics happening between the countries and the groups within the country. This exercise is interesting in a training in an international setting (to adapt the MO's sheet following the participant Member Organization's).</p>																	

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APPENDIX 2 - GROUP ACTIVITIES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 4D
TRIANGLE GAME		
INDIVIDUAL WORK		GROUP WORK
OBJECTIVE <ul style="list-style-type: none"> • Visualise how individuals depend on each other in an organization • Show how everybody within an organization influences each other • Visualise a movement • Observe if some people influence others more than other people 		
METHOD <p>The aim is for everybody to form an equal sized triangle with herself as one corner</p>  <p>Ask all participants to choose two partners – without showing them that they are chosen.</p> <p>The two partners are the other corners in the triangle, and the participants are asked to move to the right position (two possible) for her triangle and then stand still</p> <p>Whenever one or both of the corners move, the participant will have to adjust.</p> <p>When all participants are formed in triangles, try to move one or more people – i.e. the ‘informal leader’ if you have spotted her – or a person who may not have been chosen as a corner by many</p>		
DEBRIEFING <p>What happened?</p> <p>How did you feel during the game?</p> <p>Compare the games reactions to your organizational life</p> <p>What could be learned?</p>		
MATERIAL <p>Min. 8 participants</p>		
TIME <p>10 – 20 mins.</p>		

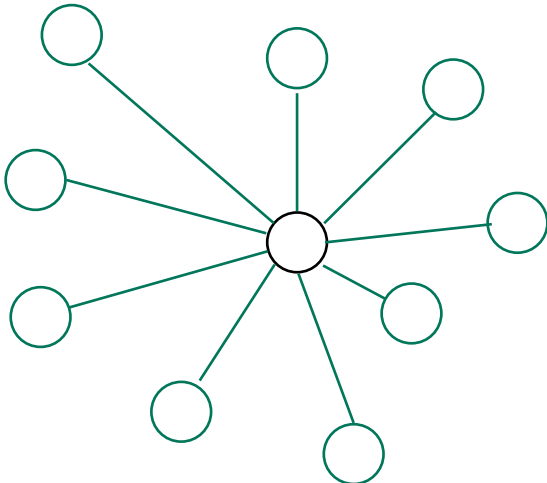
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APPENDIX 2 - GROUP ACTIVITIES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 4E
THE GREAT PRETENDER		
INDIVIDUAL WORK		GROUP WORK
<p>OBJECTIVE</p> <ul style="list-style-type: none"> • To help members examine old issues from a new perspective • To explore the validity of first impressions • To stimulate creativity and 'thinking outside the box' • To experience social constructions and systemic thinking • To reflect on personality, perception, attitudes and behaviour 		
<p>METHOD</p> <p>At the start of a team meeting, explain to the members that they will have a chance to be someone else today (e.g. a respected business leader, scientist, environmentalist, the preferred role model, political figure). Once they decide who they want to be, they must keep it a secret during the meeting. As they make decisions or contributions to the meeting, they are to take the perspective of the person whose character they have assumed.</p> <p>If they decide to just be themselves, that is acceptable, but that too must remain a secret.</p> <p>Towards the end of the meeting, have individuals introduce themselves by their real names, reveal the name and type of their character, and state why they chose the character they assumed.</p> <p>If you have more time</p> <p>Once team members have decided who they want to be (allow a minute or two for this), break them into subgroups of 3-4 people. At this time, have each person introduce the character they are going to be.</p> <p>For the remainder of the day or meeting, members are to stay in these roles.</p> <p>For example, if they are millionaires, they might continually boast of their status, telling stories of their wealth and travels etc.</p>		
<p>DISCUSSION QUESTIONS</p> <ol style="list-style-type: none"> 1. How did it feel being the Great Pretender? 2. Were you surprised to learn of others' identities? 3. What new perspectives on old problems did you gain? 4. How do first impressions affect our feelings towards others? 5. How did being someone else make you feel about yourself? 6. How did assuming someone else's persona affect your decisions, contributions to the meeting, and comfort level in sharing your views? 		

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APPENDIX 2 - GROUP ACTIVITIES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 5A
TEAM ROLE - LEADER ROLE	
INDIVIDUAL WORK	GROUP WORK
<p>OBJECTIVE</p> <ul style="list-style-type: none"> • Become aware of the many different systems (groupings) a person belongs to • To allow leaders to re-examine their role and responsibilities within their task/ group / team • To clarify a particular position's responsibilities • To conduct a task breakdown <p>METHOD</p> <p>Start individually, then in groups of five.</p> <p>Ask the group to consider a new form of matrix with each of them in the middle and all the others they interact with around them</p>  <p>This exercise is a systematic way of looking at roles from different perspectives. Each person should view themselves as a team member, an individual and a peer.</p> <p>After the groups have listed this information ask them to form groups of 5-7 people to discuss their role with the other group members. Encourage suggestions for modification, additions and deletions.</p> <p>On completion of the discussion, ask the leaders to rank each entry in order of importance so they know their priorities</p> <p>Ask the leaders to compare their role with the other team members to make sure they are not duplicating responsibilities</p> <p>This exercise can be done before starting a teamwork to make sure that roles and responsibilities are clear.</p>	

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APPENDIX 2 - GROUP ACTIVITIES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 5B
APPRECIATION OF A GOOD DAY	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none"> • To focus on positive experiences • To experience an awareness of what is working and worth developing 	
METHOD Form groups of three people who do not know each other very well. The storyteller: Think of a situation where you were very successful, and which you enjoy remembering. The interviewer: You are curious and like to research a good story. You want to get as many details as possible to discover what made this situation such a fantastic experience. Examples of questions: <ul style="list-style-type: none"> • What made the situation become so fantastic? • What role did you play? • How did you contribute to the success? • How did others contribute to the success? • Which circumstances helped / hindered the success? The listener: Observe which skills are significant for the storyteller in the described situation. The listener takes notes of skills and knowledge and write these on sticky notes (one per skill) After the interview, the sticky notes are placed on the storyteller together with a remark on the skill mentioned. Allow five minutes per story then ask the participants to swap roles. After all three in a group have told a story using the above method, the group gets together with another group. The new group of six people share their good stories with each other: <ul style="list-style-type: none"> • Interviewers highlight important details in the story they have noticed • After each story, the listeners share what they have discovered as remarkable, exciting and needing more reflection 	

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APPENDIX 2 - GROUP ACTIVITIES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 5C
JENNIE JUMPIE		
INDIVIDUAL WORK		GROUP WORK
OBJECTIVE <ul style="list-style-type: none"> To encourage participants to explore the assumptions they make when approaching problems To encourage participants to learn to ask good questions 		
METHOD <p>Present the Jennie Jumpie story to the team. Ask them to work either individually or together to solve the problem. Let them start the exercise with a procedure discussion.</p> <p>When the problem is solved or the time allocated has elapsed, ask the following questions:</p> <ol style="list-style-type: none"> 1. What prevented us as individuals or as a team from solving the problem? 2. What helped us as individuals or as a team to see the light/solution? 3. What does this exercise tell you about the merits of framing a problem (i.e. putting it into a larger context; exploring our assumptions and their implications)? 4. How can we learn to identify non-essential information and sort it out? 5. How will this exercise help us as individuals and as a team in the future? 		
TIPS <p>If the team becomes stuck after a few minutes, ask them to identify a) which way Jennie is jumping, and b) which jumps in the series Jennie has already taken.</p> <p>(Hints: Jennie does not necessarily have to face the direction she is jumping. Jennie could be at any stage of a series of jumps – she might have jumped one, two, or three times.)</p> <p>[Solution: Jennie appears to have just finished her first in a series of four jumps. She is facing north, but is jumping sideways, moving toward the east. Therefore, she must continue to make three more sideways jumps to the east, and then one large sideways jump back to the west to reach the food.]</p>		
MATERIAL <p>Copies of the story (next page) for each participant.</p>		

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APPENDIX 2 - GROUP ACTIVITIES (Contd)

UNDERSTANDING LEADERSHIP MODULE	Exercise 5C
JENNIE JUMPIE (Contd)	
INDIVIDUAL WORK	GROUP WORK
<p>JENNIE JUMPIE STORY</p> <p>Jennie Jumpie is an imaginary and somewhat strange green bug.</p> <p>These are her capabilities and limitations:</p> <ol style="list-style-type: none"> 1. Her world is flat 2. She can only jump (not crawl, fly, walk, roll, or otherwise move across or under the surface of her world). 3. She cannot turn around. 4. She can jump very large distances or very small distances, but not less than 1 inch (2.5cm) per jump or more than 500 feet (152m) per jump. 5. She can jump in only four perfectly true directions – north, south, east, and west. She cannot jump diagonally (e.g. southeast) 6. She likes to average 15 feet (4.5m) per jump on a good day. 7. There are no other doodlebugs, or other creatures, to help her. 8. Once she starts in any direction, she must jump four times in that same direction before she can switch to another direction. 9. Jennie is totally dependent on her owner to provide food source. <p>Problem:</p> <p>Jennie has been out jumping all over the place while getting some much-needed exercise. As a matter of fact, Jennie has worked up a voracious appetite. Much to her pleasure, her owner appears and places a large pile of delectable food 3 feet, 7 inches (1.2m) directly west of her.</p> <p>As soon as Jennie sees all this wonderful food, she stops dead in her tracks (she is facing north). After all her exercise she is hungry and even weak. Therefore, she wants to get to the food as quickly as she possibly can, minimizing the number of jumps she makes (it's the starting of a jump – the spring required in her legs – that takes the most energy).</p> <p>After briefly surveying the situation, she realizes that she cannot - at this point – jump due west. Suddenly she exclaims, 'I've got it. I'll only have to jump four times to get the food!'</p> <p>Your task:</p> <p>Accept the fact that Jennie is a smart bug, and dead right in her conclusions.</p> <p>Why did Jennie Jumpie have to take precisely four jumps in order to reach the food with a minimum expenditure of energy?</p> <p>Describe the circumstances that Jennie must have been in to reach her conclusion.</p>	

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APPENDIX 2 - GROUP ACTIVITIES (Contd)

UNDERSTANDING LEADERSHIP MODULE		Exercise 6A
MOTIVATION EXERCISE		
INDIVIDUAL WORK		GROUP WORK
OBJECTIVE <ul style="list-style-type: none"> To observe how the choice of words influences the reaction and the outcome of a discussion 		
METHOD <p>Work in pairs or groups of three people: a thinker, a motivator (and an observer)</p> <p>The game is done in two parts of five minutes Explain part one and start the exercise – stop the groups after five minutes and tell them how to run part two.</p> <p>The thinker should talk about how she would like to do something nice, for example – go for a free and expensive holiday, celebrate her birthday or wedding, surprise a friend.</p> <p>The motivator should interrupt and supply the thinking by adding sentences In part one: sentences starting with 'but.....' and add threatening or de-motivating arguments</p> <p>In part two: sentences starting with 'and.....' and add additional ideas</p> <p>After part two there should be time for debriefing and discussing how the different interruptions influenced the 'innovating process' of creating great ideas.</p>		
TIME <p>20 minutes</p>		

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APPENDIX 3 BIBLIOGRAPHY



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APPENDIX 3 - BIBLIOGRAPHY (Contd)

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