



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

LEADERSHIP DEVELOPMENT FRAMEWORK



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ABOUT WAGGGS

Who we are

The World Association of Girl Guides and Girl Scouts is the largest voluntary Movement dedicated to girls and young women in the world. Our diverse Movement Represents over ten million girls and young women from 152 countries. For more than 100 years Girl Guiding and Girl Scouting has transformed the lives of girls and young women worldwide, supporting and empowering them to develop their fullest potential and become responsible citizens of the world.

What we do

We give our 150 Member Organisations tools, connections and the global voice they need to keep their organisations thriving, united and growing.

- We keep the flame of the Movement alive by reaffirming the mission and the essence of what the Girl Guide and Girl Scout Movement does, and demonstrating the impact of the Movement on the world (both inside and outside the Movement).
- We provide tools and support to grow the Movement, focused on delivering high quality Girl Guide and Girl Scout experiences.
- We act as a bridge by strengthening the connections between members of the Movement; connecting with other like-minded organisations and partners, and bridging the gap between members and non members.

INTRODUCTION



About this tool



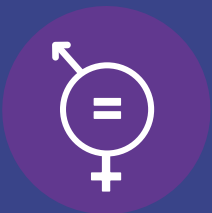
In October 2018, WAGGGS led a workshop to start co-creating this leadership development framework. Decision makers from our Member Organisations (MOs) in Chile, Finland, Hong Kong, Italy, Rwanda, Sri Lanka and the USA led this process as our co-creation group. They worked together to define and articulate the leadership impact they want the WAGGGS leadership model to have in Girl Guide and Girl Scout organisations from local group to national level. The outputs have been processed by WAGGGS' Core Mission team (staff and volunteers) into this leadership development framework.



Used in conjunction with a sound understanding of the Girl Guide and Girl Scout Leadership Model, this leadership development framework will be the foundation for all our future leadership work. We will support Member Organisations to work towards these outcomes in their girl experience and leadership practice work for all audience groups: Girl Guides and Girl Scouts, leaders of girls and leaders of organisations. We will also embed this into WAGGGS' programmes and practices to deliver on the outcomes for leaders of the Movement.



We hope all WAGGGS Member Organisations will consider using the leadership development framework to support their application of the Girl Guide and Girl Scout Leadership Model, and to evaluate and strengthen their own leadership development work with all audience groups.

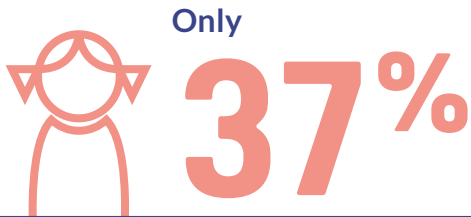


Over time, by using the Girl Guide and Girl Scout Leadership Model to work towards these leadership outcomes, and measuring our impact, we believe the Girl Guide and Girl Scout Movement will be able to collectively evidence and articulate the leadership impact we have on generations of girls and young women.



INTRODUCTION

LEADERSHIP IN GIRL GUIDING AND GIRL SCOUTING



of girls and young women feel that society supports female leaders*



feel they are actively practising leadership in Girl Guiding and Girl Scouting*



feel that being in the Movement has given them the aspiration to make a difference in society*

*Leadership and opportunity for young women, University of Exeter/WAGGGS study, 2018

The Girl Guide and Girl Scout Movement has been empowering girls and women as leaders for over 110 years. From the moment a child promises to “do their best”, they step into a values-based leadership development journey that nurtures and celebrates who they are, and what they can bring to the world around them.

For WAGGGS, leadership is a shared journey that empowers us to work together and bring positive change to our lives, the lives of others, and our wider society.

Taking part in Girl Guiding and Girl Scouting enables girls to build a foundation of leadership practice, confidence and life skills through a learning journey that they shape themselves. They set their own goals and pursue them at their own pace. They get to know themselves and understand what they need to thrive. As they grow up, Girl Guides and Girl Scouts use this experience to become bold and confident women in every aspect of their lives. Later on, they can choose to pass on what they gained, as volunteer youth leaders, leaders in their Association or global leaders of the Movement.

INTRODUCTION

PRACTISING EVERYDAY LEADERSHIP

The Girl Guide and Girl Scout Leadership Model is the foundational concept that underpins WAGGGS' leadership development work, based on current leadership theories and thinking. The model uses a system of six mindsets as the main tool to make leadership practice conscious and to influence reactions, reflections, choices and behaviours. By practising the Leadership Model, individuals are more likely to achieve the ten leadership outcomes. It was developed for the Girl Guide and Girl Scout Movement in collaboration with Exeter University (UK) out of a leadership model called "**The Five Minds of a Manager**" by Jonathan Gosling and Henry Mintzberg.

Behaviours over skills

The Girl Guide and Girl Scout Leadership Model builds on over a century of learning about girls' and women's journeys into leadership. While most traditional leadership programmes are based on skill and knowledge acquisition, the Girl Guide and Girl Scout leadership model focusses on developing values and positive behaviours. Our experience of supporting girls' leadership journeys shows that although competences can be important, your values, perspectives and attitudes as a leader matter more.

We might need to develop specific skills to carry out specific roles, but without developing our core attitudes and behaviours as leaders, we won't role model empowering leadership practice however many competences we are trained in.

Leadership practice

The Girl Guide and Girl Scout Leadership Model is a model of leadership practice. Leadership practice is the daily behaviours you choose to engage in to put your values into action and create positive change. Leadership practice regards your "ways of being and thinking about the world" as the foundation to who you are as a leader. The best way to work on this foundation is by consciously and actively practising leadership. We strongly believe that everyone, whatever their age, position or situation can develop their leadership practice in everyday life.



Giving everyone space to practise

WAGGGS sees leadership as a shared process that is part of our everyday lives. When we empower and inspire others, even in small ways, we are practising leadership. Sharing leadership enhances a team's achievements: it makes everyone feel appreciated and helps us come up with creative solutions by bringing to light different perspectives. It also requires working on ourselves, being adaptable, and putting the collective interest first. Leadership is not about who is in charge or who has the power, it's about collectively creating an environment where everyone is valued and can be their best self. There is never only one leader in a team; space must be created for everyone to practise leadership.

Worldly leadership

Leadership is a phenomenon rooted in context: it is an interactive process happening within a group of people, at a certain place, in a certain time. That is why the Girl Guide and Girl Scout Leadership Model draws on the idea of worldly leadership. Worldly leadership places a high value on locally-appropriate leadership, by challenging leaders to understand in depth the local context, so that they engage with it accordingly. Worldly leadership rejects the "one-size-fits-all" approach of a single standard of leadership applied

everywhere. It challenges the idea that there can be a specific, predefined set of competences that improve leadership performance. Worldly leadership recognises that leadership practice will look different in different contexts and can be developed through different perspectives.

Leading for girls' empowerment

This leadership model was designed with our mission in mind: to enable girls and young women to develop their fullest potential as responsible citizens of the world. Leading for girls' empowerment means committing to gender equality, regardless of your own gender. While this model was created for girls and young women, we believe that it is fully relevant in a co-educational context.

We all need to consciously take gender expectations into account, to give girls tools to overcome gender barriers and be who they want to be. Men and boys take part in this journey by learning about gender inequality, reflecting about ways gender norms both benefit and harm them, and taking a step back to create space for girls to learn and grow. The Girl Guide and Girl Scout leadership model is intended to create gender-conscious leaders who work together for a more equal world.

Leadership mindsets

The WAGGGS Leadership Model uses a system of six mindsets as the main tool to make leadership practice conscious. Each mindset is like a window that we can look through to get different perspectives and to consciously influence our reactions, reflections, choices and behaviours. By using the six leadership mindsets as tools to draw meaning from our experiences, we become more aware of our leadership practice, and we can “internalise” leadership behaviours until they become a habit, part of who we are as leaders.



UNDERSTANDING WAGGGS' LEADERSHIP MINDSETS



INTRODUCTION

THE 10 LEADERSHIP OUTCOMES

The Girl Guide and Girl Scout Leadership Model values leadership at all stages of your journey, and helps you to work on your behaviour as a leader in any role, both inside and outside the Movement.

We are using this leadership model as the foundation for all our work with Member Organisations, and individuals, to improve the core quality of Girl Guiding and Girl Scouting. We have developed a set of ten outcomes that will help us monitor, evaluate and demonstrate how Girl Guiding and Girl Scouting around the world is creating good leaders.

A good leader is a lifelong learner who consciously deepens their understanding of different contexts, draws on different wisdoms, and uses that learning to collaborate with others to make a difference.

We expect those who practise leadership using the WAGGGS leadership model to:

1

TREAT HERSELF KINDLY

2

CHALLENGE HERSELF TO UNDERSTAND, AND TAKE INTO ACCOUNT DIFFERENT PERSPECTIVES

3

LEARN FROM HER OWN FEELINGS AND EXPERIENCES

4

WORK WITH OTHERS TO CREATE SPACES WHERE EVERYONE CAN FULLY PARTICIPATE

5

EMPOWER ANY AND EVERY GIRL TO PRACTISE LEADERSHIP

THE 10 LEADERSHIP OUTCOMES

6

CHALLENGE GENDER EXPECTATIONS

7

SEEK THE INFORMATION SHE NEED TO UNDERSTAND THE FULL PICTURE

8

ADAPT HER BEHAVIOUR TO THE CONTEXT

9

INNOVATE TO CREATE POSITIVE IMPACT

10

MAKE CHOICES ROOTED IN HER VALUES

INTRODUCTION

USING THE LEADERSHIP MODEL TO DEVELOP THE 10 OUTCOMES

Understand the leadership model and the six mindsets

Consciously practise the leadership model, in your life, over time

Internalise the mindsets



This is a lifelong learning process. Over time, as you develop your leadership practice, you will find your understanding of the leadership model deepens and takes you on this journey again.

Improve your leadership behaviour

Develop the 10 outcomes

Understand the leadership model and the six mindsets

To improve our leadership, the first step is to develop a deep understanding of the Girl Guide and Girl Scout leadership model. That starts with taking time to read the [leadership model summary](#), taking notes if needed and reflecting on how the model can be applied in our daily life. To deepen our understanding of the model, we can reflect on ourselves as leaders, and try to identify ways we are already unconsciously practising leadership and using the mindsets.

Consciously practise the leadership model, in your life, over time

Everyone can practise leadership in their daily lives - whatever our role, age or position, we have power over our actions and the impact they have on ourselves, others and the wider world. To practise leadership using the Girl Guide and Girl Scout Leadership Model, we need to actively use the six leadership mindsets to help us make choices and decisions. This gets us into the habit of seeing the bigger picture, thinking from different perspectives and finding creative and impactful ideas in any situation. An important part of daily leadership practice is making space for reflection on ourselves and our past experiences, so we can adjust our behaviours and actions in the future.

Internalise the mindsets

The mindsets work together as a flexible system, offering leaders a tapestry of insights they can weave together into more intentional leadership behaviours. The leadership mindsets grow with us as we deepen our understanding of the model through practice. Over time, as we keep practising the six mindsets in different roles and situations, they become a part of us, and we start using them automatically, without having to actively think about them anymore.

Improve your leadership behaviour

Once we internalise the use of the mindsets, our leadership changes for the better. Self-improvement is a lifelong learning process: it doesn't happen



overnight and it can be chaotic. Reflecting on how our leadership is improving is crucial to celebrate how far we've come and identify what we still need to work on.

Develop the ten outcomes

We believe that if every leader, at every level in Girl Guiding and Girl Scouting, practises the leadership mindsets, they will develop the ten leadership outcomes, and will be more prepared to achieve the purpose of the Movement. We will use those ten outcomes to measure the success of our leadership work and to improve it, and so can you! Each outcome has two mindset icons next to it - a large and small one: they represent the two main mindsets - a major and a minor - that are most linked to this particular outcome, and are therefore the two mindsets that you need to focus on to develop that outcome.

INTRODUCING THE OUTCOMES FRAMEWORK

WHAT IS AN OUTCOMES FRAMEWORK AND WHY DO WE NEED ONE?

An outcomes framework is a tool, or group of tools, that helps you link what you do with what you want to achieve.

Our framework looks like a table listing the areas in which we want to demonstrate change. The areas where we want to demonstrate change are called outcomes and, for our leadership work, we are interested in demonstrating how people change as a consequence of practising leadership using the Girl Guide and Girl Scout leadership model and the system of the six mindsets. For each area of change (the outcome) we are also interested in what we should expect to see if the outcomes were being met in practice. These are called indicators, and are listed in an outcomes framework under each outcome. In this way, a measurement framework is a grid where indicators are grouped under their relevant outcome.

The purpose of a measurement framework is to inform evaluation. Evaluation is essentially the collection of data that tells us how well something is performing by measuring it against its outcomes. Therefore, making sure that the outcomes and indicators are correct, and accurately describe how people would be expected to change is really important if we are to learn how effective the leadership model and the leadership offer are. The indicators in the framework say what a Girl Guide/Girl Scout, a leader of girls, a leader of an MO or a leader of the Movement should be able to do as a result of practising the model. We have also left some blank spaces under each outcome if you want to



add indicators that would show how people would change in your specific context as a result of using the leadership model.

The leadership development framework is our key tool for the leadership offer and will underpin all implementation of the leadership model in MOs. We will use the outcomes framework to help MOs identify the leadership practices they want to see in their members, and drive updates and redesigns of their girl experience or adult training work. If they are facing challenges in their organisational leadership, the outcomes framework can help them identify the areas they need to work on – then design a change journey to reach these.

Over time, we hope this outcomes framework will enable us to tell an evidence based story of how Girl Guiding and Girl Scouting around the world empowers girls to develop the ten leadership outcomes, and to be able to demonstrate our leadership impact collectively as a Movement. We hope as many MOs as possible will use this framework, and share their learnings with WAGGGS.

INTRODUCING THE OUTCOMES FRAMEWORK

HOW TO READ THIS OUTCOMES FRAMEWORK





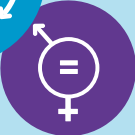

This outcomes framework is presented in two different ways: by audience group and by outcome. This is to allow you to either:

- see the whole picture of what leadership behaviours each audience group should develop as a result of using the leadership model, or
- focus on one outcome and understand how it can be manifested in each audience group.

Each outcome has two mindset icons next to them - a large one and a smaller one: they represent the two main mindsets - a major and a minor - that you need to practise most to develop that outcome.



We have added a blank space for each outcome by audience group so you can add an indicator that would work or be especially important in your own context.

| By practising the leadership model, she will: |  Girls |
|--|--|
| OUTCOME | INDICATOR |
|   Treat herself kindly | Demonstrate self-esteem Make choices for her health and well-being Not feel limited by gender stereotypes  |

NB: For ease of reading in our four languages, and because the majority of our members are girls and women, we have decided to present our leadership indicators using feminine pronouns. However, this framework is intended to be inclusive of our members of all genders.

OUTCOMES FRAMEWORK

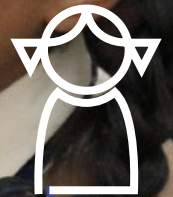
BY AUDIENCE GROUP

The four audience groups

This leadership development framework was designed so it can apply to any member of the Girl Guiding and Girl Scouting Movement, whatever their age or role. We know leadership is a journey, it's not linear and it doesn't look the same for everyone. This is why we have created four audience groups, corresponding to four different roles you can have in the Girl Guiding and Girl Scouting Movement. Chances are, you are going to be part of several audience groups at different parts of your life, and you will be part of different audience groups at the same time!

OUTCOMES FRAMEWORK: BY AUDIENCE GROUP

GIRL GUIDES AND GIRL SCOUTS



This audience group refers to any member of the Girl Guiding and Girl Scouting Movement, whatever their gender, from the age of five and throughout their lives. The indicators represented in this group are those that we can start working on at the earliest stages of our leadership journey, but that continue to matter throughout our lives.

The indicators for this audience group focus on empowering every member of the Movement with the leadership practice to thrive as leaders and changemakers in their lives and communities. They are intended to support our personal growth and development, and we should use them at any age and throughout our lives. Working towards those outcomes by practising the leadership model will help Girl Guides and Girl Scouts worldwide to live by their Promise and Law.



The WAGGGS leadership model is a broad study of all aspects of leadership, and can be modelled no matter a person's position or stage in their leadership journey. **To further understand and consciously practise the WAGGGS leadership model and leadership outcomes I will consider living them through my Guide Promise and Law as a Girl Guide.**



Stephanie, Ghana



Stephanie has made the link between her national Guide Law and her own personal leadership practice, using the leadership outcomes:

1. The leadership outcome of treating myself kindly I practise through the law "a Guide has courage and is cheerful in all difficulty".
2. The leadership outcome of innovating to create positive impact can be lived by the law "a Guide makes good use of her time".
3. The leadership outcome to empower any and every girl to practise leadership can be lived through the law "a Guide is friendly and a sister to all Guides".



Exercise: Our leadership model was designed to fit the specific responsibility of delivering the WAGGGS mission: "to enable girls and young women to develop their fullest potential as responsible citizens of the world." It is an innovative model true to the purpose, values

and principles of the Movement. Therefore, developing your leadership practice will help you better keep your Promise and live by the Guide Law. Like Stephanie, **map out your Association's Promise and Law against the ten leadership outcomes and the Girl Guides and Girl Scouts indicators.**



As WAGGGS, we are embedding the leadership model into WAGGGS' Global Programmes and initiatives, and we will work with Member Organisations to integrate leadership outcomes into the Girl Guide and Girl Scout experience they offer to their members, so girls can internalise the leadership mindsets.



Girl Guides and Girl Scouts

By practising the leadership model, she will:

OUTCOME

INDICATOR



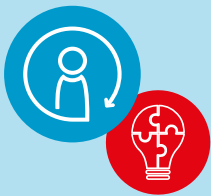
Treat herself kindly

- Demonstrate self-esteem
- Make choices for her health and well-being
- Not feel limited by gender stereotypes



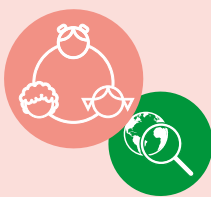
Challenge herself to understand and take into account different perspectives

- Listen actively and without judgement to others' experiences, feelings and opinions
- Reflect to discover her own prejudice and privilege
- Consider alternative views before making decisions



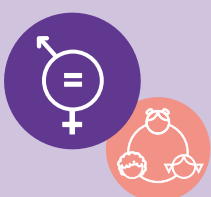
Learn from her own feelings and experiences

- Be able to express and explain her needs and feelings
- Be able to analyse her actions and how they affect others
- Actively seek out the feedback of others to learn and grow



Work with others to create spaces where everyone can fully participate

- Actively seek opportunities to collaborate
- Be comfortable to engage with people who are different to her
- Try to resolve conflicts before they escalate



Empower any and every girl to practise leadership

- Show appreciation for other girls and celebrate their achievements
- Share her learnings with other girls to help them achieve their goals
- Value diversity and inclusivity





Girl Guides and Girl Scouts

By practising the leadership model, she will:

OUTCOME

INDICATOR

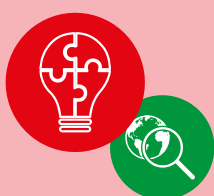


Challenge gender expectations

Be able to identify and explain gender discrimination in her life

Stand up for herself and other girls

Believe in and advocate for girls' and women's right to make their own decisions



Seek the information she needs to understand the full picture

Be curious about others and the world

Take a critical look at information she receives to form her own opinion

Take advantage of the diverse learning spaces offered by Girl Guiding and Girl Scouting to connect with the world



Adapt her behaviour to the context

Consider how her behaviours or words will be perceived by others before she acts

Be respectful of other people's cultures and traditions

Adjust her communication style to the needs of others.



Innovate to create positive impact

Use her imagination to envision different possibilities

Be confident to test her ideas, even when it involves taking risks

Experiment to find solutions to everyday challenges, local and global issues



Make choices rooted in her values

Identify the values that are most important to her

Speak out and take action at any scale on issues she cares about

Choose to complete acts of kindness



OUTCOMES FRAMEWORK: BY AUDIENCE GROUP



LEADERS OF GIRLS

Anyone who is a leader of a unit or a Girl Guiding/Girl Scouting group is part of this audience group, in addition to the “Girl Guides and Girl Scouts” group.

The indicators linked to this audience group focus on strengthening the leadership practice of leaders who are designing and delivering the Girl Guide and Girl Scout experience to youth members at all levels. By working on their leadership practice, youth leaders will become role-models and create brave spaces for girls to practise leadership at grassroots level. They will also challenge themselves to better use the Girl Guiding and Girl Scouting educational method and keep girls at the centre of their programming.

Learn more about the Girl Guiding and Girl Scouting educational method [in Prepared to Learn, Prepared to Lead.](#)



Girls need to be highly adaptable and agile to deal with diverse cultures, needs and challenges. The WAGGGS leadership model allows leaders to broaden their leadership styles and be highly adaptable, being better role models for girls.



Kim, Singapore



Exercise: The leadership model and the educational method are closely linked. Practising leadership using the six mindsets makes it easier to understand why and how to use the educational method and deliver a quality girl experience, which in turn will help both adults and girls

to work towards the ten leadership outcomes. **Map out the links between the “Leaders of girls” outcomes and indicators, the five elements of the educational method and the four elements that make quality, REAL (relevant, exciting, accessible, learner-led) Girl Guiding and Girl Scouting.**



We will work with Member Organisations to grow leaders’ understanding and application of the leadership model, educational method and REAL, to support their leadership practice as empowered women and empowering role models, and to prepare them to take a more youth-led, method-based approach to designing and delivering the youth experience.



Leaders of girls

By practising the leadership model, she will:

OUTCOME

INDICATOR



Treat herself kindly

Handle feedback in a healthy way for her personal growth and development

Set realistic limits based on what is best for her

Celebrate her strength and successes



Challenge herself to understand and take into account different perspectives

Design activities relevant to girls by taking time to understand their opinions, needs and concerns

Seek opportunities to learn from people who are different from her (age, position, culture, etc.)

Create a culture of open and honest communication with the people she works with



Learn from her own feelings and experiences

Demonstrate resilience in challenging situations

Take time to regularly reflect on her strengths and areas of improvement

Recognise mistakes as learning opportunities



Work with others to create spaces where everyone can fully participate

Trust and make space for others (adults & girls) to take the lead

Make a conscious effort to create truly inclusive and accessible spaces for every and any girl to take part in activities

Support her team to understand each other's strengths and use them effectively



Empower any and every girl to practise leadership

Give girls opportunities to shape and lead their own learning journeys through learner-led programming

Create opportunities for girls of any age to practise peer leadership through learning in small groups

Create a brave space where girls feel empowered to voice their opinions, take initiatives and be themselves





Leaders of girls

By practising the leadership model, she will:

OUTCOME

INDICATOR

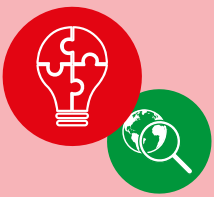


Challenge gender expectations

Provide opportunities for girls to understand and recognise gender inequalities

Challenge gendered language and gender stereotypes.

Role model inclusive and equitable treatment of others, regardless of their identity



Seek the information she needs to understand the full picture

Think for herself and be open to changing her mind, based on information, data and analysis

Research and explore complex situations in depth before making decisions

Work to understand the context she is in by observing, analysing and asking questions



Adapt her behaviour to the context

Understand how her values and behaviours align to the environment she is in

Adjust her activities, expectations and attitudes to suit the different learning styles and needs of girls

Demonstrate flexibility in the ways she reacts to unforeseen situations



Innovate to create positive impact

Role model innovating, experimenting and taking informed risks

Innovate to create exciting, challenging and adventurous activities for girls

Be open to changing her way of doing things to better deliver the purpose of Girl Guiding and Girl Scouting



Make choices rooted in her values

Create space for girls to discuss social and environmental issues affecting them

Role model the positive behaviours she encourages girls to develop

Inspire girls to create positive change around them by her actions



OUTCOMES FRAMEWORK: BY AUDIENCE GROUP



LEADERS OF ORGANISATIONS

This audience group is for leaders of Member Organisations and leaders of WAGGGS as an organisation (volunteer and staff).

The indicators for this audience group focus on strengthening the leadership practice of the leadership teams in our 150 Member Organisations and in WAGGGS as well, so their work is girl-led and girl-focused. This will help MOs to provide girls with opportunities to practise and develop their leadership through a healthy and thriving organisation.



As organisational leaders we strive to build thriving, girl focused and agile Girl Guide/ Girl Scout organisations. We are in a pivotal position to influence, innovate and lead in ways that create positive and lasting impact on the organisation itself and on our members, specifically girls and young women. The WAGGGS leadership model is a powerful mechanism which supports us all to strengthen our leadership by growing our consciousness around our behaviours, choices and attitudes.



Susan, Australia

CASE STUDY: THE LEADERSHIP OFFER PILOT PROJECT IN KENYA

For our pilot project, we are collaborating with Kenya Girl Guides Association (KGGA) to strengthen their national girl experience and integrate the Girl Guide and Girl Scout leadership model into their activities, to support the leadership development of girls and adult leaders.

The Girl Guides and Girl Scouts indicators will be used to inform an update of the educational framework and the girl programme, and to design leadership model-specific resources to support the main programme. This will improve the quality of the leadership component of the educational programme and help girls understand how to practise leadership in their lives.

1

2

The leaders of girls indicators will be used to develop training for adult volunteers so they can use the model in their daily lives, design learning experiences based on the model and using the educational method, and champion the leadership programme in KGGA. This will support leaders to role-model empowering leadership and create spaces for girls to practise leadership.

KGGA will use this whole leadership development framework to measure and articulate the leadership impact of their work. This evidence can be used for recruitment and retention strategies, fundraising and creating partnership opportunities.

3






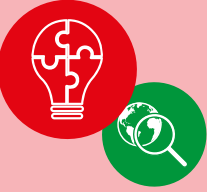







Exercise: To strengthen Girl Guide and Girl Scout associations, leaders of organisations can use the leadership model to develop their own leadership practice, but they also need

to make sure their girl experience and volunteer journey support girls and adult volunteers to develop the 10 leadership outcomes. **Identify the different ways using this measurement framework could help keep your organisation thriving, united, growing and girl-focused.**



We will work with senior leaders to embed the leadership model into their behaviour as leaders, so they can be more effective in their roles; support national boards to address critical leadership needs; develop high functioning teams who can respond to their context; increase organisational efficacy and agility; promote youth-led organisations and support the establishment of youth participation mechanisms.

| By practising the leadership model, she will: |  Leaders of organisations |
|--|---|
| OUTCOME | INDICATOR |
|  Treat herself kindly | <p>Sustain a strong sense of self worth even in undermining situations</p> <p>Champion a culture of self-care in her organisation</p> <p>Avoid punishing herself when she makes mistakes</p>  |
|  Challenge herself to understand and take into account different perspectives | <p>Request and consider input and feedback from her members, volunteers and staff</p> <p>Create and implement mechanisms to involve girls in decision-making at all levels</p> <p>Seek input from people and organisations outside of the Movement to develop and grow</p>  |
|  Learn from her own feelings and experiences | <p>Drive strategy towards developing reflective staff, leaders and girls</p> <p>Regularly assess and review her own and her association's priorities</p> <p>Actively consider and evaluate the impact of her decisions and strategies on others, girls and society</p>  |
|  Work with others to create spaces where everyone can fully participate | <p>Use different collaboration methods and approaches for decision-making</p> <p>Develop positive and constructive relationships with others inside and outside the organisation</p> <p>Share information transparently across the whole organisation so everyone can contribute</p>  |
|  Empower any and every girl to practise leadership | <p>Champion diversity and inclusion in her human resources management</p> <p>Create mechanisms to amplify girls' voices at the national and global level</p> <p>Actively work to create trust and boost confidence in their teams (both staff and volunteers) so everyone can participate</p>  |

| By practising the leadership model, she will: |  Leaders of organisations |
|---|--|
| OUTCOME | INDICATOR |
|  Challenge gender expectations | <p>Drive a strategy for including education to gender equality at every step in the Girl Guide/Girl Scout journey</p> <p>Create the conditions women of all ages need to access leadership positions in the organisation</p> <p>Promote positive images of girls achieving their goals</p>  |
|  Seek the information she needs to understand the full picture | <p>Research the needs and concerns of her communities to include them in their planning</p> <p>Establish global connections with other organisations inside and outside the Movement to share experience and good practices</p> <p>Explore the internal logic in her thinking and question her own bias</p>  |
|  Adapt her behaviour to the context | <p>Create conditions to respond proactively to world changes (quick decision-making in case of emergency, agility, etc.)</p> <p>Give tools to adapt activities, programmes and methods to the local context</p> <p>Be flexible to the needs of her staff and volunteers</p>  |
|  Innovate to create positive impact | <p>Assess the relevance of long standing traditions, methods and approaches</p> <p>Challenge herself and others to explore how activities could be more impactful or reach more girls</p> <p>Use up-to-date ideas and technologies to make things more efficient and more exciting</p>  |
|  Make choices rooted in her values | <p>Practise mission-driven and evidence-based decision-making</p> <p>Be brave to take a stand as an organisation on important issues affecting girls and young women</p> <p>Monitor and evaluate how the organisation is advancing gender equality</p>  |

OUTCOMES FRAMEWORK: BY AUDIENCE GROUP

LEADERS OF THE MOVEMENT

This audience group is for everyone that is leading the Movement, and part of the WAGGGS Global Team. That includes all WAGGGS volunteers (facilitators, translators, working group members, Committee members, World Centre volunteers, World Board members, etc.) and WAGGGS staff (in all the World Centres, the World Bureau, the Brussels Office and all staff working from home all over the world).

A lot of people in this category will also be leaders of organisations (either MOs or WAGGGS as part the Global Team). Think about the indicators for both those audience groups as going hand in hand. This category is directly related to the role of representing WAGGGS, whether this is as a WAGGGS volunteer, member of a Regional Committee or World Board, or WAGGGS staff.

The indicators for this audience group focus on strengthening the leadership practice of the current and potential leaders whose vision, decisions and actions will shape the future of a sustainable Girl Guide and Girl Scout Movement. By working on their leadership practice, leaders of the Movement will help WAGGGS keep Member Organisations and the Movement united, healthy and thriving.

The WAGGGS leadership model helps us see the leader in every person. By knowing this, we are more open to recognising and accepting different ways of taking decisions, making a point or moving on. With WAGGGS, we have to adopt worldly leadership to have impact as a global movement of active citizenship, because there is no such thing as a single global profile for girls and their needs, but many very specific ones.

Barbara, Italy



Exercise: Being a leader of the Movement can look very different depending on your role, but it gives us a specific responsibility to lead towards the vision and mission of WAGGGS. Some of these indicators may feel individual but they focus on how we, as


individuals, can shape our leadership behaviours so they focus on the bigger impact of the Movement.


Think about your current leadership practice and identify three behaviours on which you would like to do some conscious work to help you in your role (or in the role you would like to have) as a leader of the Movement. Use the “Leaders of the Movement” indicators to define your objectives and how you want to work on these behaviours.



We will work on addressing leadership development needs of key volunteer and staff groups

needed to achieve WAGGGS’ strategy by mainstreaming the application of leadership mindsets; create leadership development pathways for international volunteers; significantly increase reach and quality of international leadership experiences and global volunteering opportunities to inspire a wider new generation of potential leaders, and build a pipeline of enabling volunteers to support leadership capacity building.

| By practising the leadership model, she will: |  Leaders of the Movement |
|--|---|
| OUTCOME | INDICATOR |
|  Treat herself kindly | <p>Lead a balanced life, which allows time to develop as a whole person beyond the Movement</p> <p>Respond to challenging situations, conflict or pressure in a measured and calm manner.</p> <p>Recognise and acknowledge her own mistakes with confidence and resilience</p>  |
|  Challenge herself to understand and take into account different perspectives | <p>Challenge stereotypes and generalisations about people or contexts</p> <p>Seek opportunities and be willing to learn from a diversity of perspectives, inside and outside of the Movement</p> <p>Be ready to change her view or opinion based on the input of others</p>  |
|  Learn from her own feelings and experiences | <p>Create space to reflect on leadership practice and incorporate learning into future decisions and actions</p> <p>Use questions to check her own understanding, seek feedback and avoid making assumptions</p> <p>Be ready to adapt how she respond to others' experiences and feelings</p>  |
|  Work with others to create spaces where everyone can fully participate | <p>Put the collective interest first and work at building a united team.</p> <p>Role model shared leadership in her different roles</p> <p>Build and maintain strong and positive connections with WAGGGS volunteers and staff</p>  |
|  Challenge gender expectations | <p>Recognise how learned gender norms and unconscious bias can affect perspectives and decision making</p> <p>Work to break down gender barriers to leadership for girls and women</p> <p>Advocate for space for girls' voices in global and local contexts.</p>  |

| By practising the leadership model, she will: |  Leaders of the Movement |
|--|---|
| OUTCOME | INDICATOR |
|  <p>Empower any and every girl to practise leadership</p> | <p>Create pathways personally and organisationally for a diversity of girls to participate in decision making and strategic leadership</p> <p>Prioritise an inclusive and accessible Movement for all girls and ready to act for this</p> <p>Put the focus on positive impact for girls when discussing or making strategic decisions</p>  |
|  <p>Seek the information she needs to understand the full picture</p> | <p>Value new and external sources of information and expertise to inform decision-making</p> <p>Be willing to separate objective assessment of a situation from her personal opinion</p> <p>Seek information to develop her understanding of working in a complex global environment</p>  |
|  <p>Adapt her behaviour to the context</p> | <p>Respond constructively and positively in different cultural, social and work contexts.</p> <p>Take cues from others to help read a situation.</p> <p>Reflect and self-monitor her own behaviour</p>  |
|  <p>Innovate to create positive impact</p> | <p>Inspire and encourage others to protect space for creative thinking</p> <p>Actively embrace risk taking as a pathway to innovation</p> <p>Be committed to learn from innovation and refine creative ideas into tangible impact</p>  |
|  <p>Make choices rooted in her values</p> | <p>Demonstrate coherence between values and behaviour by modelling WAGGGS values in action</p> <p>Act for the greatest impact towards the WAGGGS vision and mission</p> <p>Be a positive ambassador for the impact of the Girl Guide and Girl Scout Movement in civil society</p>  |

OUTCOMES FRAMEWORK

BY OUTCOME

- Treat herself kindly
- Challenge herself to understand and take into account different perspectives
- Learn from her own feelings and experiences
- Work with others to create spaces where everyone can fully participate
- Empower any and every girl to practise leadership
- Challenge gender expectations
- Seek the information she needs to understand the full picture
- Adapt her behaviour to the context
- Innovate to create positive impact
- Make choices rooted in her values

OUTCOMES FRAMEWORK: BY OUTCOME




TREAT YOURSELF KINDLY

In a society where girls and women are dealing with generations of social bias telling them, both directly and indirectly, that they aren't good enough to take the lead, treating ourselves kindly is the first step to seeing ourselves as leaders.

By practising the reflective mindset, we can understand who we are, develop our confidence, recognise our successes, and we can create the conditions we need to thrive. By practising the gender equality mindset, we can recognise and overcome gender expectations that prevent us from being our best selves.



This outcome can seem surprising: it is certainly unusual in most leadership models. We chose to put it first, because treating yourself kindly was the most common top priority within our seven co-creation MOs.

| | |
|-----------------------------|--|
| Girl Guides and Girl Scouts | Demonstrate self-esteem |
| | Make choices for her health and well-being |
| | Not feel limited by gender stereotypes |
| |  |
| Leaders of girls | Handle feedback in a healthy way for her personal growth and development |
| | Set realistic limits based on what is best for her |
| | Celebrate her strength and successes |
| |  |
| Leaders of organisations | Sustain a strong sense of self worth even in undermining situations |
| | Champion a culture of self-care in her organisation |
| | Avoid punishing herself when she makes mistakes |
| |  |
| Leaders of the Movement | Lead a balanced life, which allows time to develop as a whole person beyond the Movement |
| | Respond to challenging situations, conflict or pressure in a measured and calm manner |
| | Recognise and acknowledge her own mistakes with confidence and resilience |
| |  |





OUTCOMES FRAMEWORK: BY OUTCOME

CHALLENGE YOURSELF TO UNDERSTAND, AND TAKE INTO ACCOUNT DIFFERENT PERSPECTIVES



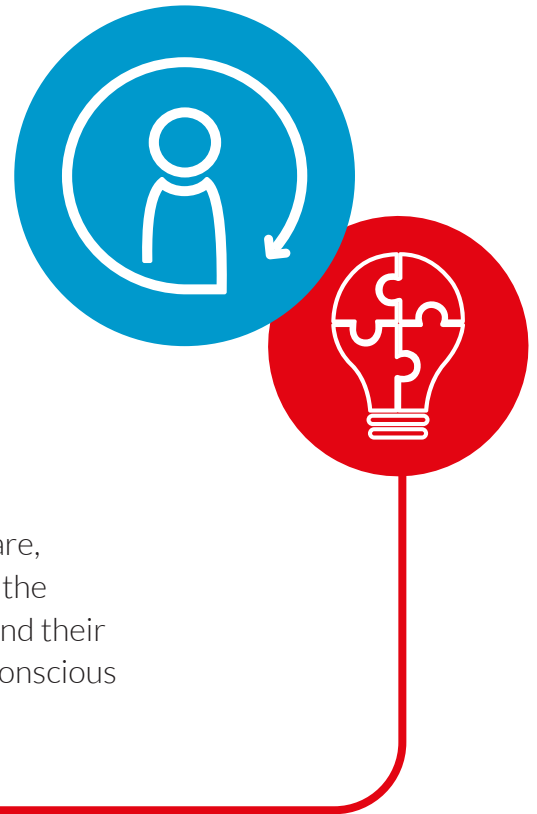
As leaders, we need to connect with different people. To be as fair and inclusive as possible, we need to constantly work on developing empathy by challenging ourselves to understand and take into account different perspectives.

By practising the worldly mindset, we learn from others by putting ourselves in other people’s shoes and reflecting on internal biases and prejudice that might influence our interactions. By practising the collaborative mindset, we take this learning process to the next stage by creating a culture of diversity and inclusion around us.

| | |
|------------------------------------|---|
| Girl Guides and Girl Scouts | Listen actively and without judgement to others' experiences, feelings and opinions Reflect to discover her own prejudice and privilege Consider alternative views before making decisions  |
| Leaders of girls | Design activities relevant to girls by taking time to understand their opinions, needs and concerns Seek opportunities to learn from people who are different from her (age, position, culture, etc.) Create a culture of open and honest communication with the people she works with  |
| Leaders of organisations | Request and consider input and feedback from her members, volunteers and staff Create and implement mechanisms to involve girls in decision-making at all levels Seek input from people and organisations outside of the Movement to develop and grow  |
| Leaders of the Movement | Challenge stereotypes and generalisations about people or contexts Seek opportunities and be willing to learn from a diversity of perspectives, inside and outside of the Movement Be ready to change her view or opinion based on the input of others  |





OUTCOMES FRAMEWORK: BY OUTCOME

LEARN FROM YOUR OWN FEELINGS AND EXPERIENCES



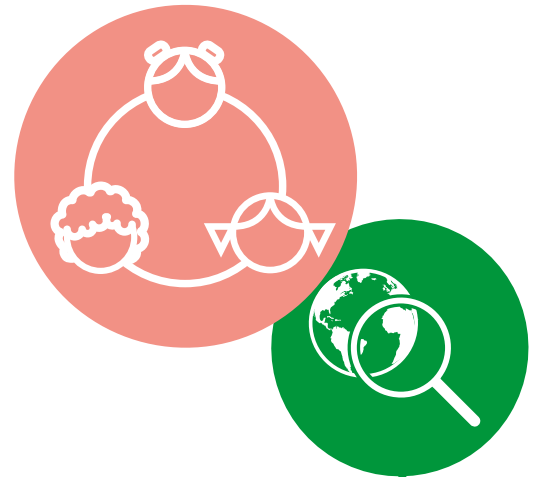
Developing our leadership is a lifelong journey, and a commitment to becoming who we want to be through learning from our feelings and experiences.

By practising the reflective mindset, we can become more self-aware, monitor our personal growth and develop resilience. By practising the creative and critical thinking mindset, we can analyse our actions and their impact on ourselves and others, and use that knowledge to make conscious decisions for the future.

| | |
|-----------------------------|---|
| Girl Guides and Girl Scouts | Be able to express and explain her needs and feelings |
| | Be able to analyse her actions and how they affect others |
| | Actively seek out the feedback of others to learn and grow |
| |  |
| Leaders of girls | Demonstrate resilience in challenging situations |
| | Take time to regularly reflect on her strengths and areas of improvement |
| | Recognise mistakes as learning opportunities |
| |  |
| Leaders of organisations | Drive strategy towards developing reflective staff, leaders and girls |
| | Regularly assess and reviews her and her association's priorities |
| | Actively consider and evaluate the impact of her decisions and strategies on others, girls and society |
| |  |
| Leaders of the Movement | Create space to reflect on leadership practice and incorporate learning into future decisions and actions |
| | Use questions to check her own understanding, seek feedback and avoid making assumptions. |
| | Be ready to adapt how she responds to others' experiences and feelings |
| |  |





OUTCOMES FRAMEWORK: BY OUTCOME

WORK WITH OTHERS TO CREATE SPACES WHERE EVERYONE CAN FULLY PARTICIPATE



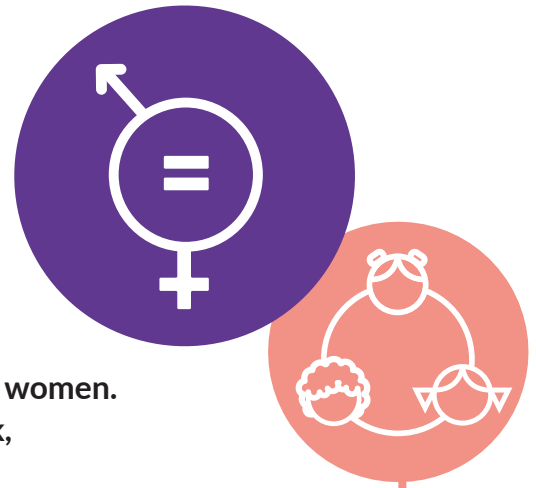
For our leadership to be truly effective, we need to bring together different people and create enabling environments where everyone can fully collaborate.

By practising the collaborative mindset, we learn to value and seek out collaboration opportunities, including with people that have different perspectives to us. By practising the worldly mindset, we can understand others better to create inclusive and accessible spaces where everyone has a chance take the lead.

| | |
|-----------------------------|---|
| Girl Guides and Girl Scouts | Actively seek opportunities to collaborate |
| | Be comfortable to engage with people who are different to her |
| | Try to resolve conflicts before they escalate |
| |  |
| Leaders of girls | Trust and make space for others (adults and girls) to take the lead |
| | Make a conscious effort to create truly inclusive and accessible spaces for every and any girl to take part in activities |
| | Support her team to understand each other's strengths and use these effectively |
| |  |
| Leaders of organisations | Use different collaboration methods and approaches for decision-making |
| | Develop positive and constructive relationships with others inside and outside the organisation |
| | Share information transparently across the whole organisation so everyone can contribute |
| |  |
| Leaders of the Movement | Put the collective interest first and work at building a united team. |
| | Role model shared leadership in her different roles |
| | Build and maintain strong and positive connections with WAGGGS volunteers and staff |
| |  |

OUTCOMES FRAMEWORK: BY OUTCOME

EMPOWER ANY AND EVERY GIRL TO PRACTISE LEADERSHIP



Our Movement is a powerful support system for girls and young women. To make it an even more diverse and supportive global network, we need to empower any and every girl to practise leadership.

By practising the gender equality mindset, we can understand gender barriers to leadership, find strategies to take gender into consideration when we lead, and create opportunities for girls to develop their potential. By practising the collaborative mindset, we can become better team players and be truly supportive of girls and women around us.

| | |
|------------------------------------|---|
| Girl Guides and Girl Scouts | Show appreciation for other girls and celebrate their achievements |
| | Share her learnings with other girls to help them achieve their goals |
| | Value diversity and inclusivity |
| |  |
| Leaders of girls | Give girls opportunities to shape and lead their own learning journeys through learner-led programming |
| | Create opportunities for girls of any age to practise peer leadership through learning in small groups |
| | Create a brave space where girls feel empowered to voice their opinions, take initiatives and be themselves |
| |  |
| Leaders of organisations | Champion diversity and inclusion in human resources management |
| | Create mechanisms to amplify girls' voices at national and global level |
| | Actively work to create trust and boost confidence in her teams (both staff and volunteers) so everyone can participate |
| |  |
| Leaders of the Movement | Create pathways personally and organisationally for a diversity of girls to participate in decision making and strategic leadership |
| | Prioritise an inclusive and accessible Movement for all girls, and ready to act for this |
| | Put the focus on positive impact for girls when discussing or making strategic decisions |
| |  |





OUTCOMES FRAMEWORK: BY OUTCOME

CHALLENGE GENDER EXPECTATIONS



No country in the world has achieved gender equality. Girls and women are set back by centuries of gender expectations telling them who they should be and what they should aspire to. To truly enable girls and women to develop their full potential, we all need to work together to challenge gender expectations.

By practising the gender equality mindset, we identify limiting gender norms, and we learn to question and resist them. By practising the responsible action mindset, we learn to advocate, mobilise others and become role models in the fight for gender equality.

| | |
|-----------------------------|--|
| Girl Guides and Girl Scouts | Be able to identify and explain gender discrimination in her life |
| | Stand up for herself and other girls |
| | Believe in and advocate for girls' and women's right to make their own decisions |
| |  |
| Leaders of girls | Provide opportunities for girls to understand recognise gender inequalities |
| | Challenge gendered language and gender stereotypes |
| | Role model inclusive and equitable treatment of others, regardless of their identity |
| |  |
| Leaders of organisations | Drive a strategy for including education to gender equality at every step in the Girl Guide/Girl Scout journey |
| | Create the conditions women of all ages need to access leadership positions in the organisation |
| | Promote positive images of girls achieving their goals |
| |  |
| Leaders of the Movement | Recognise how learned gender norms and unconscious bias can affect perspectives and decision making |
| | Work to break down gender barriers to leadership for girls and women |
| | Advocate for space for girls' voices in global and local contexts |
| |  |


OUTCOMES FRAMEWORK: BY OUTCOME

SEEK THE INFORMATION YOU NEED TO UNDERSTAND THE FULL PICTURE



In our leadership journeys, we have to make decisions and solve problems. To do this fairly and in the best way possible, we need to assess situations in depth, and we need to seek the information we need to understand the full picture.

By practising the creative and critical thinking mindset, we practise asking questions, and analysing information to look at it critically. By practising the worldly mindset, we can go deeper by analysing the context we are in and how it can influence the situation.

| | |
|-----------------------------|--|
| Girl Guides and Girl Scouts | Be curious about others and the world |
| | Take a critical look at information she receives to form her own opinion |
| | Take advantage of the diverse learning spaces offered by Girl Guiding and Girl Scouting to connect with the world |
| |  |
| Leaders of girls | Think for herself and be open to changing her mind, based on information, data and analysis |
| | Research and explore complex situations in depth before making decisions |
| | Work to understand the context she is in by observing, analysing and asking questions |
| |  |
| Leaders of organisations | Research the needs and concerns of their communities to include them in their planning |
| | Establish global connections with other organisations inside and outside the Movement to share experience and good practices |
| | Explore the internal logic in her thinking and question her own bias |
| |  |
| Leaders of the Movement | Value new and external sources of information and expertise to inform decision-making |
| | Be willing to separate objective assessment of a situation from their personal opinion |
| | Seek information to develop their understanding of working in a complex global environment |
| |  |





OUTCOMES FRAMEWORK: BY OUTCOME

ADAPT YOUR BEHAVIOUR TO THE CONTEXT



Good leadership practice is rooted in context. It will look different in different environments, which is why we need to do our best to adapt our behaviour to the context, while still staying true to ourselves and our values.

By practising the worldly mindset, we learn to align to our environment and develop flexibility. By practising the reflective mindset, we understand how our own context affects our experiences and we keep adapting our opinions and behaviours.

| | |
|---|---|
| Girl Guides and Girl Scouts | Consider how her behaviours or words will be perceived by others before she acts |
| | Be respectful of other people's cultures and traditions |
| | Adjust her communication style to the needs of others |
|  | |
| Leaders of girls | Understand how her values and behaviours align to the environment she is in |
| | Adjust her activities, expectations and attitudes to suit the different learning styles and needs of the girls |
| | Demonstrate flexibility in the ways she reacts to unforeseen situations |
|  | |
| Leaders of organisations | Create conditions to respond proactively to world changes (quick decision-making in case of emergency, agility, etc.) |
| | Give tools to adapt activities, programmes and methods to the local context |
| | Be flexible to the needs of her staff and volunteers |
|  | |
| Leaders of the Movement | Respond constructively and positively in different cultural, social and work contexts |
| | Take cues from others to help read a situation. |
| | Reflect and self-monitor her own behaviour |
|  | |





OUTCOMES FRAMEWORK: BY OUTCOME

INNOVATE TO CREATE POSITIVE IMPACT

As a good leader, to make a difference in the world, we need to be creative, find new solutions and innovate to create a positive impact.

By practising the creative and critical thinking mindset, we cultivate our imagination, open ourselves up for experimentation and take informed risks. By practising the responsible action mindset, we can create a change-friendly environment around us, to explore solutions for the benefit of ourselves, others and society.



| | |
|------------------------------------|---|
| Girl Guides and Girl Scouts | Use her imagination to envision different possibilities |
| | Be confident to test her ideas, even when it involves taking risks |
| | Experiment to find solutions to everyday challenges, local and global issues |
| |  |
| Leaders of girls | Role model innovating, experimenting and taking informed risks |
| | Innovate to create exciting, challenging and adventurous activities for girls |
| | Be open to changing her way of doing things to better deliver the purpose of Girl Guiding and Girl Scouting |
| |  |
| Leaders of organisations | Assess the relevance of long standing traditions, methods and approaches |
| | Challenge herself and others to explore how activities could be more impactful or reach more girls |
| | Use up-to-date ideas and technologies to make things more efficient and more exciting |
| |  |
| Leaders of the Movement | Inspire and encourage others to protect space for creative thinking |
| | Actively embrace risk taking as a pathway to innovation |
| | Commit to learn from innovation and refine creative ideas into tangible impact |
| |  |





OUTCOMES FRAMEWORK: BY OUTCOME

MAKE CHOICES ROOTED IN YOUR VALUES



From the moment children start their journey in Girl Guiding and Girl Scouting, they promise to “do their best”. Whatever our age, role or situation, we should continue to aspire to do our best by making choices rooted in our values.

By practising the responsible action mindset, we make a commitment to putting our values into action by being leaders, advocates, entrepreneurs or activists, on issues that are important to us and the world. By practising the reflective mindset, we deepen our understanding of our values, how they evolve throughout our lives and how we can stay true to them even when navigating complex situations.

| | |
|---|--|
| Girl Guides and Girl Scouts | Identify the values that are most important to her |
| | Speak out and take action at any scale on issues she cares about |
| | Choose to complete acts of kindness |
|  | |
| Leaders of girls | Create space for girls to discuss social and environmental issues affecting them |
| | Role model the positive behaviours she encourages girls to develop |
| | Inspire girls to create positive change around them by her actions |
|  | |
| Leaders of organisations | Practise mission-driven and evidence-based decision-making |
| | Be brave to take a stand as an organisation on important issues affecting girls and young women |
| | Monitor and evaluate how the organisation is advancing gender equality |
|  | |
| Leaders of the Movement | Demonstrate coherence between values and behaviour by modelling WAGGGS values in action |
| | Act for the greatest impact towards the WAGGGS vision and mission |
| | Be a positive ambassador for the impact of the Girl Guide and Girl Scout Movement in civil society |
| |  |



SHARING YOUR LEADERSHIP WORK WITH WAGGGS

SHARING YOUR LEADERSHIP WORK WITH WAGGGS



This document is intended to be a practical tool for individuals, units, Member Organisations and the Girl Guiding and Girl Scouting Movement in general. You can use it to better understand the impact of Girl Guide and Girl Scout activities on the leadership practice of girls and women of all ages, and at all stages of their leadership journey.

For example, it could be used to:

- Adapt a Member Organisation's educational programme and/or leadership development work to mainstream WAGGGS' leadership model
- Create personal development plans for national or international volunteers
- Set objectives for a Member Organisation / Component Association's National Board or other leadership teams
- Design activities for girls of all ages
- Shape awards and training qualifications
- Update an adult training programme to reinforce local leaders' role modelling and use of the Girl Guide and Girl Scout educational method in their activities, processes and behaviours
- Inform how you will measure and articulate your impact, to help you validate the impact of Girl Guiding and Girl Scouting on young people in your society.

Get in touch

We hope you are using, or are interested in using, the leadership model and outcomes framework in your Member Organisation. If you're ready to start this work, learn more or get some advice on how to approach this, please contact WAGGGS by emailing leadingforherworld@waggs.org

What if your MO already has a leadership development framework or does not want to adapt this one?

If your MO already has a leadership development framework that works for you, that's great and we're not asking you to change it! It may be that some of our leadership outcomes are already present in your framework, using different words - there are many ways to describe similar things.

We would love you to map your own leadership work against this framework, and we can work with you to do so. This would help us demonstrate the impact of the Movement as a whole on girls' leadership development.



There are three main advantages to connecting with WAGGGS around your leadership work:

1. FIDELITY TO THE LEADERSHIP MODEL:

It is important that the leadership model is applied correctly in all projects, both to make sure it is as effective as possible, and so that any outcomes can contribute to our evidence base. We can offer further tools and training to help deepen your understanding of the leadership model and outcomes framework.

2. ACCESS TO COMMUNITIES OF PRACTICE:

Member Organisations working with the Girl Guide and Girl Scout Leadership Model will have access to opportunities to share their experiences and resources, and receive early access to new tools to support their work as they are developed.

3. EVIDENCING OUR COLLECTIVE IMPACT:

We see great potential in being able to tell a collective story of leadership impact at global level. Over time, as more Member Organisations work towards these leadership outcomes and report their learnings and impact, we will be able to grow our evidence base around the impact of the leadership model. This will both support future research and development, and enable us to articulate our collective impact in international spaces.

We sometimes say that it's hard to explain the transformative power of Girl Guiding and Girl Scouting, because it is such an intuitive process. The leadership model and outcomes framework can help us change this. They offer us a bridge between what is truly at the heart of how we have defined Girl Guiding and Girl Scouting for decades, and how the wider world describes what girls need to thrive in complex and interconnected 21st century societies. We hope one day we will be able to stand on a global stage and prove that millions of girls and young women feel more confident to call themselves leaders as a result of this work.

SHARING YOUR WORK

USAGE AGREEMENT

The Girl Guide & Girl Scout Leadership Model, the Leadership Development Framework, and all supporting materials are the intellectual property of the World Association of Girl Guides and Girl Scouts.

By using the Girl Guide & Girl Scout Leadership Model and all derived and supporting materials, you agree to:

- Clearly credit the World Association of Girl Guides and Girl Scouts for the original creation of The Girl Guide & Girl Scout Leadership Model and all WAGGGS materials related to it at all times
- Secure approval from WAGGGS before making any substantive adaptation to the definitions and terminology used in the Girl Guide & Girl Scout Leadership Model (as expressed in the Girl Guide & Girl Scout Leadership Model Summary booklet)
- Share any Girl Guide & Girl Scout Leadership Model materials you create or adapt with WAGGGS
- Where possible, share any evaluation data, learnings and evidence of impact created through using the Girl Guide & Girl Scout Leadership Model with WAGGGS
- Only use the Girl Guide & Girl Scout Leadership Model where doing so is in furtherance of the WAGGGS mission and vision
- Only share The Girl Guide & Girl Scout Leadership Model and all WAGGGS materials related to it with partners and other organisations where they have confirmed in writing their adherence to all the terms of this usage agreement



LEADERSHIP DEVELOPMENT FRAMEWORK

ACKNOWLEDGEMENTS

WRITTEN BY:

Elsa Cardona and Andii Verhoeven

WITH THE SUPPORT OF:

Ayowunmi Nuga, Mel Ford,
Mel Reoch, Erin Wicking

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co-creation group:

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