

World Association of Girl Guides and Girl Scouts
WAGGGS Leadership Support Resource Material

Exploring Your Leadership



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

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Introduction

This leadership module has been developed to support Member Organizations in the development of their leaders, and the growing and development of their organizations. It is intended to be a practical resource which offers an insight into leadership theory, points for discussion, activities for implementation and personal reflection. The module draws on the methodology, principles and learning approach successfully used in the WLDP and will support you and your organization, step-by-step, on your leadership development journey.

The resource was developed in response to Member Organizations' requests to share in the resources of the WAGGGS Leadership Development Programme (WLDP), which in turn has led to us adapting our WLDP strategy to support our Member Organizations in the Regions.

As this module is a pilot, we would gladly welcome your feedback once you have had some time to use it. We will be writing to a number of Member Organizations later in 2011 to see how close we have come to meeting your requirements. We specifically would like your comments and suggestions on the format and content and will integrate any feedback in the further development of the resources.

The Purpose

The key purpose of this resource is to provide a clear and progressive exploration into leadership of; the individuals, the team and the organizations. In working with the materials you will be encouraged and challenged to:

- Discuss how leadership development relates to you as an individual, as a member of a team and as a member of an organization, and how you understand and experience leadership
- Explore how leadership is practised in the association and which approaches and terminologies are being used
- Explore and identify the different leadership styles and reflect on how styles are able to grow individuals and the organization
- Understand and apply the information to help you effectively contribute your leadership skills to the growth of the organization.

The Learning Approach

The approach that underpins the learning throughout this resource ensures that it draws from experience and theory and can be applied in practice. The core principles of Connect, Extend, Challenge and Act are taken from the WLDP to:

- Connect** start where people are - connecting with the learning approach through their experiences and starting from what is known
- Extend** bring in new learning through new ideas and theories
- Challenge** encourage people to think outside the box, leave their comfort zone and try something new
- Act** ensure there is a progressive action plan to bring desired change

Part of the learning approach for this resource is the use of a 'learning log'. This is a tool used in leadership development programmes to record an individual's learning, feelings, activities, experiences, reflections, and plans for new actions. You are encouraged to record your learning throughout the journey. We have left a space at the end of each section for you to use as your individual learning log and capture this in a way that works for you.

How to use this resource

The content can be used for a full day workshop or as a combination of discussion sessions for example, as part of a board meeting or for individual reading and reflection. It has been designed to be used by teams as well as by individuals. The best way to use this resource is to have someone to facilitate the learning.

Target Group

This resource is intended for use by national boards in Membership Organizations to support them as leaders and as part of the leadership team of their organizations.

Leadership and Learning

Learning in leadership is continuous. The ability to learn, reflect and create meaning from those reflections is key to becoming an effective leader. Effective leaders also engage in the philosophy of life long learning which embraces new ideas and learning from all experiences. Learning about yourself as a leader is a personal journey that will have some 'baggage' (old ways of being) and lots of opportunities to replenish your 'suitcase' with new ways of thinking.

This resource will accompany you and your organization into an exploration and development of your leadership, which we hope will strengthen and develop your leadership capacity to its fullest potential.

Trends in leadership – an overview

The face of leadership is changing. Traditional ideas of leadership as positional, hierarchical, directive, autocratic and task-driven are increasingly less effective as expectations change and unpredictability and uncertainty become part of the modern world. Global, economic and societal changes mean that leaders are now required to be more responsive, adaptable, creative and collaborative. Leadership today requires a more relational approach, and engaging and developing individuals and teams in times of uncertainty and change necessitates a different level of leadership skill and style.

“...leadership needs to be “flat” today. It needs to be transparent. And to thrive in an ever-changing world, companies must actively commit to cultivating younger leaders throughout the organization, encouraging older leaders to pass on what they know. Leadership now needs to be the norm, not the exception...No longer is leadership about a few exceptional leaders at the top of the organization...” Deloitte CEO Barry Salzberg on ‘Leadership as the Norm, Not the Exception’

The evolution of leadership development over the past 10 years

One of the most striking shifts is away from ‘heroic’, overtly masculine leadership role models to exemplars embodying more collaboratively focused practices. The days of the leader being seen as the man on the white charger 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 attended to what leaders *do*, in particular, the kinds of behaviours in which they engage. Leadership development thus focused on training people in certain behaviours. In the last ten years, there has been a distinct move away from focusing on particular behaviours to focusing 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 leadership development seeks to enable potential leaders to recognise and work from those values.

- **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, the person with the most expertise at completing the part of the task that needs to be completed at a specific time should act as leader. The key idea is that leadership often needs to ‘move around’, and that in order to complete tasks effectively, leaders need to be able both 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 fore.

- **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. Leaders must be particularly attentive to what a particular situation requires, and how they might best contribute to it. Leadership development aimed at growing leaders who can work with emergent processes needs to foster emotional robustness, the ability to live with uncertainty, as well as the skills of deep listening and working appreciatively with difference.

Increasingly it is recognised that 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 the increased disparity between the rich and poor will require leaders with the capability to dialogue across differences, engage with ethical issues, and bring humility, as well as generosity and foresight to their roles.

(Dr Donna Ladkin Centre for Executive Learning and Leadership, Cranfield School of Management, Cranfield University, UK. Dr Ladkin was involved in supporting the developing of the WLDP)

Notes

Exploring Your Leadership

– What is Leadership and who is a Leader?

Leadership is a phenomenon we meet every day, in every situation. We lead ourselves, we lead others, and we are led by others. This section explores the origins and development of your leadership, and places this in relation to your role as a board member, decision-maker and leader of others.



How do you understand and experience leadership?



**“Knowing others is intelligence; knowing yourself is wisdom; mastering others is strength; mastering yourself is true power.”
(Lao Tzu in *Lao Te Ching*)**



Leadership Experiences

Purpose:

To share experiences of leadership.

To explore how different leadership experiences can be perceived.

Method:

Work in groups of three or four persons. In turns, each person in the group takes the role of ‘teller’, ‘interviewer’ and ‘observer and writer’.

Each participant tells a story of an experience with leadership. This can be when she acted as a leader or when she was led by someone else. Both good and bad experiences can be shared. The interviewer asks questions to explore deeper into the experience and, after the story, the observer tells what emotions she observed and which leadership descriptions she sensed in the story. When all the stories have been told, the group summarises what they observed.

Debrief the exercise – what did you learn about yourself and others – and about leadership?

Leadership is dependent on the skills and competences of those carrying out the leadership.



Which competences are needed for leadership?

Think of a leader you admire and list the skills, knowledge and competence they have.

Share your thoughts with others in pairs and in the larger group.

Now that you have reflected on how you perceive and understand leadership differently, we can proceed to the core challenge of this process – to Explore Your Leadership.

Exercise 1A: Mirror Exercise

Purpose:

To illustrate how it is to lead and be led.

Description:

Participants work in pairs with one person acting as a 'mirror', the other being 'real'. The pair draws an imaginary line between them as the place of the mirror. On a signal, the 'real' person starts moving and the 'mirrors' do their best to follow the actions, adjusting to gesture and distance from the mirror line.

Do the exercise for a maximum of 2 minutes then swap roles as 'real' and 'mirror'.

Debrief by discussing in pairs and summarizing in the plenary:

- How does it feel to be the 'mirror' person?
- How does it feel to be the person who directs another?
- What are the reactions to those feelings?
- What can we learn about leadership from this exercise?

Exercise 1B: Blindfold Exercise

Purpose:

To illustrate how it feels to lead and be led among people in a busy world

To experience the dimension of trust in the leader/follower relationship.

Description:

Participants work in pairs, one of whom is blindfolded. The blindfolded person is completely led by the person who is not blindfolded for five minutes then the roles are switched. The person leading can talk to their follower and tell (or be asked) what they are seeing and can take the follower anywhere they wish.

Plenary:

- How does it feel to be completely led by another?
- How does it feel to be the leader?
- What helped you to carry out the task?
- What prevented you from doing the task?
- What surprised you during the exercise?
- What could have made you (even) more efficient in the task?
- What do we learn about leadership from this?

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” (Margaret Mead)

There are many perceptions of 'leadership', also linked to 'management', and to the roles and responsibilities of a 'leader'.

Before we work on the leadership development of your board and of your association, we will start by discussing how you define the key connected to leadership.



Overall Key Discussion:

Reflect for a few minutes and write down your definition of the following terms – based on what you currently know:

Leadership:
Leader:
Management:
Development:
Learning:

You may not have the definition of all terms by now – we will come back to this later

Share your definitions with your fellow board members, and if you change your perception, adjust your definitions.

Understanding Leaders and Leadership



“It is similarities that make individuals form a group – and differences that leads a group to form a team.”

When you are chosen to be a member of a decision-making board, you can expect to be leading both people and resources, and taking decisions that will influence the lives of others, now and in the future. This means that you will need to be aware of how you can contribute to the team and how you relate to the contributions of others.



Identify your stakeholders and describe what your leadership would be like from their perspectives.

It is important to look at your leadership from the perspectives of your stakeholders as the impact of a leader has ripple effects. A good leader can bring in more members, resources and opportunities and a bad leader can drive away people, resources and opportunities.

Purpose:

To reflect on different stakeholders’ perspectives of leadership.

Method:

In groups of a maximum of five, discuss and describe what you imagine would be the definition of leadership and leader as seen from the perspective of:

- A member of your association
- Parents of a Girl Guide/Girl Scout
- Your peers
- Your team members
- Funders

Leadership can be perceived in different ways depending on your participation in it: i.e. the leader, the person being led or an external person watching the leadership process. The perception of leadership also depends on who we are; our personal histories, cultures, backgrounds, and our understanding of leadership.

Leadership is also understood in a social context and through relationships. Therefore, who you are in terms of your background, culture and history will influence and impact your leadership. This is known as social construction. It is the social construction that makes groups and organizations develop mutually.

Social construction is based on people sharing stories, perceptions and opinions and is dependent on three actions taking place:

Listening to what others think and sense

Expressing your own sensing and thinking to others

Reflecting to be conscious of what you really think and sense

When people interact, they do so with the understanding that their respective perceptions of reality are related, and 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.

When sharing stories we often develop new perspectives about a situation we are discussing. For example, when people are sharing their stories they are often left with each others' versions of the situation in mind.

The history of Girl Guiding/Girl Scouting shows that many women in positions of leadership in the community and 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 through self-confidence and self-esteem, ability to cope with change, appreciation of others, leadership skills and international understanding.



My first experience as a Leader

Method:

1. Describe your first leadership role.
2. Reading/listening to your story, which leadership skills can you recognise? Do these skills still appear as part of your personality?

The exercises you have been doing until now will lead you to have a sense of how you individually and as part of a group (such as your board/committee) perceive and understand the phenomenon of leadership. In the next section we will go outside your organization and explore how leadership is defined the world around us.



Discussion

1. How easy is it to recognise our own leadership qualities? Is it easier to see leadership qualities in others? Give examples underlining your opinion.

2. How does our ability to recognise leadership qualities in self and others change if we alter our perception of leadership from leader as a 'hero' to leader as an 'enabler'?
3. How has Girl Guiding/Girl Scouting helped you build your leadership skills?



Leadership Teams

Leadership can be perceived or understood differently by different groups. For example, a girl's perspective may be different than a boy's and her perception and understanding of leadership may be further affected if she is in a Girl Guide/Girl Scout unit, if she is leading an activity, in charge of a project or defining the vision for the future. We could regard these three different perspectives as 'experienced leadership', 'operational leadership' and 'strategic leadership'.



Look at your suggested definitions in the key task. Do these differ in the three mentioned perspectives? Write down any amendments or adjustment.



“Management is doing things right; leadership is doing the right things.” (Peter F. Drucker)



Look at your suggested definitions in the key task. How do you distinguish between 'leadership', 'management', and 'governance'? If you have any amendments or adjustments, take a few moments to write these down.

Researchers have discovered that theories of leadership have moved from the 'what' - the person, 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.

The following descriptions of leadership theories that have influenced the leadership environment, and the WAGGGS leadership approach, include a holistic, positive and appreciative approach where leadership is as concerned with motivation and process as on the result. In WAGGGS results are developed from ideas grown in groups or teams and related to the challenges modern girls and young women face.



Volunteer or Corporative Leadership

What are the strengths, weaknesses, and challenges in a volunteer-based female or co-ed organization regarding leadership and leader recruitment and retention?

What differences do you see in the leadership of paid employees and volunteer groups?



Evolution of Leadership

Purpose:

Research the changes in the approaches to leadership in your Girl Guide/Girl Scout association throughout the history of the association.

Method:

If possible, find leader handbooks from different periods in the life of your association, or interview women who have been leaders in the association at different times.

Find out how leadership has been defined over time and what types of people were considered effective leaders.

Discuss the behaviours that were expected of the leaders and from members under their leadership. Make a time line of the evolution up to the present.

Debrief:

What can you learn about leadership from this exercise?

In the following sections you will find descriptions of leadership theories currently discussed and developed throughout the world and within WAGGGS. By studying these theories and discussing them with other leaders, you will find your own leadership model and style, hopefully in collaboration with the people you lead.

Notes

Leadership Approaches

In this module we will not be focusing on the traditional leadership approaches such as charismatic, autocratic and transactional, but instead will be introducing you to current approaches in leadership such as appreciative, collaborative, servant and transformational. This does not mean, however, that early leadership theories are wrong or no longer relevant. They are the foundations of later leadership theories and we often find little signs of these styles in the leaderships experienced.

We will explore the theory behind these approaches and reflect on how they relate to current leaders and boards.

Appreciative Leadership

The premise of appreciative leadership is simple yet profound. Instead of focusing on what is going wrong in the work place, the focus is on learning about and building upon what works. Appreciative leadership is about turning human potential into positive power and is a relational and positive process. Its underpinning value is to set in motion positive ripples of confidence, energy, enthusiasm and performance to make a positive difference in an individual's work and in the world.

Appreciative leadership has its roots in Appreciative Inquiry (AI). The philosophy pays attention to what is right and builds and accentuates the positive. Within this approach we are encouraged, through social construction, to view the world in different ways; acknowledging that people can have different views and realities and still be open to change. Appreciative Inquiry discovers the best of what is.

Appreciative leadership focuses on learning and developing from the benefits and successes of earlier experiences.

When leading in the spirit of appreciation you:

- think of the things that work or worked in the past
- look ahead more than looking back
- believe that all actions are intended positively at the time and in the situation they occur
- use positive language
- think of the situation from three positions (personal, interpersonal, and meta perspective)
- use questions far more than answers
- manage and empower participants to contribute to the vision, mission and organizational goals

Situational Leadership

The 21st century manager recognises that a “command and control” approach to leading is no longer the most effective way of getting the best out of people.

The manager also recognises that effective leadership is not about ‘one leadership style 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 (1985) and is known as Situational Leadership. This model is especially useful because it describes effective leadership in terms of behaviours, for example, how people experience our leadership through the behaviours we demonstrate. We can learn a great deal about effective leadership and how to relate it to the performance management of others from this approach.

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 (shown below) has much to offer the leader in the role of developing individuals and encouraging them to achieve excellent performance. While each of us has a preferred leadership style, which can be assessed, the Hersey and Blanchard 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.

In this model we see two kinds of leadership behaviour: “task” and “relationship”. Task behaviour

TASK BEHAVIOUR

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

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

RELATIONSHIP BEHAVIOUR

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

- ▶ Communicating
- ▶ Facilitating interactions
- ▶ Active listening
- ▶ Providing feedback

is concerned with the task (“getting the job done”), whereas relationship behaviour is more about motivating team members and building and maintaining positive relationships with them.

Depending on the nature of the task and the skill and maturity level of the individual, a leader will adopt one of the four leadership styles in order to achieve the task. These are *telling*, *selling*, *participating* and *delegating*.



Situational Leadership in a Girl Guide/Girl Scout group

Share examples of situations in your own Girl Guide/Girl Scout association where the mentioned leadership styles are demonstrated or needed.

The task approach involves the leader as the “boss” having been briefed to achieve a specific goal. A task-focused leader has a tendency to:

“**tell**” team members **what** the solution is, **what** to do, **how** to do it, and then **control** and **supervise** their performance.

Transformational, Values-based and Ethical Leadership

Transformational leadership has the ability to transform the potential of individuals, teams and organizations. Transformational leaders specifically identify their own values, the values of individuals and those of the organization. Their values guide, inform and shape their actions. Power is not held onto by the leaders but is generously distributed among others. Empowering others underpins the philosophy behind this model and the importance of stakeholders’ participation is key to the long-term impact of transformational leadership.

While most leadership theories focus on finding the best way to achieve the goals of the organization, transformational leadership focuses on the needs, morals, ethics and values of the people who make up the organization.

Transformational leadership is characterised by:

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

Transformational leadership is highly relevant to values-based organizations like Girl Guiding, Girl Scouting, Scouting, YMCA and Boys and Girls Brigade.

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



Transformational leadership

Discuss the following 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 will represent the interest of the strongest fraction”

Share examples in your life, either from Girl Guiding/Girl Scouting or outside of Girl Guiding/Girl Scouting, where you have experienced a transformational leader.

Servant Leadership

The phrase Servant Leadership was coined by Robert K. Greenleaf:

“The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader first*; perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature...The difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?”

Collaborative Leadership

The collaborative model of leadership begins not with the leader but with the collaborative forms of organization that needs a different type of leadership. The basis of collaborative leadership is shared power and management rather than

direction from the top. As well as shared power, this model of leadership is based upon shared responsibility, mutual trust and cooperation, clarity of purpose, developing people and self reflection. Collaborative leaders engage all participants by developing new constructive processes of working together.



The many shapes of leadership

Which leadership theories and models have you heard of and which have you practised in leadership roles in your career or in Girl Guiding/Girl Scouting? Share your thoughts and opinions in the group.

Learning Log

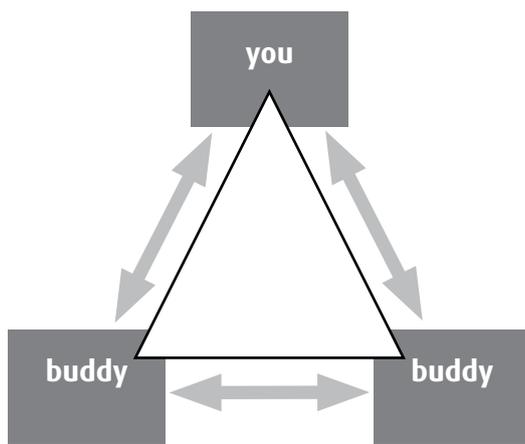
Reflect on what you have learned so far

Notes

Exercise: To explore individual, group and different perspectives

Triangle Game

(Min. 8 participants. Time: 8 – 10 mins)



Objective:

- To visualise the interdependence of individuals in a team
- To show how everybody within team influences each other
- To observe if some people exert influence more than others

Method:

The aim is for each participant to form an equal-sized imaginative triangle (as if seen from a helicopter) with the participant as one corner.

Ask the participants to choose two 'buddies' without letting them know they are chosen. The two buddies become the other corners in the triangle.

The participants are asked to take two steps for her triangle and then stand still. Whenever one or both of the corners move, the participant will have to adjust.

When all participants are formed in triangles, try to move one or more persons – i.e. the 'informal leader' if you have spotted her.

Debriefing:

What happened?

How did you feel during the game?

Compare the games reactions to your team life

What could be learned?

Potential Outcomes:

Laughing, intolerance, curiosity and that moment of realisation may be felt among participants



Your Organization Chart

Purpose:

to reflect on and make a mutual overview of how the association is linked together.

Method:

Make a chart of your organization as it is right now.

Mark on your chart the links that are important to keep the organization alive.

How does leadership evolve in this organization?

Who holds the power?



Look at your suggested definitions in the key task. If you have any amendments or adjustments, write them down.

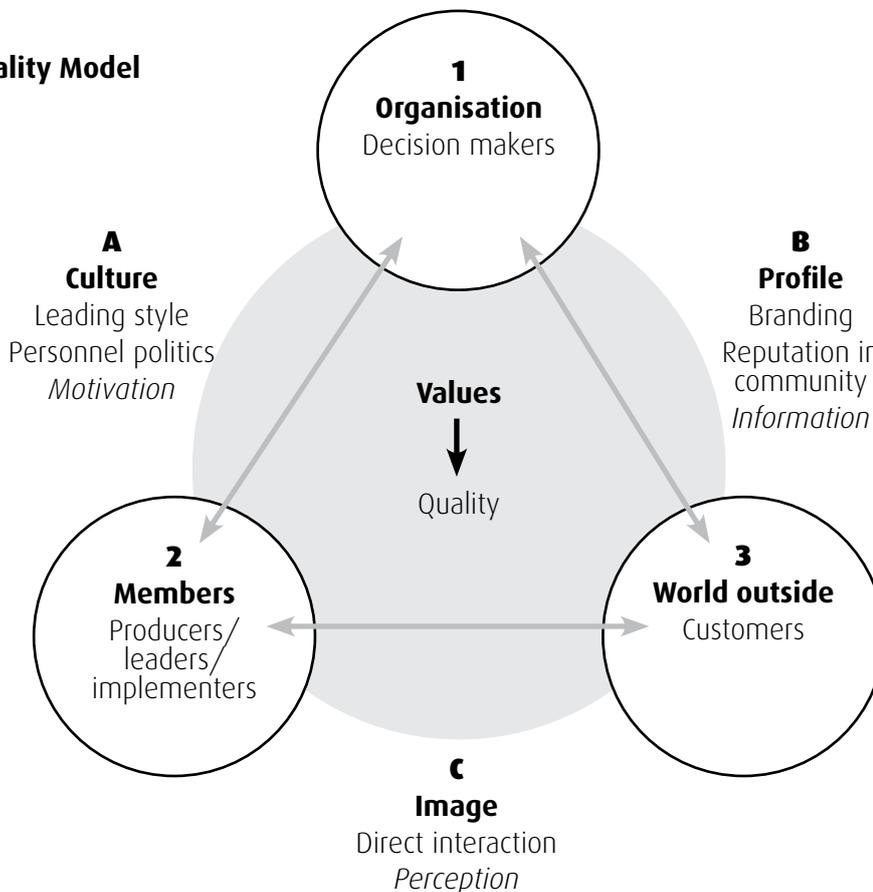
Notes

To give a picture of the interactions within any organization or group we can use “The Trefoil Quality Model”

The model shows the interrelationship between the main groups of stakeholders (groups and people with interest) in an organization:

1. Organization: The decision-making element, (such as the board); the formal part that shapes the specific organization and decides the strategies, programmes, policies and rules.
2. Members: The implementing or the performing element; those who work on the decided programme and follow the rules.
3. World Outside: These elements do not have direct impact on the life in the organization and can only influence this by addressing the members or the decision-makers and convincing them to take action.

The Trefoil Quality Model



The interactions between these elements shape different kinds of perceptions:

- A Culture: is shaped by the relationships among decision-makers and members, organizational structures, behaviour and attitudes and formal and informal aspects such as the constitution and traditions.
- B Profile: is how the organization is viewed by the outside world through branding (website, logo, uniform etc) and is shaped and measured by the decision-making body. Public perceptions, opinions and prejudices can impact the profile.
- C Image: the image is what the outside world perceives of the organization and is measured by the direct and actual experiences of interacting situations.

The image is an important element of the organization and also the most easy to change.



What shapes your organization?

Purpose:

To consider the elements of the association that impact on the profile and quality of its work.

Method:

Draw the Trefoil model on a flipchart or board. In groups of three or four discuss the organizational culture, profile, and image you have in your association. Each element could be written on a post-it note and, after your discussion, placed on the board trefoil.

Discuss in the plenary what is good and what could be improved. What can you as the board do about these elements?



“To balance between continuity and change is... To go where the ball will come – instead of waiting for the ball.”



Look at your suggested definitions in the key task. If you have any amendments or adjustments, write these down.



Board Dilemma: Who should take action?

Purpose:

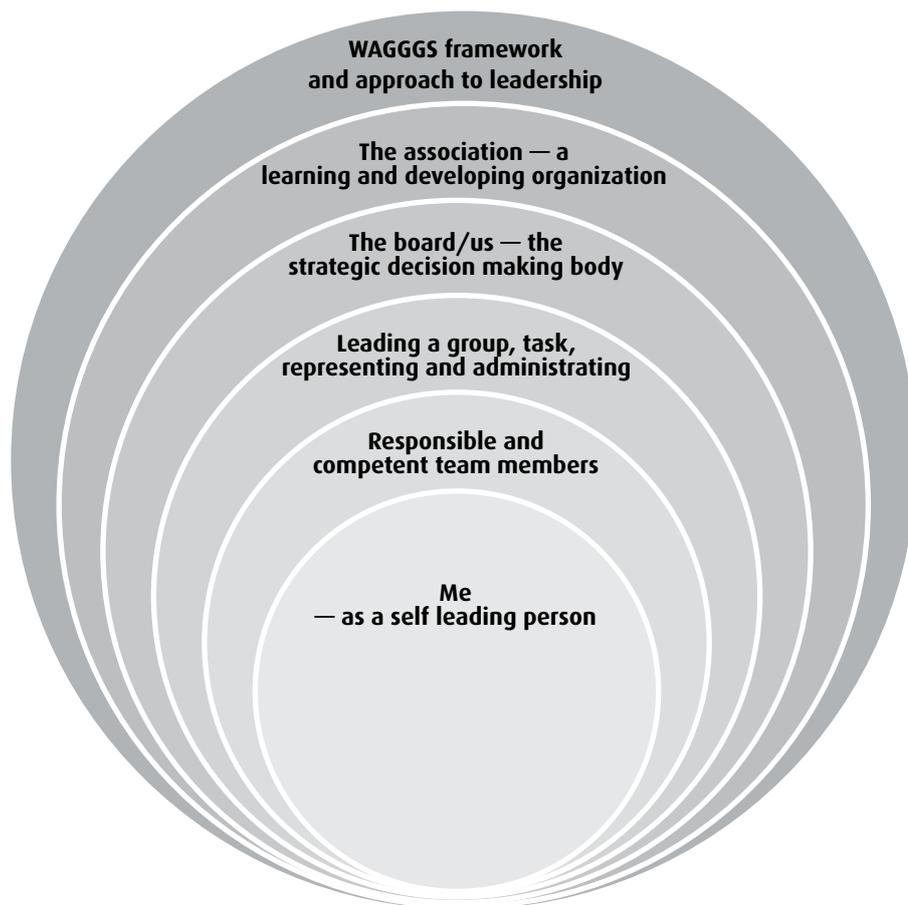
To consider what is and what is not relevant for a board to deal with.

Method:

Write some tasks and situations on cards and place them in the middle of the group, upside down. For example:

- the mother of a member calls the Chief Commissioner to complain about the Girl Guide magazine
- the Chief Executive has delivered her resignation due to too much work load
- a unit leader writes a letter to ask for ideas for her next unit camp
- a newspaper journalist is asking for the mission and purpose of the association
- a board member tells about a conflict between two unit leaders
- a board member tells about a conflict between two other board members

In turn, each person draws a card, reads the



dilemma aloud and identifies who the appropriate person would be to deal with the dilemma.

The group comments on the discussion and moves to the next dilemma.

New cards can be written during the game.

Debriefing:

Which category of dilemmas is for the board to solve, and is which not?

What can you learn about leadership from this?

The exercise should lead you to a description of your duties, your responsibilities and your roles as a decision-making board.



What is included in the strategic leadership of your association?

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

Leadership can be seen through the metaphor of an onion with its many layers: in the middle is the individual, surrounded by their group, team, board, association and the finally the umbrella organization of WAGGGS. The following diagram shows the layers of interconnectedness. The layers symbolize the many parts that make up the organization, which an individual and leader will be required to relate to and the local, national and global layers which surround and support them.

Notes

Understanding Leadership in a WAGGGS environment

Leadership is a much discussed subject in the corporate world as well as in volunteer and non-governmental organizations. In WAGGGS we have discussed leadership for many years and have researched trends in leadership science as well as the cultural development within our own organization.

The discussions on leadership have focused on:

- Leaders and what they do
- Appreciation of collaborative and collective leadership
- How leadership has evolved

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

- Leadership as a process
- Leadership, influence and power
- Leadership in a group context
- Leadership and goal attainment

These facts and observations differ from previous perceptions of leadership such as leading a group towards a goal, and controlling the result.



Look at your suggested definitions in the key task. If you have any amendments or adjustments, write these down.



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.

(MAKING IT HAPPEN: Leadership Keys For People Who Must Produce Results. Introduction)



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.

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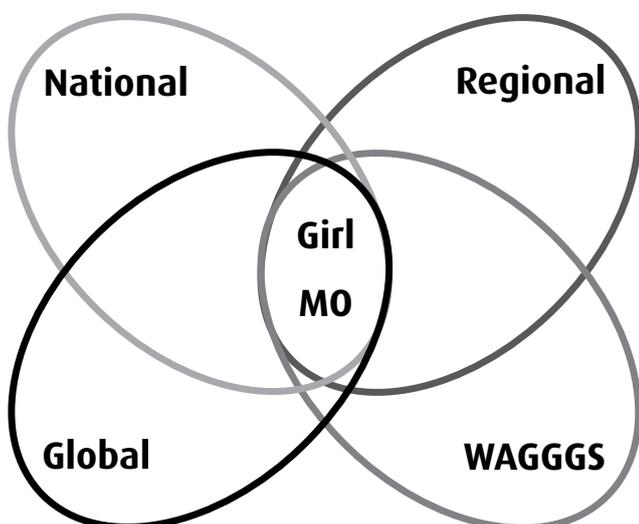
How WAGGGS defines Leadership

Growing leaders is something we have been doing in Girl Guides/Girl Scouts for the past 100 years. As we celebrate our centenary it is good to remind ourselves of what it is we do in leadership, how we do it and what beliefs lie behind why we do it.

- Leadership is the process of influence within a group that helps the group achieves its set of goals.
- Leadership in a group is the relationship which defines and impacts the life and actions of the individual and group.
- A leader is a person who cultivates and nurtures the group dynamics and empowers people to take leadership roles.

So let us see how this fits in with what we do in WAGGGS. Let us start by exploring leadership as we practise it in Girl Guides/Girl Scouts.

We see through our patrol system that boys, girls, young women, men and leaders go through a process where they are encouraged and nurtured to be leaders. Think of yourselves and how you have been given opportunities and supported to be in a position of leadership in your family or society as well as within the organization.



Leadership development in WAGGGS is carried on at different levels

Leadership happens at different levels within the organization: within units, at national, regional, WAGGGS international and global level.

We can all identify with the leadership that takes place at unit and national level because we experience it and maybe are part of it. The leadership that happens at regional and WAGGGS level can seem a long way from us but it is all part of what WAGGGS does.

There are leadership development opportunities at regional level where people from different countries within the region learn and share together. The leadership development opportunities at WAGGGS level brings us to interact, learn and share at an international level allowing us to experience the richness of leadership in a diverse environment.

There is also the leadership development that takes places outside the WAGGGS framework. It can be experienced when we work with other NGOs such as the UN, YWCA, WOSM and educational institutions.

All of these experiences are part of growing leaders. As we interact with others inside and outside of the movement we learn new ideas and theories that help us to practice our leadership and achieve our goals.

Today 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 in a changing world.

The foundation of developing leadership in WAGGGS is based on the belief that:

1. Learning and leadership go hand in hand.
2. Learning and leadership should be shared.
3. Leadership should be distributed and exercised at every level.
4. Collaborative models of working strengthen both teams and individuals.
5. An independent, critical perspective informed by research is vital.
6. The status quo and perceived wisdom should always be questioned.
7. Creating a supportive learning environment is important.
8. Promoting creative and analytical thinking is vital.

Our approach to leadership is based on a set of principles and which we will discuss later.

The evolving trends in leadership and learning approaches provides ongoing opportunities for us to review our approach to leadership in WAGGGS.

WAGGGS' approach to leadership and leaders focuses on:

1. **Understand people's experiences, practices, values and beliefs**
2. **Understand how people explain things to themselves**
3. **Sensitivity to people's contextual environment**
4. **Work together to create opportunities that empower rather than threaten**

The leadership we believe in respects the diverse backgrounds we come from and acknowledges that this will affect the way we practise our leadership. However, our experiences should enhance our leadership principles and not be a hindrance. Ultimately we want our experiences to enhance our leadership and recognise that we learn from each other and we should use the positive experiences to empower others.

Behaviors and actions related to WAGGGS' leadership approach:

1. **Challenging the process** – searching for opportunities, experimenting and taking sensible risks
2. **Inspiring a shared vision** – constructing a future vision and building team support
3. **Enabling and empowering others to act** – fostering collaboration and supporting followers in their personal development
4. **Modelling the way** – setting an example
5. **Encouraging the heart** – recognising team members' contributions and celebrating their achievements

There are particular behaviours and actions we expect from leaders. This is more to do with the attitudes we foster within ourselves and other people.



Think of and share examples of good leadership practice and behaviour from your Girl Guide/Girl Scout and daily lives.



Look at your suggested definitions in the key task. If you have any amendments or adjustments, write these down.



Leadership and Learning in your association

Discuss how leaders of today are improving their leadership competences.

Which is their preferred leadership learning and development environment: on the job or off the job?

How does leadership and learning work together?

The teaching of leadership is moving from lecturing to empowering the learner to discover the knowledge for themselves.



Look at your suggested definitions in the key task. If you have any amendments or adjustments, write these down.

Notes

Arenas of your leadership

Leadership in any level of the organization consists of different tasks. It¹ is said that a leader has five arenas of leadership:

- **Leading the task – the purpose of the group**
- **Leading the people – human resource management within the group**
- **Administrating – planning, documentation, follow up, reporting for the group**
- **Representation – being the link between the group and the next level in the hierarchy**
- **Leading herself – self-discipline, administrating competences, resources and own time**



Prioritizing your Arenas

Purpose:

To reflect on the different tasks of a leadership role and balancing priorities.

Method:

List the duties and responsibilities included in your task description as a board member.

Categorise the duties and responsibilities according to the five arenas.

Consider:

- what balance is needed
- what the balance is now
- what you would like the balance to be.

You can eventually make a column or circle diagram to show the balance between what is needed, actual, and preferred.

Reflection:

According to how close or far your preferred balance is from the needed balance, you should consider what you can do to meet your needs successfully.

6 Extended model based on Klausen, Kurt Klaudi(2004): Strategisk ledelse – de mange arenaer. Syddansk Universitetsforlag



Arranging our competences and tasks

Purpose:

To match priorities and arenas according to the mission of the board.

To develop a working strategy for the board.

Method:

All members bring their personal arena balance diagrams.

Start by listing the overall tasks of the board and discuss the balance between the arenas.

When you review the five arenas of your members:

- What is covered fully?
- Which tasks need more focus?
- How can you arrange a structure to balance tasks?

Write a working strategy for your board work.

Exercise: The Great Pretender

Purpose:

- To help members examine old issues from a new perspective
- To explore the validity of first impressions
- To stimulate creativity and thinking outside of the box
- To experience social constructions and systemic thinking
- To reflect on personality, perception, attitudes, and behaviour

Method:

At the start of a team meeting, explain to the members that they will have a chance to be someone else today.

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 (for example, respected business leader, scientist, environmentalist, role model, political figure).

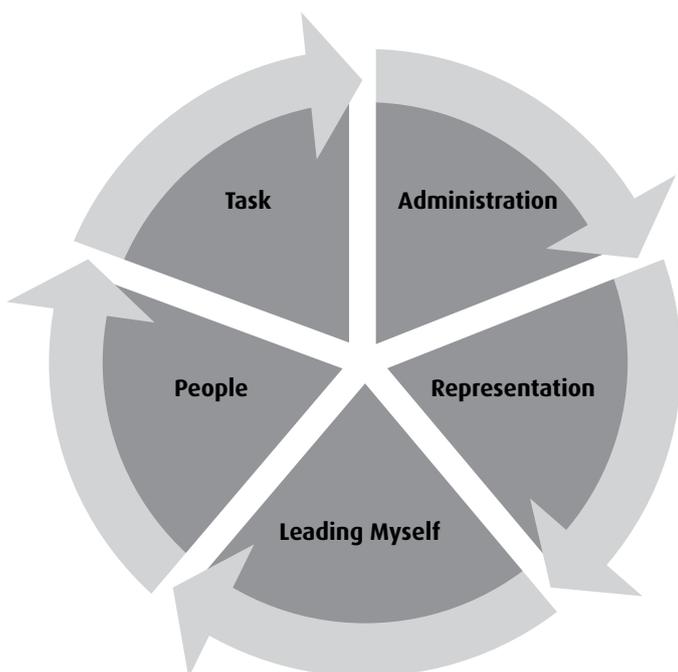
Members can choose to be themselves but that too must remain a secret.

Toward the end of the meeting have individuals introduce themselves by their real name, reveal the name of their character, and state why they chose that character.

If you have more time:

Once team members have decided who they want to be (allow a minute or two for this), divide them into subgroups of three or four people and have each person introduce the character they are going to be. For the remainder of the day or meeting, members are to stay in these roles.

For example, if they are millionaires, they might continually boast of their status, telling stories of their wealth and travels.



Debrief: Discussion questions

- How did it feel being the Great Pretender?
- Were you surprised to learn who the others chose?
- How do first impressions affect our feelings towards others?
- How did being someone else make you feel about yourself?
- How did assuming someone else's persona affect your decisions, contributions to the meeting, and comfort level in sharing your views?
- What did you learn from this exercise about leading your association?

Notes

Learning Log

What are your reflections on what you have learned so far?

Empowerment and Leadership

Power and leadership are interconnected.

- When power is used positively in leading and motivating others it is experienced as empowerment. It can be a very strong, positive and creative force.
- When used negatively it can have the adverse effect of suppressing an individual's potential and self-esteem.
- Good leadership involves the delegation of power and authority.
- It is in the interaction between the individual, team and leader where positive or negative transactions of power occur.

A leader can work with and empower individuals in different ways:

- Full participation – working together in mutual motivation
- Partial participation – consulting each other and using mutual supervision
- Non-participation – merely communicating in the trust that those involved will manage by themselves.

“Empowerment begins when they [women] 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)



Look at your suggested definitions in the key task. If you have any amendments or adjustments, write these down.



My Leadership Competence Gaps

Looking at your motivations, competences and position tasks, and taking into consideration your fellow board members, make a list of leadership competences that you would like to develop.

Share your list with the others, and give suggestions for how the desired development can be achieved.

Discuss

How can you use this information to grow the leadership in your organization?

Notes

Action planning

1. Conduct an audit of your team's competencies.

This is a vital exercise to establish where your team is in terms of leadership development and in what areas your team will need support and development.

Leadership also requires the leader to reflect on their own leadership competencies.



In terms of individual and team contributions to leadership in the organization, how can I begin to apply this knowledge so that my leadership contributes to the growth of my organization?

2. Reflect on what have you gained in this module and how you intend to use it?

The use of teams not only has implications for the way decisions are made, but also for their implementation. People are more likely to carry out a decision if they have been involved in the process of making it. This relates to team processes, which need to be balanced against the achievement of the team's task.

3. How is leadership practised in your team?

In an effective team, you are likely to have "the right person doing the right job at the right moment". The composition of a team and the way in which individual members work together is crucial to making the team successful in achieving its objectives. The best teams consist of individuals who each bring their different strengths to the work of the team.

4. Role models

What also influences your behaviour and leadership style is the role model(s) you have met in your life and who you try to emulate – consciously or unconsciously. Role models can impact you both positively and negatively, so it can be beneficial to reflect and consider whose behaviour you copy:

Reflect:

Think of your role model: what is special about their leadership style? As you go forward in your leadership development, what leadership style would you now like to adopt and why? What benefits would this bring to your team and organization?

Leadership definitions in our association

Leadership:
Leader:
Management:
Development :
Learning:
In the period _____ we will take the following actions in order to implement the leadership definition, our approach to leadership, and a leadership development strategy in our association:
1. Goal
2. Goal
3. Goal
4. Goal
5. Goal

Learning Log

What are your reflections on what you have learned so far?

Conclusion

In this module you have begun to explore leadership in its theory, practice and application to you as a leader, the leadership within the organization and leadership within the context of WAGGGS. The debate on leadership is a huge one. It spans all corners of the world and from that we are able to learn how leadership is experienced in other cultures and traditions. In this module we have only scratched the surface. However, we hope we have raised your interest and awareness as you lead the organization into the future.

Think of leadership development as a journey rather than a one-off experience where you can map out your reflections, your learning and some highlights of the journey. But as in any journey, you are not travelling alone; you have a team with you and a wider organization to support you on your way. The journey is a collective experience in which everyone has a role to play and something to contribute.

Leadership is more than a single function. It involves thinking, perceiving, feelings and behaviour. These thoughts and feelings are based on past and present events and experiences, making leadership a personal expression of the way one relates to the world. The way you express your leadership will differ from everyone else but most of all it should help to position your organization to fulfill the mission and vision of WAGGGS.

This resource is intended to be an introduction and further topics will follow which will develop and deepen your leadership understanding and practice.

Learning Log

What are your reflections on what you have learned as a result of this resource?

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