



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

LEADING FOR HER WORLD

GIRL GUIDE AND GIRL SCOUT LEADERSHIP MODEL SUMMARY





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 ten million girls and young women from 150 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 achieve their fullest potential and become responsible citizens of the world.

WHAT WE DO

We offer girls a safe space to practice courage, caring and curiosity. Our strengths lie in innovative non-formal education programmes, leadership development, advocacy work and community action, empowering girls and young women to develop the skills and confidence they need to make positive changes in their lives, in their communities and countries.

We deliver our programmes in five WAGGGS Regions: Africa, Asia Pacific, Europe, Western Hemisphere and Arab Region. We also hold advocacy and leadership events at our five World Centres: Our Chalet in Switzerland, Sangam in India, Pax Lodge in the UK, Our Cabaña in Mexico and Kusafiri, our World Centre travelling around Africa. Through our global programmes, girls from all over the world come together to learn new skills, share their international experiences and form lifelong friendships.

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LEADERSHIP AND WAGGGS

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.

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.

The Girl Guide and Girl Scout Movement has been empowering girls and women as leaders for over 100 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.

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 take the lead in their own lives. They can also pass on what they gained as volunteer youth leaders, leaders in their Association or global leaders of the Movement.

By enabling girls and women to take the lead in their Guiding/Scouting journey from a very young age and to develop as role models for future generations of Girl Guides and Girl Scouts, we give them tools to become bold and confident women in every aspect of their lives. In a recent global survey by WAGGGS and the University of Exeter¹, we found that 46% of girls and women believe their gender could disadvantage them when seeking leadership opportunities, and only 37% feel that society supports female leaders. However, 88% feel they are actively practising leadership in Girl Guiding and Girl Scouting, and 80% feel that it has given them the aspiration to make a difference in society.

Girl Guiding and Girl Scouting empowers girls to be all they can be. Our Girl Guide and Girl Scout Member Organisations around the world offer high-quality leadership development experiences for girls and women from the age of five, and at WAGGGS we have run international leadership events since 1932 and a bespoke leadership development programme since 2006.

¹ Leadership and Opportunity for Young Women, University of Exeter / WAGGGS study initial findings, 2018

Yet in the world girls grow up in, it's harder to reach their full potential than it should be, and we always want to do more to prepare girls and women to take the lead in their lives and be changemakers in their societies. So we are designing a new leadership offer for the Girl Guide and Girl Scout Movement, built on a leadership model designed for girls and women, and using innovative delivery models to reach our ten million members. Our new leadership development programme will:

- inspire **girls** with the values, attitudes, behaviours, skills and knowledge they need to be leaders, changemakers, entrepreneurs and advocates.
- empower **volunteer leaders** as inspiring, empowering role models who create safe spaces for girls to be themselves, take the lead in their lives and develop resilience and confidence.
- keep the **leaders of our organisations** united, thriving and girl-focused, so they can offer the most relevant, exciting and accessible leadership development experiences to their members.
- support the **leaders of our Movement** to raise the voices of girls and young women in the global arena, and to champion a diverse and sustainable Girl Guide and Girl Scout Movement.

THE WAGGGS LEADERSHIP MODEL

We have worked with the University of Exeter to design a new leadership model that builds on over a century of learning about girls' and women's journeys into leadership. The WAGGGS leadership model is based on the "Five Minds of a Manager"² model developed by Henry Mintzberg and Jonathan Gosling. It is an adaptation of this well evidenced and internationally effective³ leadership model 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".

Most traditional leadership models and programmes are based on specific skills, knowledge and abilities that you are supposed to develop to become a good leader. Our experience of witnessing and supporting girls' leadership journeys shows that although competences can be important, your values, perspectives and behaviours as a leader matter more. We don't think there is a universal set of global leadership traits that would automatically make someone a good leader, because we know that leadership is a phenomenon rooted in context. It is a lived experience, an interactive process happening within a group of people, at a certain time, in a certain place.

² Copyright 2003 Harvard Business School Publishing

³ The original model has been used for over 20 years in programmes such as the International Masters Program for Managers: <https://impm.org>

Specific competences can still be important for us to develop as leaders and we can build on this foundation with any leadership skills we need 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.

WHAT IS LEADERSHIP PRACTICE?

Our new 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 believe that:

- Leadership practice is a whole person process
- Everyone can develop their leadership practice in everyday life.
- Anyone, whatever their age, position, or situation, can be more conscious about how they practice leadership.
- We should give everyone tools to see themselves as leaders, and reflect on their leadership practice.
- We need to make time and space to practise leadership if we want to be better leaders: holding a position of power doesn't automatically make us leaders.
- Girls can develop their leadership at all ages - and it is part of the responsibility of the adults who support them to create spaces for them to practise.
- Our values and behaviours affect who we are as a leader more than the skills we learn.

“The WAGGGS leadership mindsets have helped me feel more confident as a leader because I can identify what is lacking in my leadership style and be reflective using the leadership mindsets. I will use them to reflect when I feel like certain situations are not working out and when I want to look at how I can adapt and change to create better outcomes.”

Helen Storrow leadership seminar participant, 2018



SHARED LEADERSHIP

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

Our leadership model draws on the idea of worldly leadership. Worldly leadership places a high value on locally-appropriate leadership, rooted in context. Unlike global leadership models, which look at the world from a remote perspective and try to find common features, worldly leadership strives to understand the local context in depth and engages 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. By learning to respond to the complexities of the wider world through how we behave as leaders, we are building a strong foundation of leadership practice to use across our lives, in any role.

WHAT ARE 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.

By consciously practising the leadership mindsets, we get into the habit of taking different aspects of context into account in any situation. As a result, we adjust our choices and actions. Over time, as we keep practising the six mindsets in different roles and situations, they become a part of us and our leadership changes for the better.

We believe that if every leader, at every level in Girl Guiding and Girl Scouting, practises the leadership mindsets, they will be more prepared to achieve the purpose of the Movement.

The mindsets work together as a flexible system, offering leaders a tapestry of insights they can weave together into more intentional leadership behaviours. They are particularly fitting for WAGGGS because of the diversity of our Movement. While everyone can practise everyday leadership, how to practise the mindsets and how they translate concretely adapts to fit every context, age or position. The mindsets take us on a journey that uses reflection to draw meaning from experience, explore that meaning from different angles, and translate what we learn into taking responsible action. The relevance of each mindset will change according to the situation, and we can draw on different mindsets, or combinations of mindsets, at different times. The leadership mindsets grow with us as we deepen our understanding of the model through practice.

WORKING ON LEADERSHIP PRACTICE

Developing our leadership is a lifelong journey, which is why we believe it happens through experiences, not a theoretical course. Everyone can be a great leader if they consciously practice the leadership mindsets every day until they have become a part of how they intuitively think and behave. We believe that people who internalise the six mindsets are practising good leadership and will take us closer to WAGGGS' vision: a world where all girls are valued and take action to change the world.

How often do we consciously reflect on the six leadership mindsets and use them as tools to understand our experiences and inform our behaviours, decisions and actions? Our first step to making the leadership model part of who we are is to identify simple ways we can be conscious of our leadership practice every day.

To start developing your leadership practice, try answering these questions:

- How shall I make space to reflect on how I've used the mindsets each day?
- What core values are most important to me – and what is a behaviour that can help me demonstrate these values?
- What one change in my behaviour will help me empower others more?
- What is one behaviour that always motivates and energizes me?
- How can I put myself in another person's shoes right now?

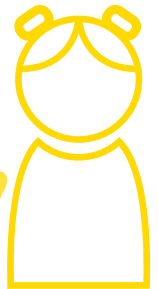


UNDERSTANDING WAGGS' LEADERSHIP MINDSETS



(The leadership model) “made me see leadership as a more holistic concept as opposed to simply leadership in the context of unit leadership or trainer leadership. They have made me feel more confident as a leader as I saw different concepts within the different mindsets that I do possess and have helped me identify specific areas that I can improve on and seek assistance to develop.”

Helen Storrow leadership seminar participant, 2018



LEADING YOURSELF - Reflective mindset

Draw meaning from your past experiences and think about your behaviour and its impact. Explore your values and how to be true to them when you practise leadership. Cultivate curiosity! Hold space for learning about and caring for yourself and recognise and create the conditions you need to thrive.

LEADING RELATIONSHIPS - Collaborative mindset

Bring together different perspectives and inspire consensus around a shared vision. Listen to and learn from others. Share what you know freely. Create the structures, conditions and attitudes people need to reach their potential, and contribute fully to any team or situation.

LEADING FOR INNOVATION - Creative & critical thinking mindset

Create an environment where both innovation and enquiry are valued. Seek data, analyse and learn from information and evidence. Look out for assumptions and challenge them. Encourage yourself and others to innovate. Seek new ideas and be open to changing your mind.

LEADING FOR GIRLS' EMPOWERMENT - Gender equality mindset

Take gender into account when practising leadership, and challenge gender stereotypes. Understand the impact of gender barriers and empower yourself and others to recognise and overcome them. Champion the value of being a girl-led Movement.

LEADING IN CONTEXT - Worldly mindset

Get inside the worlds of others, understand their needs and concerns more deeply. Observe, ask questions and educate yourself on local conditions and perspectives. Build meaningful connections with others through inclusive opportunities for shared leadership.

LEADING FOR IMPACT - Responsible action mindset

Mobilise energy around what needs changing, and what needs to be protected. Transform your values into action with authenticity. Practise leadership to create a world where all girls are valued and can reach their potential as responsible citizens of the world.



REFLECTIVE MINDSET - Leading yourself

The first step to practising good leadership is working on self-awareness and emotional intelligence, by taking time to look at ourselves critically but without judgment. This helps us be more empathic with others by understanding their reactions and emotions without prejudice and helps us recognise and respond to complex and ambiguous leadership situations.

Reflection is not only about soul-searching, it also helps us hold up a mirror to how we are responding to the world around us. It enables us to draw meaning from our experiences and apply a higher awareness to how we manage ourselves in future experiences, creating a positive learning cycle that helps us develop leadership concretely through practice.

We practise this mindset to:

- Be aware of ourselves and of others.
- Explore and develop our values.
- Draw meaning out of past experiences.
- Understand how context affects our experience and perceptions.
- Reflect on our actions and the impact of our leadership inside and outside the Movement.
- Make sure we keep learning from our experiences, and adapting our opinions.
- Analyse our mistakes and recognise our successes.
- Create positive self-care habits.
- Build resilience through reflective practice.

Tips to practise the reflective mindset:

- Explore different ways to ground and centre yourself (e.g., yoga, meditation, mindfulness practice, learning zone reflection) and choose one that works for you. Practise using it for five minutes each day until you can quickly use it to find your focus in any situation.
- Keep a learning journal, and at the end of every day write down a few sentences describing situations you encountered, what you learned, and how you practised the leadership mindsets during the day.
- Keep an “emotion tracker” in your learning journal and at the end of every day, log your general mood of the day. Choose a way to describe your emotions that works for you: you can use words, a numerical scale, doodles, colours, songs, emojis, etc. Add notes to be in touch with your feelings, your thoughts, your needs and your desires.
- Practice asking yourself the five Ws in different situations: Who was involved? What happened? Where did it take place? When did it take place? Why did that happen?
- Be curious! Don't be afraid to ask questions to the people around you.

The leadership mindsets highlight the important values of Girl Guiding/Girl Scouting. They help Member Organisations and committee members to look wider and reflect on decisions before taking actions. They facilitate actions and behaviours in many areas. Practising the leadership mindsets strengthen our core values and enable us to communicate our values externally in a modern context.

Jeff Hsu, Programme and Training Committee, Girl Scouts of Taiwan





WORLDLY MINDSET - Leading in context

Practising worldly leadership requires us to have taken the first step of reflection. Only when we understand how our context shapes our experiences can we really understand why there can't be a universal approach to leadership.

Understanding context is not easy – we need to be observant, to analyse what we see, and to ask the right questions. It also drives us to recognise and challenge our own bias. The worldly mindset helps us connect with people who are different from us (because of age, position, culture, etc.), and gives us tools to work in complex and diverse environments.

We practise this mindset to:

- Get inside the worlds of others, understand their needs and concerns more deeply.
- Develop and demonstrate empathy
- Understand how our values and behaviours align with the expectations of different environments.
- Create and adapt our frame of reference based on contextual information.
- Adapt our leadership to be relevant to local conditions
- Recognise unconscious bias and avoid generalising and stereotyping.
- Avoid adopting a one-size-fits-all approach.
- Consistently champion diversity and inclusivity.
- Understand how to work with complex, diverse contexts, in the setting of a single Movement.
- Evaluate leadership actions in local and global contexts, and connect local outcomes to the global mission of WAGGGS.

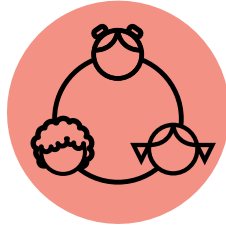
Tips to practise the worldly mindset:

- Challenge yourself to ask meaningful questions to people you know, but also to strangers. When you meet someone for the first time, avoid talking about the weather and try getting into deeper conversation to understand them better.
- When you are talking with someone, practise being an active listener. Don't feel like you always have to answer. Focus on what the person is saying rather than what you're going to be saying next. Pay attention to the way people are saying things (choice of words, tone of voice, body language, etc.).
- Try to find common ground with everyone you meet, including people that you find it harder to connect with.
- If you're discovering a new environment (country, society, people you don't know, etc.), explore it with your eyes and mind wide open. How do people talk to each other, act around each other? What's different from what you know?
- If you're going somewhere you have never been to, research that place. Research the culture, the history, the traditions. They will help you get into people's shoes.
- Watch out for making assumptions. Even if you have been observing and learning in a context, remember nobody can fully take someone else's lived experience into account.

“To be a good facilitator, you need to model the mindsets and then develop them in the learners. You have to embody the mindsets, especially in different contexts.”

Participant, leadership workshop with Association des Guides du Burundi





COLLABORATIVE MINDSET - Leading relationships

Being a collaborative leader means considering everyone in the team an asset, a resource – including ourselves. It means that there’s no “boss”, but rather that everyone can contribute in their own ways, whatever their age, role or position. And people and ideas work together in unpredictable ways, so being collaborative requires flexibility.

Collaboration is also about actively trying to work with people who have different perspectives and different skills to us (because of age, culture, role, interests, etc.). They can help us try new things and find creative solutions, and by building meaningful and constructive relationships, we can transform partners into allies.

We practise this mindset to:

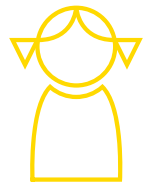
- Be a team player, share positive energy and be supportive of others.
- Bring together different contexts and perspectives.
- Use people’s differences as assets: everyone has something to bring to the team!
- Establish the structures, conditions and attitudes people need to thrive.
- Create a safe and positive environment where people feel free to take initiatives.
- Create enabling, inclusive chances to collaborate.
- Be attentive to potential conflicts and try to resolve them before they arise.
- Stop being afraid to ask for help. You’re here for other people, but other people are also here for you.
- Nurture girl leadership and intergenerational collaboration.
- Build wider networks and relationships and use them to strengthen the Movement.

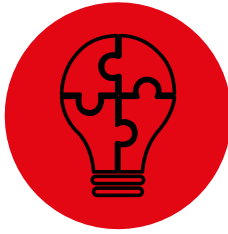
Tips to practise the collaborative mindset:

- Pay attention to everyone in the group and make sure no one is monopolising discussion. Get used to asking everyone their opinions and help quiet and shy people raise their voice.
- Take time in your team to share feelings – understanding how people are feeling within the team, figure out group dynamics and find solutions to make everyone feel valued.
- Actively work to strengthen the bonds in your team by organising teambuilding activities.
- Use technology to help you collaborate with your team more easily.
- Challenge yourself to have projects with different people in different aspects of your life, have an open mind and give them a chance to surprise you! For example, ask someone you rarely talk to to do a project with you, or organise a family group gift with an older relative.
- Enable true youth participation. Ensure young people have meaningful opportunities to take part in decision-making at all levels. Learn to truly appreciate their potential by actively engaging with them.
- Map your networks, and identify individuals and groups you could work with more, or differently, to achieve your goals.
- Support your team to understand each other's strengths and introduce mechanisms to make it easier for everyone to draw on these.

“the leadership model is not for just one certain place or certain people, but for everyone and all roles”

(participant, Arab Region leadership workshop in Sudan)





CREATIVE AND CRITICAL THINKING MINDSET - Leading for innovation

Creating space for creative and critical thinking, both for ourselves and others, is essential to good leadership, especially when making decisions and solving problems. Critical thinking helps us understand and assess situations deeply and in detail, while creativity allows us to find innovative solutions.

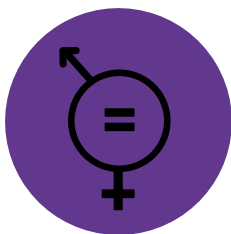
Being a creative leader means finding imaginative ideas and solutions, being open to divergent thinking, exploring how things could work better instead of how things have always worked, and taking risks on new ideas. Critical thinking is about asking the right questions, going to the source of issues, having both the global vision and the in-depth analytical understanding of the situation. It helps us understand what is at stake and assess the roles and power of stakeholders. It also enables us to objectively evaluate our impact and adjust for the future.

We practise this mindset to:

- Understand where people are coming from, their assumptions and the data they are using.
- Explore complex situations and make decisions.
- Actively analyse, understand and learn from data.
- Think for ourselves and not give in to group thought.
- Explore the internal logic in our thinking.
- Learn to prioritise what is important and what can be dealt with later.
- Be open to 'divergent thinking', learning from different perspectives, and changing our mind.
- Encourage ourselves to innovate and take informed risks.
- Hold ourselves and others accountable, and evaluate the outcomes of our leadership actions.

Tips to practise the creative and critical thinking mindset:

- Systematically question what you think you know. Where does that knowledge come from? Would someone else, in a different situation/ country/time have gotten different information?
- Try to get as deep as possible when trying to understand an issue. Try the “five whys” or other strategies to push your thinking and recognise the root causes behind an issue.
- Know what you are talking about: research matters that you are working on and double-check your sources before assuming things are true.
- Represent ideas and processes visually: draw sketches, tables, charts, etc. Create maps to analyse the networks and influence processes at stake when you need to solve a problem.
- Keep track of your ideas in a leadership journal; ask yourself what your biggest dreams are, what your perfect world would look like and how you could get there. Exercise your mind to think freely, actively forget about barriers and limitations to allow your mind to be creative.
- Ask thought-provoking questions like “what if?” and “why not?”.
- Discuss your ideas with friends or family. We usually get more creative when our mind is challenged.
- Practise focusing techniques to clear your mind and create space for critical and creative thinking.
- Learn how you work best: on your own, with others, with music or in total silence, in the morning or in the evening? Create the conditions you need to use your mind to the maximum of its capacities and introduce positive habits to express your creativity as regularly as possible



GENDER EQUALITY MINDSET - Leading for girls' empowerment

Girl Guiding and Girl Scouting started because girls demanded to have the same opportunity as boys. That's a very concrete example of girls practising their gender equality mindset, as it is about creating opportunities for all girls to thrive and develop their potential.

To fully practise empowering leadership, we need to develop knowledge and understanding of gender equality. In every country in the world, there are still inequalities between men and women. By reflecting and researching what those might be in our context, we can overcome gender barriers to leadership and create empowering spaces for ourselves and the women and girls around us.

We practise this mindset to:

- Consciously take gender into account in our everyday life.
- Research and learn more about gender equality.
- Reflect on what inequalities we can see in our own lives.
- Recognise the mechanisms that limit leadership effectiveness because of gender barriers.
- Adapt our leadership practice to take gender into consideration.
- Champion the value of a girl-led Movement.
- Lift other girls and women up; empower them to become conscious of, and overcome, gender barriers.
- Challenge negative stereotypes against women.
- Actively seek gender equality.

Tips to practise the gender equality mindset:

- Reflect on the small ways you may have unconsciously perpetuated gender norms. Have you used gendered vocabulary or expressions (“man up”, “crying like a girl”, etc.)? Have you ever judged a girl because of her appearance? Have you ever been surprised at a woman’s or man’s activities, likes and dislikes because they weren’t typically “feminine” or “masculine”?
- Celebrate the inspiring women in your life (the ones you know and the ones you don’t!). Keep lists of women who inspire you and why. Keep quotes from powerful women in your journal. Try to discover one inspiring woman a month (activist, artist, athlete, etc). Has she ever talked publicly of the challenges she has encountered as a woman in her field of work?
- Organise challenges for yourself or your friends: for a month, read only books written by women, listen to music only by women, or watch movies only by women. Reflect on these challenges: was it difficult or frustrating? What do you think that means for the position of women in the public sphere?
- Challenge gender stereotypes whenever possible but also remember that gender inequality is a subject that can get difficult and heavy. Take space for self-care and if your energy is low, don’t be afraid to step back and direct people to other sources of information.
- Explore gender equality with the men and boys around you: discuss things you might have experienced because you are a girl/woman (e.g., harassment, periods, violence, harmful stereotypes, negative representation in pop culture, barriers to pursuing your interests, gendered marketing, etc.) and see if those subjects are things they have thought about as boys/men. If you are a boy/man, actively go to the women/girls in your family and ask questions about those subjects, to understand how they affect them and how you can help.
- Talk to the other girls and women in your organisation. How has their gender impacted their experience? Try to identify small ways you can support and empower each other, create spaces for your voices and practise leadership together. If working with girls, how can you offer them more opportunities that boost their confidence, opportunities to raise their voices and take the lead?



RESPONSIBLE ACTION MINDSET - Leading for impact

Practising the responsible action mindset means that whatever we are doing, we are trying to drive constructive change: for ourselves, for those around us and for society in general. We are transforming our values into action and inspiring others to do the same. The responsible action mindset pushes us to develop a vision of the change we want to see in the world, and ideas on how to get there. That means thinking about the bigger picture, about how our goals fall within it and what actions to take along the way. To achieve our goals, we sometimes need to work with a team to change some things, and to protect others.

We practise this mindset to:

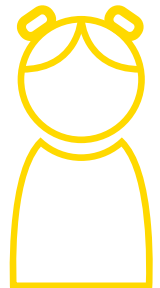
- Lead for the benefit of the Movement and community, guided by WAGGGS' purpose and values.
- Mobilise energy to create change, or to protect continuity.
- Understand catalysts for change, how to influence and nurture change-friendly environments.
- Develop the courage to change some things that have never been changed.
- Learn how to advocate for the things that are important to us.
- Role-model responsible citizenship; inspire and mobilise others.
- Consider the ripple effect of our actions, and how they may impact ourselves, our team, our community, the Movement, society...
- Understand the ethics, sustainability and long-term impact of our actions.

Tips to practise the responsible action mindset:

- Always check the purpose of what you are doing: are your actions relevant to the bigger purpose? Is the purpose itself still relevant? What needs to be protected?
- To protect continuity, you might need some change! You might decide to change how you are doing things to protect the purpose.
- Challenge your and others' habits: just because you've always done something in a certain way doesn't mean that it is the best way.
- Develop your knowledge and understanding of societal issues. You can use the SDGs and WAGGGS platform www.thegoals.org to explore the main issues that the world is facing and reflect on how your actions have an impact on them.
- Research which actions can be harmful to society or the environment. Challenge yourself to give up something that you are used to but that is not indispensable to you and is bad for the environment (depending on your context, e.g., using your car instead of public transport, using plastic bags or straws, eating a lot of meat, etc.).
- Remember the Girl Guide & Girl Scout promise and remember to try to make a small positive difference every day.
- Familiarise yourself with the WAGGGS vision and mission and use it to reflect on your leadership practice. How could you lead with the vision and mission more in mind?

“You need to direct the mindsets towards you, you need to instill them in your life. You know what good you’ve done in the past and you can compare to what you’re doing today. The mindsets help you understand how you can change for the better. You can use them to self-evaluate and then use them everywhere and all the time.”

Participant, leadership workshop with Association des Guides du Burundi





**WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS**

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