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Course: Soft Skills for Management Executive

Course Code: TGC405

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Syllabus

Course: Soft Skills for Management Executive

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OBJECTIVE: The objectives of developing soft skills for management executives are crucial for their overall effectiveness and success in leadership roles. Soft skills, often referred to as interpersonal or people skills, complement technical or hard skills and contribute significantly to effective communication, teamwork, and leadership. Here are the key objectives of cultivating soft skills for management executives

BLOCK -I Individual Development:

UNIT-1 Personal growth and improvement in personality

UNIT-2 Self--

UNIT-3 Perception

UNIT-4 Values, Morals& Ethics

UNIT-5 Grooming for Professionals Body Language for Professionals Emotional Intelligence.

UNIT-6 Self-motivation and right attitude.

BLOCK -II Vocational Progression:

UNIT-7 Goal setting and action planning

UNIT-8 Effective and assertive communication

UNIT-9 Time management

UNIT-10 Presentation Skills- Tools & Techniques

UNIT 11 Professionalism at Workplace

UNIT-12 Listening Skills

BLOCK -III Basics of Selection Skills-Concepts

UNIT-13 Resume Building-Concept

UNIT-14 Professional Networking

UNIT-15 Group discussion (GD) and Personal Interviews- Concept

BLOCK -I Individual Development:

Objectives

The objectives of this unit are:

- to familiarise the learner with various skills of a manager;
- to provide an indepth understanding of the technical, human and conceptual skills;
- to make the learner appreciate different uses of skills to suit his position in an organisation; and
- to appreciate what skills could mean in building up an institution.

Structure

- 4.1 Planning Skills
- 4.2 Organising Skills
- 4.3 Leading Skills
- 4.4 Controlling Skills
- 4.5 Decision-making Skills
- 4.6 Levels of Managers
- 4.7 The Managerial Skills at Various Levels
 - a) Technical
 - b) Human
 - c) Conceptual
- 4.8 Institution Building
- 4.9 Summary
- 4.10 Self-assessment Test
- 4.11 Key Words
- 4.12 Further Readings

You may have a variety of reasons to undertake the study of this unit. But we would assume that your main aim to study this course is to improve your skills as a manager. Therefore, the objectives of this unit as a whole is to help you improve your skills at work.

In the previous unit the management processes were described. In order to perform your role in each of these processes you need to possess and exhibit a range of skills. Therefore, in general, we say that an effective manager needs skills to plan, control, organize, lead, and finally to take decisions. In each case,

a manager must exercise a unique set of skills.

4.1 PLANNING SKILLS

As part of the management process you attempt to define the future state of your organisation. You are not trying to predict the future, but rather to uncover things in the present to ensure that the organisation does have a future. Hence planning skills will include:

- being able to think ahead;
- ability to forecast future environmental trends affecting the organisation;
- ability to state organisational objectives;
- ability to choose strategies that will help in attaining these objectives with respect to future trends; and
- ability to arrive at performance standards or yardsticks for monitoring the implementation of these strategies, etc.

With growing complexity in the operations of large organisations, managers are expected to acquire skills to interact with intermediate planning systems such as a computer.

4.2 ORGANISING SKILLS

As you have seen, planning specifies the future course of direction of an organisation. The organising process follows the planning process. While planning specifies *what* will be achieved *when*, organising specifies *who* will achieve *what* and *how* it will be achieved.

To understand the organising process involving the people and jobs in an organisation, let us discuss a situation in a bank. Suppose you happen to be a teller (person who sits behind the service window) in a bank. Your job requires transacting deposits, withdrawals, cashing the cheques. Also, you may have to secure the approval of bank manager before you could cash a cheque for a person who is not a regular customer of your bank. Here, the bank manager's orders or directives will define how much authority you have to do things on your own. Besides, your work may also be supervised by your immediate superior officer. Hence, organising involves identification of specific jobs, grouping of jobs of similar nature, number of jobs to be included in a specific group and deciding how many people a manager can effectively oversee. An integrated network of people, their jobs and their working relationships ultimately constitutes the structure of the organisation.

Therefore, the organising skills can be broadly spelled out as

- ability to analyse and describe various organisational jobs;
- ability to select, train and induct people in jobs;
- ability to draw working links i.e. define authority and span of control amongst people; and
- ability to change these working links whenever there are major changes in the environment or technology or strategy of the organisation etc.

Another example may make it clear to you as to how the manager utilises his organising skill when major changes take place in the environment or technology or strategy. Suppose, you happen to be a doctor in a village, where you are in charge of organising a hospital for catering to routine and non-routine or emergency facilities. You know that more facilities are available in city hospitals such as provision of regular ambulance service, wide range of medicines and services of doctors and nurses, etc. At the time of dealing with an emergency case, you should rush to the city hospital. You have to organise yourself and your co-workers to assess how crucial this responsibility becomes when you have limited resources available with you, yet you want to achieve the best you can.

4.3 LEADING SKILLS

Leading people requires that the leader must understand the values, personality, perception and attitudes of these people. As an individual you act differently from another individual because of your values, personality, perception and attitudes. This is a very important factor to be understood in relation to the other person who may be your superior or subordinate. Let us carry out the following activity in order to understand each of these factors.

Value is a conviction that a person holds about a specific mode of conduct and the importance of that conviction to the person. For example, given below are certain work values. You may like to rank the three important values you would like to pursue at work. The ranking should be done in order of importance you attach to them.

Be honest	Work hard	Be free	-----
Be productive			-----
Know the right people			-----
Live in the right places			-----
Be tolerant	Save time		-----
Find a better way			-----

If you compare your three rankings with your superior or subordinate, there are possibilities of differences with him. These differences have to be taken into account when we deal with people and use the values that are most important to them to motivate them to work.

Personality is a sum total of personal traits or characteristics of an individual. It is also a conglomeration of the forces within the individual. Our personality is determined by our physical constitution, beliefs and values in our culture and the situations which have unique influence on us.

You may like to rate yourself on some of the primary personality traits as given below by Cattell (1973):

How far are you:	1	2	3	4	5	6	7	
Reserved								Outgoing
Less intelligent								More intelligent
Submissive								Dominant
Group dependent								Self-sufficient
Relaxed								Tense
Timid								Venturesome

Please tick mark the degree or point on the rating scale that describes you most appropriately from each set.

You will find that all that you have marked for yourself has a basis in your physical constitution, beliefs and values, some significant situations in your life, your family background, age, temperament etc. You and the persons you work with certainly differ in these respects.

Perception is the process by which individuals organise and interpret their impressions of the environment around them. Hearing, seeing or smelling or feeling or tasting a stimulus come before we process and interpret it. In picking up a stimulus, processing and interpreting it, often the reality and perception are distorted. Individuals always try to minimise the changes in perceiving any thing. Managers and subordinates, for example, distort messages or other's opinions or behavioural patterns.

You may like to select a stimulus in a particular way. If you happen to be a happy-go-lucky person, you will pick up the humorous part of a movie that you saw and discuss about it. Your prior experiences, your emotional state, your needs, and your expectations decide why you like to emphasise the happy events in a movie rather than the sad ones. You may even emphasise some aspects more and ignore other aspects. Between you and your colleague, or superior, or subordinate, perceptions of the same movie would vary a good deal.

Attitude is a person's tendency to feel and behave in a particular manner towards an object or a person such as organisation's selection programme or a manager's planning approach or a colleague etc. You cannot directly observe it, but its consequences can be observed. Attitudes are learned. They have three aspects, i.e. cognitive, affective and behavioural, only one of which, behavioural, can be observed. The cognitive aspect of the attitude refers to the

ideas about your attitude towards a person or object or situation. The affective aspect of the attitude refers to the feelings and emotions about your attitude towards a person or object or situation. The behavioural aspects refers to the action aspect of the attitude. The following examples may clarify the three aspects of the attitude of individuals.

Cognitive aspect: Your attitude towards your subordinate, may be you like to see results of the work done by him or her, while appreciating the work details. Your subordinate may be interested only in results without having any interest in the detailed explanation of the work. Both you and your subordinate show your individual perception, belief and ideas about your respective attitudes towards work.

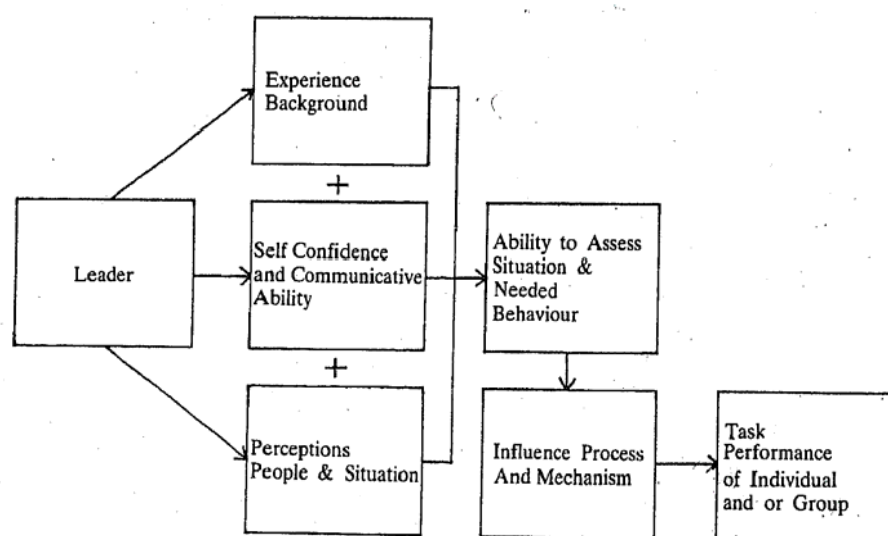
Affective aspect: You may have strong feelings for getting a promotion, but may not have strong feelings for receiving a meritorious award. Your attitude towards work is influenced by such feelings. '

Behavioural aspect: Your subordinate may be a hard working individual. He is interested in achieving results without ever holding any discussion with you. He does the work that leads him to achieve. something. You can only observe his behaviour towards you. You cannot observe his perceptions, beliefs, ideas, emotions, likes or dislikes directly, except his behaviour or action. From his behaviour, you may like to infer his beliefs or ideas about you and feeling for you.

All of us come and join an organisation much after we have learnt our attitudes.

Leading skills require understanding and working with different people. Thus, the management skill of leadership reflects our ability to influence followers by understanding the leader's own abilities and his impact on others. This skill is based on the interaction between the leader, behaviour and situation in which it is applied. The leading skills applied to management situations can be understood from Figure I:

Figure 1: Leadership



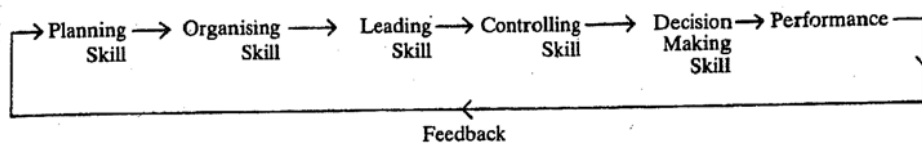
4.4 CONTROLLING SKILLS

The skill of controlling consists of actions and decisions which managers undertaketo ensure that the actual results are consistent with desired results. In planning for the organisation the management sets the objectives, which are the desired results for the organisation to attain. Any deviation between the actual

and the planned results must be corrected by the management by taking appropriate actions and decisions. In this skill therefore, management has a predetermined standard, the information about the performance of the organisation and a corrective action in case the standard set by the organisation is not fulfilled. You may like to know how

the controlling skill is related to the other form of - we touched upon earlier.

Figure II: Relationship of various Skills with Performance and Feedback



The manager gets a feedback about the performance of the organisation and accordingly takes decisions. He uses his motivating and leading skills to control and regulate the performance, according to his earlier planning.

For example, you happen to be a manager of a production unit. It is your duty to check whether the targets (desired results) of production of the goods in terms of output, quality, time, cost and profit have been achieved. Whenever you have failed to achieve any one of the above five aspects, you must try to correct the situation by reorganising your planning, organising, leading, controlling and decision-making activities.

4.5 DECISION-MAKING SKILLS

Decision-making skills are present in the planning process. They pervade all other areas such as organising, leading and controlling. You will appreciate the simple difference between a manager and a non-manager in so far as managers make all the decisions at all levels in the organisation. Think for yourself at the level you are, and whether you take a good, or a bad decision, it will ultimately influence in a big or a small way your performance. Hence, - of decision-making for routine or non-routine problems is a time consuming activity and certainly poses a challenge to the manager for making a number of important decisions, good in quality and satisfactory in producing solutions to a problem. A manager's effectiveness lies in making good and timely decisions. Again, remember, in the decision-making process, you may like to decide on repetitive or routine problems. Processing admission applications in a college or preparing a patient for an operation in a hospital are examples of routine problems. Such routine problems are different from complex, novel problems. Examples of novel or complex problems are, constructing new classroom facilities in a college or reacting to an epidemic. Don't you think you need to be more creative in solving these novel and complex problems rather than going by rules, procedures and policies that already exist in your organisation? Whether it is a routine or non-routine decision you have to (1) identify and define the problem (2) develop alternative decision (3) select the decision which will solve the problem and (4) implement that decision.

At the end of the input on the five -, you may like to identify the various skills of a branch manager of a bank, who combines job tasks (various jobs of people), technology (the knowhow of work) and resources (financial, material, environmental, etc.) to attain the objective of the bank. You may consider the various aspects of -, such as planning, organising, leading, controlling and

decision-making.

Activity A

A branch manager's planning skill includes:

(Please list the activities of the planning process)

- 1
- 2

3

.....

4

.....

A branch manager's organizing skill includes:

(Please list either the kind of staffing or his organisational designs)

Staffing the organisation:

- 1.....
- 2.....
- 3.....
- 4.....

OR

Designing the organisation:

- 1.....
- 2.....
- 3.....
- 4.....

A branch manager's leadership skill includes:

(Please list his leading skill in understanding the people he works with)

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

..... A branch manager's controlling skill includes:

(Please list his predetermined standards of controlling various things and the corrective action taken by him if any)

Predetermined standard the bank aims to achieve

The performance

Make tentative judgements on the following :

Output

(The number of customers and commercial activities)

Quality

(Excellent, good, indifferent, bad, poor)

Time.....

(Very long, reasonable, short for customers' servicing)

Profit

(Very high, adequate, nil)

Comment briefly on the controlling skill of the Branch Manager in regard to corrective action taken, if any, giving reasons:

.....
.....
.....

In the light of above skills, list two routine and two non-routine decision taken by the branch manager of the bank using his decision-making skill to improve the functions of the bank.

A branch manager's decision-making skill includes: (Please list the two routine and two non-routine decisions)

Routine decisions:

- 1.....
- 2.....

Non-routine decisions:

- 1.....

A manager is responsible for combining and coordinating the people, the technology, the job task and other resources to effectively achieve the objectives of an organisation. You may be a manager in charge of constructing a plant or managing a bank or supervising a group of life insurance agents or training a football team. In most of the situations, you have others who are your subordinates reporting to you. The subordinates themselves may be managers having subordinates below to report to them. Therefore, we talk of levels of managers in an organisation.

needs to know a lot of technical skills.

You will appreciate that technical skill implies an understanding of, and proficiency in, a specific kind of activity particularly the one involving methods, processes, procedures or techniques. It is relatively easy for us to visualise the technical skill of

4.6 LEVELS OF MANAGERS

The First Level Managers: These managers are in direct contact with the employees, who usually produce the goods or service outputs of an organisation. They are referred to as supervisors or foremen in some organisations. You may be associated with the employees who directly produce goods or render service outputs. Hence, you may belong to the first level managers. In some government offices, the superintendent of the office supervising the work of typists, despatch clerks, etc. belongs to this category. In the industry, it is the foreman, who is in direct contact with the rank-and-file workers, producing goods or services.

The Middle Level Managers: These managers are those with a number of responsibilities and linking or connecting activities. They direct the activities of the first level managers. For example, a district educational officer or a block development officer belongs to the middle level with the principals of schools and gram servers reporting to the district educational officer and block development officer respectively.

The Top Level Managers: The top level managers are a small group of policy makers responsible for the overall strategic management of the organisations. It is the responsibility of the top managers to develop the objectives and strategies of the organisation. It is the top management that must sense the demands of the political, social and competitive environments on the organisation. A President or a Chief Executive or a District Magistrate are examples of top managerial level.

4.7 THE MANAGERIAL SKILLS AT VARIOUS LEVELS

These skills refer to the personal ability put to use by the manager in specific position that he or she holds in the organisational hierarchy.

As one moves up in the hierarchy of the managerial positions, the responsibility increases. The fundamental functions of a manager such as planning, organising, leading, controlling and decision-making are the skills required to be mastered by the managers. In order to exercise these functions, one has also to keep in mind, the type of job, the size of organisation, the skills and experiences of the people one works with and the time available at his disposal to do these management functions.

Katz (1974) talks of three types of skills that are recognised by all managers. These are the technical, the human and the conceptual skills. The use of these skills differs for various levels of managers. Let us understand the skills first and then see how much each skill is used at various levels of managerial hierarchy and what importance each has in the career growth of a manager.

a) Technical skill

It is the ability to work with resources in a particular area of expertise. A surgeon must know how to do surgery. An accountant must know how to keep the accounts. Without the technical skill, one is not able to manage the work effectively. The first line supervisor in a manufacturing industry needs greater knowledge about the technical aspects of the job compared to his top boss. In a small manufacturing organisation, even the top boss who owns the company

the surgeon, the musician, the accountant or the engineer, when each is performing his own special function. Such functions involve specialised knowledge, analytical ability within the specialised field, facility in the use of tools and the techniques of the specific discipline.

In an age of specialisation, technical skill is perhaps the most familiar one, required of the greatest number of people. Katz pointed out that mostly the vocational and on-the-job training programmes are concerned with developing this specialised technical skill. In your desire to become an efficient administrator, particularly at the first level, this skill becomes indispensable to efficient operation. As a supervisor of a set of workers, you would like to ensure if your workers have sound grounding in the principle, structure and processes of their individual speciality along with actual practice and experience during which your workers are watched and helped by you as a superior. This appears to be the best way to develop the technical skill. A workshop superintendent knows how to ensure that his technician is well equipped with the technical skill required for the work. An office superintendent ensures that persons working with him are having adequate technical skill for typing, shorthand, preparing draft etc. for doing their job. Quite a lot of training programmes for equipping the people with technical skills are going on all over the country in industries, hospitals, banks and educational institutions. As you move up in the managerial hierarchy, perhaps this skill becomes relatively less important than the human and conceptual skills. In a relatively small organisation, where you yourself are the owner and at the top management level, you need a lot of technical skill yourself.

b) Human skill

Human skill is the manager's ability to work effectively as a group member and to build cooperative effort within the team he leads. Every managerial level requires managers to interact with other people, whereas technical skill is primarily concerned with working with things (processes or physical objects). The first level manager is involved on a regular basis with the personal problems and life events of many non-managers. It is therefore natural that he or she must be able to work through these personal situations and effectively lead subordinates. He or she has to perceive and reorganise the perception of his or her superiors, equals and subordinates and his or her behaviour subsequently.

If you have a highly developed human skill and if you are aware of your own attitudes, assumptions, and beliefs, about other individuals and groups, you are able to see their usefulness and limitations. And you are likely to accept others' viewpoint, perceptions and beliefs, which might be different from yours.

Your human skills will help you to build a work atmosphere of approval and security, where people working with you as subordinates feel free to express themselves without fear of being ridiculed and to participate in the planning and carrying out of those things which directly affect them. You feel sensitive to others' reactions to your actions and you will act after taking others' perceptions into account.

Your human skill thus becomes a continuous and natural activity with you so that whatever you say or do (or leave unsaid and undone) leaves an effect on your associates. Perhaps your true self will be seen through by others. In order to be an effective manager, your human skill must be naturally and unconsciously developed, as well as consistently demonstrated in every action of yours. For example, you want to boost the output of a production unit in an industry by introducing a conveyor system. You must keep in mind how to make *your* subordinates accept the situation of top speed production through this system with which they were not familiar earlier. You must also make sure that the person whom you place in charge of the workers or operators, is

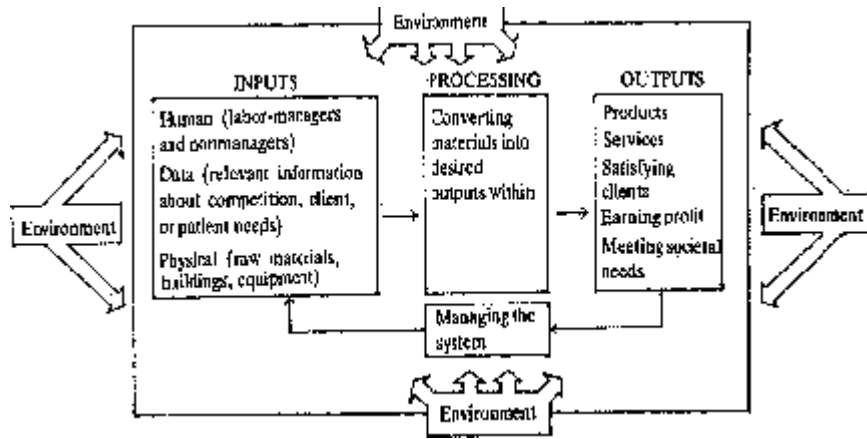
acceptable in creating a right attitude towards this conveyor system,

towards the production goals (how much output per day to be produced) or what standards of production have to be attained.

These are the human factors in production which cannot be ignored.

Introducing computerisation in a large office setting which

has a number of users to interact with; may create problems in the beginning as it amounts to increasing the efficiency in output with a relatively lesser number of persons. If you have to introduce the system, you may like to talk to the persons about its outcomes in terms



of increased efficiency, gearing the skills of people towards various activities of feeding the data to the computer, maintenance of the computer data, etc. in order to make them appreciate the introduction of a new system. Creating the right kind of attitude and absorbing a number of people for similar skills to take care of a special and large number of users of the system can reflect your ability to deal with people. The most important single skill of a manager is to have the ability to deal with people. This is a challenge to your human skill, especially in the context of our country, with a vast number of people waiting to be absorbed in jobs, more so when we are planning to computerise the administration in various work sectors.

The human skill can be developed without any formalised training for some. Many others to be individually aided by their immediate superiors who themselves should possess the human skill in order to be able to impart that. An important part of the procedure is the self-examination of the individual's own concepts and values which may enable him to develop more useful attitudes about himself and about others. With this change in attitude, there may also develop some active skill in dealing with human problems. You as a superior may like to observe your subordinate's ability to work effectively with others. You may probably improve your own human skill of rating people for their effectiveness as you become more experienced in this art.

Source:

c) Conceptual skill

This skill means the ability to see the organisation as a whole and it includes recognising how the various functions of the organisation depend on one another. It also makes the individual aware how changes in any one part of the organisation affect all the others. It extends to visualising the relationship of the individual business to the industry, the community and the political, social and economic forces of the nation as a whole. Thus the manager gains insight into improving the overall welfare of the total organisation.

As a manager you should have the ability to coordinate and integrate a variety of factors. You need to view situations and determine the inter-relatedness of various factors. The success of any decision depends on the conceptual skill of the people who make the decision and those who put it into action. For example, you are trying to introduce some change in the working policy in your manufacturing organisation. It is very important to know the effect of such a change on production of goods, control, finance, research and people involved in these processes. Finally, it is equally important right down to the last executive who must implement the new policy. So at every level of the management, no matter which level you belong to, you have to recognise the overall relationships and significance of the change in order to be an effective manager. The chances of your success as a manager are greatly increased. Look at the organisation as a whole and try to understand the inter-relationship of its parts while introducing a change in policy.

Introducing a change in marketing policy of your goods, for example, will require to see the effect of this policy on all the factors under input, processing and output aspects of the organisation. Your success as a manager heavily depends on your conceptual skills or creative ability to perceive and respond to the direction in which the business should grow, organisation's objectives and policies and stock holders' and employees' interest. You can, by virtue of conceptual skill, be in a position to change the way of doing business in your organisation compared to another.

Although it sounds as an abstract thing, one can try to develop the conceptual skill in many different ways. You may like to coach your subordinate to develop his managing potentials. Give him or her a responsibility and see if he or she asks you questions or seek your opinion. You may like to answer his or her queries in response to such searching questions. Of course, a lot depends on your interest and willingness to help your subordinate.

Yet another way is to rotate your subordinate on various types of jobs which expose him or her to different functions of the business, but at the same level. This is to say, one can, for example, be put in commercial job for sometime dealing with sales, again on production job, observing the process of production on the shop-floor and taking part in it if needed. You may like him or her to experience a bit of design aspect of the product, which gives him or her insight into the research and development activities. In most of the leading private and public sectors, job rotation is a significant part of the young and promising graduate's apprenticeship training programme. This gives him a chance to be "in the other fellow's shoes".

You may also like to involve your junior to advise you on policy matter. Some real problems can be posed to make your subordinate understand broad management policies and inter-departmental coordination.

Like human skill, conceptual skill must be a part of the executive's make-up of the personality. Different methods may be used for different people suiting their background and experience to develop their personal skill in viewing the organisation as a whole system and coordinating and integrating its different parts.

Conceptual skill compared to technical and human skills is more important at the top level of management. At the first level, one has relatively few factors to consider.

Technical skill is responsible for many of the great advances of modern industry. It is indispensable to efficient operation. It has the greatest importance at the lower level of administration. As the manager moves up in level, the need for technical skill becomes less important, if he has skilled subordinates to help them solve their own problems. When the manager reaches the top, technical skill may not be existent, but with a highly developed human and conceptual skill, he or she may still be able to perform effectively.

Activity B

You are a top level manager and your middle level manager in charge of manufacturing suddenly falls ill. You have to remove him although you yourself lack in production or manufacturing experience. You have worked in the organisation for, a sufficiently long period of time. Rank the activities in order of priority from 1 to 6 you would like to initiate for yourself and others to raise the output, bring down the cost, maintain a higher morale than what it was before:

Activities	Rank
1 By having an advisory staff from the key personnel in manufacturing	()
2 Heads of Departments to be delegated a good deal of authority	()
3 Discriminating among the personnel as to who are the key persons	()
4 Supervising Heads if they can carry out the activities delegated to them	()
5 Coordinating various functions	()
6 Giving feedback to Heads about performance of the key personnel	()

**EXECUTI
VE**

Now that you are familiar with the skills of a manager, we would like you to know about the institution-building skill of the top executive. In the position of a manager and with your technical, human and conceptual skills; you will appreciate the fact that along with efficiency of the organisation you are also

Human skill in you is required at every level, but with difference in emphasis.

If you are a foreman, your chief function is to attain collaboration of people in the work group, with whom you have direct contact. If you are a middle level manager; your human skill is utilised for facilitation of communication in the group. At the top level, these personal contacts decrease and the human skill in you is used less and your conceptual skill becomes increasingly more important with the need for policy decisions and broad scale action. You start considering the environmental forces, the resource flows, and the functional managerial skills such as planning, organising, leading, controlling and decision-making.

If you happen to be capable and alert, perhaps you can make out a kind of built-in sense of dependence of employees on superiors and use it to your advantage. Sinha (1980) has shown how in Indian context, the leader nurtures the subordinate, by creating in him a sense of dependence on the superior Such kind of dependence adds to the productivity of the workers, provided. the superior is consistent and predictable in his behaviour.

For example, you may have. observed that there is superior, who really recognises the inter-relationship of all the activities under his control, identifies himself with the organisation, sublimates the subordinates' interest to his interest, sets his goals realistically and shows his subordinates how to. reach this goal.

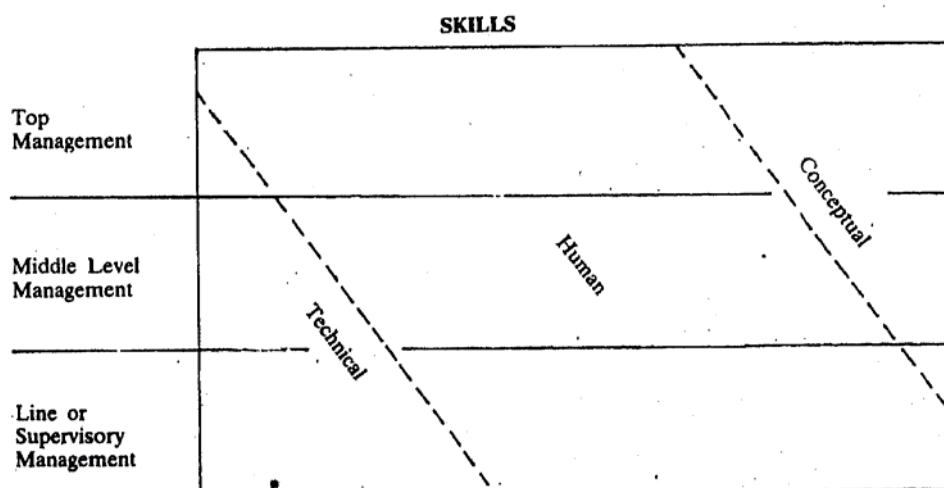
Activity C

Which skill according to you between the human and the conceptual skills is predominant, in the above example?

Managers at all levels require some competence in each of the three personal skills. Even, managers at the first level must continually use all of them. To briefly state it, the top level manager uses the conceptual skill to deal with environmental demands on. his organisation. The limited physical and financial resources available to him

make him effectively use his technical skill. The capabilities and demands of the persons with whom he deals make it essential that he possesses the human skill. You may like to appreciate the skill mix by management level.

Figure IV: Level-wise Skills in -



equally concerned about achieving better satisfaction of employees, their welfare, their development which might create an-impact on the society and their morale. On the other hand you may be interested to achieve as well as maintain your position of a leader as you move up to the top level of the organisational management. Hence, you can make your organisation effective, if you can achieve all that you set as goals for your organisation as mentioned above.

Role of a top level executive

This requires a kind of managerial skill that helps in building an institution or organisation. Pareek (1981) assumes eight main roles of the top level executive, which are required for institution-building.

i) The very first role is the identity creating role of the top level manager. You create a special place for your organisation by making it unique in one or more than one respect. You may have good employee welfare measures that make your employees happy. You may also be known for your technological innovations and users of your technology outside your organisation are happy about it. Thus, you are known with your identity with the above two areas which are created and you have also made or established your organisation's identity that way.

ii) The second role is the enabling role of the top level executive.

Your job here is to develop various kinds of resources such as men, material, facilities for work as well as a good work atmosphere. Your men can be trained and updated in their skill. Your materials or inputs as well as outputs can be multiplied. You can even give employees a very challenging as well as satisfying atmosphere to work by knowing their ability as well as willingness to work. You can certainly improve their efficiency as well as morale.

iii) The third role of the top level person is the **synergising role**.

You may feel that you have to multiply your resources-both human and material, to achieve the goal of your organisation. Collectively these resources can contribute to the goals of the organisation. It means much more than mere aggregate of men or material or money. It means proper utilisation of men, material and money, particularly when such resources are scarce. This role of the top executive is a challenging one, as he or she has to uniquely combine resources with their maximum utilisation.

iv) The fourth role is known as the **balancing role** of the top executive. Your role as a manager is to make your subordinates conform to rules, expectations, regulations or procedures if you have to achieve the goal of the organisation. Such conformity may not be so much stressed that it destroys the creative potential of the employees. How can then the organisation grow? Allow your people to be creative to be able to move in new directions and respond to the new challenges and pressures from the environment. Thus, a balance between the conformity and creativity should be maintained by you. The organisation can stabilise its work processes and people **to achieve the** result as innovations are made by the people to move in new directions.

v) The fifth role of the top level executive is the **linkage building role**. As a top manager, you have realised the social obligations of your organisation to the benefit of other organisations as well as the community and society at large. You may like to link your organisation with other technical or financial organisations or government agencies or policy making bodies who may have similar goals like yours. For example, your research and development unit of the industry can have link with a similar unit in educational or research organisations. You may also like to get support from financial institutions to develop your research and development activity. You may like to link your activity with the community where you work. A rural development centre's activity at a technical education institution can be very well linked with community development programmes in rural areas on issues like health, sanitation, education, etc.

vi) The sixth role of a top executive is the **futuristic role**.

You may **like to** expand or diversify or change or reorganise your organisation for meeting new demands and pressures. You should be prepared for the importance of **the** role your organisation can play in future.

vii) **Making impact** is the seventh role of a top executive. **This means making** an impact of one's organisation on others. A leading

manufacturing organisation of a product can be very influential in several ways to influence the policies in the field in which it operates. Examples of electronic goods such as television, transistors, calculators and computers are not rare, where superior technology in the manufacturing process is ever on the increase.

viii) Last but not the least is to provide **superordination** to the employees working under a top executive.

You can do by giving a sense of fulfilment to the members of your organisation by

building in them a sense of pride that they are working in a very important field of working, which is so important for the society. For example, members of a fertiliser or oil or steel organisation would be very highly motivated and satisfied people as their work is of importance to the society. This sense of pride has to be brought out by you as a top manager.

Top -

You might have liked various roles that a top person in the management plays to build an institution. Most of the institution building activities require the top person to attend to some very important functions.

Important functions of a Top Managers:

- i) Building an efficient and strong team of people at the middle management level so that they can really work for him and the organisation. You as a top person can always encourage some persons to learn some of your management as well as managerial skills to keep the organisation functioning by their strong and mutually supporting activities.
- ii) You may like to monitor and review the functioning of the organisation at different time intervals to ensure correct way of functioning. You may also make sure that your team of people are open to problems of their own group as well as appreciate problems of similar kind occurring at various levels in other organisations. Many times we are successful in resolving our problems concerning people or their work by borrowing experience of others.
- iii) You may like to search for competent people at all levels and reward them for their competence and dedication. Your search for competence is a significant way to enhance the competence of your organisation.
- iv) As a chief executive, you have to keep in touch with and share ideas with policy makers and planners as well as intellectuals 'who bring in deep insight to understand and plan for the future. You may like to join meetings and debates of such nature which will make you think about your own skills in this regard:
- v) You may like to develop in yourself a kind of skill to be involved with the organisation yet remain detached about it. In India, this sense of remaining detached, yet knowing what is happening is one of the very important work values existing in our culture and tradition. You may be deeply involved to become a very effective top person in the day-to-day operations of the organisation and its results. Yet you should also be detached from people and situation to observe your own activities and experiences to learn about a different approach to your organisation.

4.9 SUMMARY

This unit deals with the skills of the manager in essentially two ways: one in which the functional or applied aspects of - such as planning, organising, leading, controlling and decision-making are put to use; and the other in which skills of the manager such as technical, human and conceptual enable him to function as a person as well as how to develop these are dealt with. Attempt is also made to briefly acquaint the reader about the skills required to play various roles of a top executive to build an institution. The unit concludes with five specific top managerial skills of competent team building, periodic reviewing,

search for competence, liaison with other organisations and involvement with detachment.

Applied -

Your position in the management hierarchy (Please tick mark one of the following):

Senior..... Top level

Middle..... Middle level

Junior..... First level

Keeping your position in mind, rank the following statements in order of priority of your activities by putting 1 to 6 on the right hand line. Please put 1 for the highest priority and 6 for the lowest.

I In my supervisory activities:

- 1 I supervise to check the mistakes and catch the person.
- 2 I strongly prefer that subordinates ask me for instructions and suggestions.
- 3 I take pain to see that the subordinates improve their skills and chances for advancement.
- 4 I reward outstanding achievement.
- 5 I try to use my expertise and competence rather than my formal authority in influencing my subordinates.
- 6 I am more concerned with maintaining good relations with the subordinates than stressing duties and performance.

II In managing problems:

- 1 I take problems as challenges and try to find better solutions than anybody else.
- 2 I consult experts and they play an important role in solving problems.
- 3 I consult my friends while dealing with problems.
- 4 I solve problems keeping in mind the needs and benefit to the people in the organisation and society at large.
- 5 I usually refer the problems to and look for solutions from my seniors.
- 6 I usually solve problems with the help of supervisors without involving my subordinates.

III In the above two sets of activities at your level in the organisation, please indicate which of the following skills do you use most?

Please put a tick mark on the appropriate box.

Technical skill Human skill Conceptual skill

4.11 KEY WORDS

Attitude: A person's tendency to feel and behave toward some object in some way...

First Level Manager: A manager at the lowest level of hierarchy who coordinates the work of non-manager, but reports to a manager.

Middle Level Manager: The middle level of an administrative hierarchy. Managers at this level coordinate the work of managers, but do not report to a manager.

Top Level Manager: The top level of an administrative hierarchy. Managers at this level coordinate the work of other managers, but do not report to a manager.

Perception: The process by which individuals organise and interpret their impressions about the environment around them.

Personality: The sum of an individual's traits or characteristics/ These traits interact to create personality patterns.

Value: Lasting convictions that are held by a person, accompanying the mode of conduct and the importance of the convictions to the person.

4.12 FURTHER READINGS

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1. INTRODUCTION TO -

- can be described using of the **art of making tea**:

You can do it quickly: boil the water, put a tea bag in a mug and pour over the boiled water. Leave it for a minute, and add sugar or milk, if you wish. Throw out the tea bag and drink the tea.

You can make it with more effort; use a tea-strainer instead of a bag. Then you need to clean both the mug and the tea-strainer afterwards.

The success of both methods depends on your patience to let the tea leaves flavour your drink. If you do not wait sufficiently (or you forget it) you will get something like tea, but maybe not as enjoyable.

However if you decide to make 'the best tea in the world', you should use a teapot it doesn't matter what it looks like or where it comes from. The outside of the tea pot does not matter, but the inside does. So open the tea pot and look inside.

Clean out the old tea and left over tea leaves in the pot. Make sure the pot does not contain old and cold tea which will influence your tea experience. Disinfect the pot with boiling water, leaving it there for a couple of minutes to 'warm the pot'.

The tea pot is nevertheless only a tool; the quality of your tea comes from your choice of sufficient and well flavoured tea leaves according to your personal taste.

Put the tea leaves in the teapot, and pour the boiling water over the tea leaves. Let the boiling water draw out the flavour of the tea for the time the tea merchant has recommended, after many years of experience.

Pour the tea into a clean tea cup, and enjoy!

Summarising this: Your efforts to make good tea depends on your patience to wait, your choice of tea, your ability to leave the past behind, and your taste.

- can be compared to the method and art of making tea. As a leader, you often need a method of doing things in an efficient and correct way but it does not necessarily make you a good leader.

As with making tea, your decisions have an impact on your results but so, too, does your personality, your patience and how much you care about the result.

- are tools you use for your leadership. Even so, you as the leader have to choose the relevant tool and to use it according to its purpose and your judgment of the need. Also, your way of using the tool impacts the result.

In corporate business, the leader role has at least three key elements which leads to defining the overlapping issues in leadership:

- The task of the group
- Managing the people
- Administration

WAGGGS Leadership Resources

1. INTRODUCTION TO - (Contd)



Leadership in WAGGGS, where leaders are most often recruited from amongst competent girls and young women within the organization, and also from mothers or previous member. These tend to be interested in either developing the potential of the girls or arranging good activities the administration part needs good tools.

Leadership in any level of the organization is consisting of different tasks – it is said that a leader has 5 arenas of her leadership:

- Leading the task – or 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 – so both informing to the group from the above level, as well as informing the level above from the group
- Leading herself – self-discipline, administrating competences, resources, and own time

This module deals mostly with time, task and administration managing Personal management is related to the Personal Development module, and people management is more thoroughly worked with in the Understanding Leadership and the Leading Teams modules.

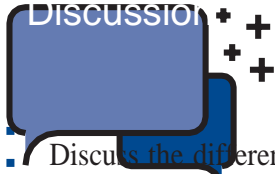
This module should provide most WAGGGS leaders with different tools to carry out the administrative and daily tasks of their leadership. It is delivered in a context where discussion and practicing is made possible, in the aim of making the learner conscious about her choices of tools to use. There are not as many case-based individual and group exercises as the other WLDP modules, because the tools themselves should motivate users to test these on own tasks and projects.

You might wonder why this module does not have a chapter about change management but this is considered as part

of leading change and therefore it is dealt with in the Understanding Leadership module.

WAGGGS Leadership Resources

1. INTRODUCTION TO - (Contd)



EXCELLENT LEADERSHIP

- Discuss the differences in the terms Leadership, Management, Administration, and Governance. Include your opinions about how you think an excellent leader should be, according to the listed statements:

An effective leader:

- understands the difference between leading and managing
- plans to achieve results
- administrates and leads meetings
- manages and evaluates projects
- manages performance
- manages multiple priorities
- manages risks

You can add other management tasks to the list.

Your expectations for working with this module of the WLDP

WAGGGS Leadership Resources

2. LEADERSHIP AND MANAGEMENT: WHAT IS THE DIFFERENCE?

As mentioned previously, the WLDP module Understanding Leadership deals with the different terms used in Leadership as well as the different approaches to leadership, historically and theoretically.

Before presenting some -, we will nevertheless define the development of management as a leadership discipline.

Through the development of leadership research, the focus of the leader has moved from focusing on the task and the results; via focusing on the process, the technology and the methods; to recent years mainly focusing on the people and their motivation. This does not mean that one form of leadership eliminates the other, it is more that they supplement each other and it challenges the leader to prioritise and choose according to the need in the current situation.

Leadership approaches		
<p>Task Leader: Focus on 'command and control'</p> <p>Sets goals Monitors results Focuses on a efficiency Teaches functional skills Tells Tries to avoid mistakes or discourages risk taking Knows the 'answer'</p>	<p>Process Leader Focus on 'methodology and administration'</p> <p>Introduces the way to do things Monitors and controls Knows the statistics and routines Shows Likes standards, templates and norms Categorises the answers</p>	<p>Team and people Leader: Focus on 'coach and empower'</p> <p>Shares vision or encourages goal setting Inspires and enthuses Focuses on effectiveness Builds capacity to learn Asks and provides direction Manages risk taking to optimise learning Wants to find the best answer</p>



WAGGGS - LEADERSHIP or MANAGEMENT?

- Find examples of each of the three approaches to leadership from your Girl Guiding/Girl Scouting life in your national association or your unit.
- Discuss how some of these examples would change if the leaders' approach or prioritizing changed.

All organizations need both leaders and managers to survive. However, as we can see from the preceding table, today's forward-looking leader operates rather differently from the traditional leader.

If we remember the definition of leadership as 'winning people's hearts and minds', then the ways in which a leader demonstrates effective - will go a long way to winning the minds of others; we tend to trust people who demonstrate their competence in the key - of:

- planning,
- organising,
- monitoring progress

- evaluating results

WAGGGS Leadership Resources

LEADERSHIP AND MANAGEMENT: WHAT IS THE DIFFERENCE? (Contd)

This section will enable you to assess to what extent you are able to exercise leadership as part of your management role, and to distinguish between management and leadership.

John P. Kotter¹ (1996) makes the distinction between management and leadership thus:

“Management is a set of processes that can keep a complicated system of people and technology running smoothly”

“Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen.”

Kotter also asserts that successful transformation is 70 to 90 percent leadership and only 10 to 30 percent management.

In the specific context of WAGGGS, with its unique characteristics and reliance on volunteerism and commitment, these definitions may be reformulated to reflect both the needs and interests of WAGGGS as an organization and those of its individual members. The structural makeup of WAGGGS must also be kept in mind.

Thus, management could be seen as a “set of processes that can keep a multi-layered and largely volunteer-based organization, and a broad and diverse system of people running smoothly and effectively.”

Leadership could be seen as a “set of processes that leads to the creation of organizations and helps in adapting to significantly and rapidly changing circumstances, whether nationally, regionally or globally. Leadership defines what the future should look like, helps people to align with or adapt to that vision and inspires them to make it happen, both by leading the way and by serving as examples.”

WAGGGS’s vision helps to direct, align and inspire actions on the part of its members and staff, both as individuals and as a collective.

In a volunteer setting like WAGGGS, it is maybe even more important than in professional business to consider the style of leadership, as support, appreciation and motivation are the only wages paid for the work done. On the other hand, providing leaders with efficient management tools for their leadership tasks is also required to keep up the spirits of those working voluntarily.

- are important in ensuring that the specific skills and strengths of staff, whether voluntary or paid, and the individual members of WAGGGS are developed to the best of their abilities. Thus, given that the volunteers serve as the backbone of WAGGGS, the importance of - is tied to both institutional and individual development.

The completion of tasks and achievement of goals is also made easier and more effective through the task being planned and ‘managed’ from the very inception; a necessary prerequisite in the light of the size of the organization.

However, incorporating - has its own challenges. Given the widespread nature of the organization and the diversity involved, different perceptions of what management and leadership is may come into play, thereby influencing the effective implementation and incorporation of -.

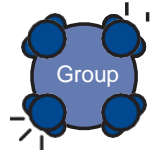
We will now explore these distinctions between management and leadership a little further.

¹ John Kotter, *Leading Change* (Massachusetts: Harvard Business School Press, 1996), 25

WAGGGS Leadership Resources

AND MANAGEMENT: WHAT IS THE DIFFERENCE? (Contd)

Group Exercise 2A

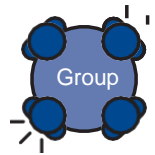


MANAGERS AND LEADERS: WHAT'S THE DIFFERENCE?



And/or

Group Exercise 2B



LEADER OR MANAGER?



LEADERSHIP OR MANAGEMENT

- Reflect on where you stand on the continuum between managing and leading.
- You will probably discover that in some situations you will perform more like a manager than a leader. This will depend largely on your own experience and confidence in taking on a leadership role.
- Being a manager is always a 'safer' option because it assumes that there is someone in a more senior position than you who has to take the ultimate responsibility for change decisions and their consequences.
- From your own assessment of your leadership strengths and development areas, you will now be able to create your own Leadership Development Plan using opportunities arising from your role as a leader in Girl Guiding/Girl Scouting.

2.1 *To what extent do you lead or manage?*

This section offers you a series of self-assessments devised by Warren Bennis to highlight his distinctions between Leadership and Management. They are:

- The characteristic differences between Leading and Managing
- The functional differences between Leading and Managing
- The philosophical differences between Leading and Managing
- The expected results of Leading and Managing

Each exercise is constructed in the same way, using a scale to rate yourself on a spectrum between Managing and Leading. There are no 'right' answers; the exercises have been designed to enable you to assess your leadership abilities, and to identify areas for development.

In spite of the fact that the assessment is based on the world of paid work, it is equally useful for unpaid leaders and managers to measure the extent to which they, too, put their focus on leadership or management.

WAGGGS Leadership Resources

3. MANAGING RELATIONSHIPS

The most important person in Girl Guiding and Girl Scouting is the girl – the girl within yourself and the girl that you lead and influence, directly or indirectly.

As the saying goes ‘manage yourself and lead others’ the relationship with people in your network is your working environment as a leader.

WAGGGS Leadership Development Programme is based on values, including holistic and positive thinking in the aim of shaping a world of activities that helps all members to discover their potential and to use this potential for themselves and their network. This theoretical basis (‘systemic thinking’) is described more in depth in the Understanding Leadership Module.

As a gateway to the - descriptions as possible tools for your leadership, we will shortly emphasize the background thinking that should be used as a perspective for the tools.

A man came to meet the wise man.

He complained that he was gifted with many talents, but that he was not very successful. He asked the wise man to help him and to teach him how to use his talents in the best way.

This wise man took a pot of tea and asked his visitor if he wanted to drink. As the guest said “yes”, the wise man started immediately pouring the tea. “Stop, Stop it!”

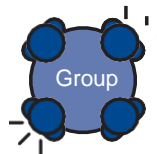
exclaimed his guest. “You forgot to offer me a cup!”

But the wise men explained: “The tea symbolises your talents, but you waste them if you have no cup. The cup is formed by your efforts, your constant training, and your discipline.

Go and form your cup, then your talents will please you and others.”

GO TO

Group Exercise 3A



CO-OPERATIVE SQUARES

(Activity 6 in ‘The Right to Work Together’
(Our Rights Our Responsibilities))

WAGGGS Leadership Resources

3. MANAGING RELATIONSHIPS (Contd)

3.1 Positive thinking

TODAY

Today is a special day – it is yours!

Yesterday has slipped out of your hands.

Yesterday cannot receive than what you have already given

Tomorrow is not yet promised to you.

You have today.

This is the only thing you can be sure of. You

can fill it with what you want! Use it! Today

you can make someone happy.

Today you can help someone

Today you can live so that tonight someone will thank you for being you Today is

an important day – it is yours!!

(Danish reflection)

Discussion

DECIDE WHAT YOU WILL THINK!

- You walk down the street, a paved road. The road is not smooth and you are afraid of stumbling. Yesterday is in your thoughts.
- Suddenly you stop. In front of you the pavement is broken, and up between the stones comes a yellow flower to meet you.
- How do you react:
- Do you think that this is another signal of how bad the street is maintained; even the weeds have had time to grow and win over the man-made street?
- Do you think that this is another signal of how mighty nature is; even the soft plant is stronger than the asphalt and stones?
- Discuss how you can turn negative thoughts into positive – thinking creatively.

If we look at things with a different, more positive perspective before deciding the next action, it can help us motivate others to join us.

We can become more successful by thinking positively when we speak by using positive words, eliminate 'but' and replace it with 'and'.

Whenever we meet something that is not positive, we can also learn from it.

We are not free to choose our destiny, but we are free to choose our attitude to destiny.

(Fernando Savater)

3. MANAGING RELATIONSHIPS (Contd)

3.2 Appreciative Leadership

In the Communication module, Appreciative Inquiry is introduced and used as a medium or method for positive communication between people. This can be developed further into a behavior of appreciation, Appreciative Leadership.

Any action is, in the exact situation, done with an optimal intention, seen from the perspective of the actor's logic and assumptions.

Principles of Appreciative Leadership

This principle means that as a leader your task is to motivate by appreciation, and to look for the intention behind actions and behaviour you do not immediately agree with. Discussing the intentions very often eases the relationship and makes you see the personality behind the behaviour.

Appreciative Leadership demands you to use your ears, eyes and your empathy, more than your mouth, you have to be curious enough to find the personalities and intentions behind the people you lead.

You cannot listen with a mouth full of words!

Being appreciative when being amongst other people, also motivates them to find the positive perspectives of the relationships and to develop their appreciation.

By training your systemic thinking (see the Understanding Leadership module) and being alert about your communication methods can help you in being more appreciative.



AN APPRECIATIVE MANAGER?

- How can you carry out your administrative tasks in your leadership role without giving your group an impression of being a controlling manager?
- Can positive and appreciative behaviour be trained, systematically used - and still be natural ?

3. MANAGING RELATIONSHIPS (Contd)

3.3 PERFORMANCE MANAGEMENT

Performance management is the process of assessing progress toward achieving predetermined goals. It involves building on that process, adding the relevant communication and action on the progress achieved against these predetermined goals.

Performance management helps organizations achieve their strategic goals.

The main purpose of performance management is to link individual objectives and organizational objectives and ensure that individuals are aligned to the strategic directions of the organization.

Additionally, performance management tries to develop skills of people to achieve their capability to satisfy their ambitions. So performance management can be used as a tool to develop the potential of the individual alongside working on the goals of the organization, and to co-ordinate the actions that work towards both purposes.

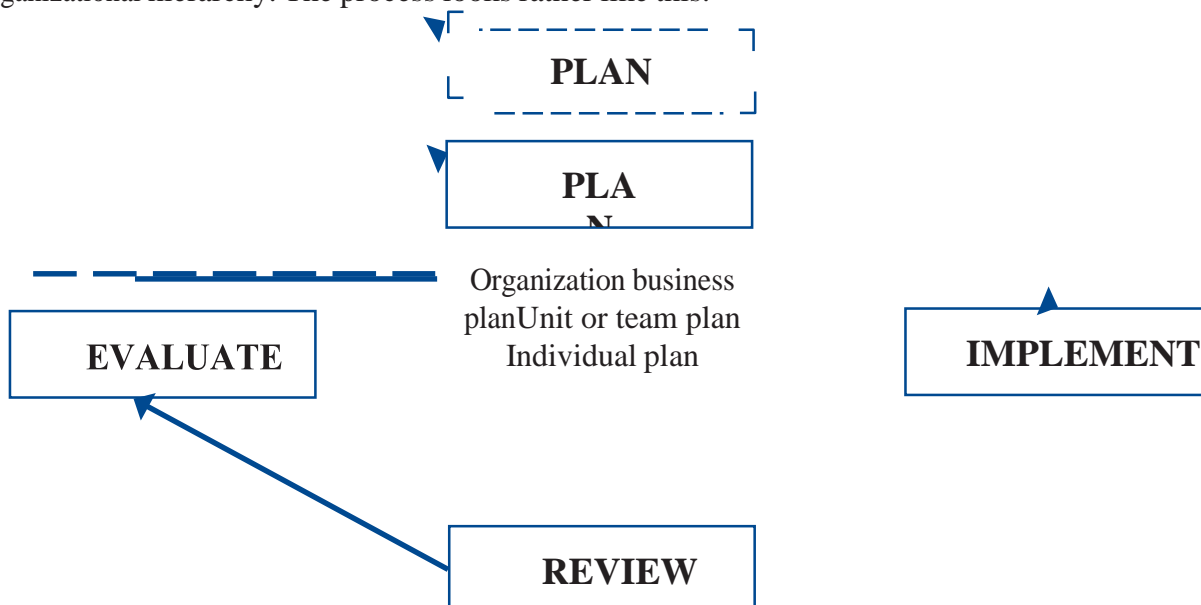
For further reading, it is relevant to study the WLDP modules Setting Directions about goal setting, Personal Development about planning a personal growth process, and Leading Teams about motivating people to work on a vision.

3.3.1 Definition

In Performance Management: the New Realities, Michael Armstrong and Angela Baron² define performance management as “**A strategic and integrated approach to increasing the effectiveness of organizations by improving the performance of people who work in them and by developing the capabilities of teams and individual contributors.**”

Although the way that performance management is undertaken varies between organizations, this definition shows that performance management is seen as a process, not a one-off event. It operates at all levels of the organization and includes individual and team management. That is, there are plans that will be implemented, reviewed, altered and evaluated at all levels of an organization.

The overall strategic plan for the organization is the starting point for any performance management system. From this flow all other plans. Inevitably, there is some loss of overlap as plans are implemented further down the organizational hierarchy. The process looks rather like this:



² Michael Armonstrong and Angela Baron, *Performance Management: The New Realities* (London, Institute of Personnel and Development, 1998), 7.

3.3.2 What are the challenges and benefits of a performance management system?

The benefits

Among the benefits of having a performance management system are the following:

- Feedback on the performance of the individual which, when properly used, helps to motivate and develop people.
- Improving performance in the job, and by so doing helping the performance of the team and the organization.
- Setting objectives for the period ahead so that the individual is clear about what needs to be done and by when.
- Identifying development needs, both general and individual, which helps to motivate and also develop/build the skill-base of the individual, the team and the organization.
- Improving communication by virtue of talking regularly with team members on what is being achieved and where the team is heading.
- Identifying team success in that the satisfactory completion of team plans is one indication of how well the team is doing.
- Identifying potential for promotion thus enabling the organization to plan for future placements.
- Measuring customer satisfaction by means of feedback on individual and team performance.
- Helping with staffing decisions with both the individual and the manager being able to see where the next move or job revision might be.
- Giving upward feedback to the manager. The possibility of upward feedback is present in the system but is not always asked for by managers (360° feedback).

And the challenges?

- The multiple purposes for which performance management may be used. For example, consider whether it is advisable to link performance to pay or other reward. Most difficulties arise when the evaluation of performance and the pay review take place at the same interview.
- Quickly changing environments may make objectives rapidly redundant and inappropriate.
- Time - Managing performance well takes time for all concerned; time to agree on objectives, time to review, time to write up, and time to get feedback.
- Bureaucracy - Some of the details needed for an effective performance management system may seem bureaucratic.
- Giving feedback - Many managers find it difficult to give constructive criticism, and sometimes praise too.
- Subjective - No matter how rigorous the system, opinions on the quality or otherwise of a performance may vary and this can cause tensions.

- Objectives are not easy to set but can become not challenging enough. If unclear objectives are agreed upon, opinions can be very different as to whether they were successfully achieved.
- Personal reactions - Emotions are involved for both managers and individuals. Individuals differ in their response to objectives being set, feedback being given and evaluations taking place and this can be difficult to handle for a manager.
- Coverage - Does the system extend up to the very top of the organization or is it something that top managers exhort others to do rather than doing it themselves?
- Storage and use - Who keeps the plans and what happens to the evaluations,? If individuals only see the outputs of the system being stored rather than used effectively then the system loses credibility.
- Ownership - In some organizations the performance management system is seen as owned and controlled by the Human Resources Department rather than the individuals themselves.
- Lack of creativity - The temptation to play safe in setting and achieving performance objectives can stifle creativity.

GO TO Individual Exercise 3.1



PERFORMANCE MANAGEMENT IN MY ORGANIZATION

3.3.3 Recent changes in approaches to Performance Management

Some of the difficulties mentioned above have led to changes in many organizations in the way they approach performance management. Traditionally, performance management has been a 'top-down' activity in which past performance of individuals has been assessed and has formed the basis for appropriate rewards (or not!).

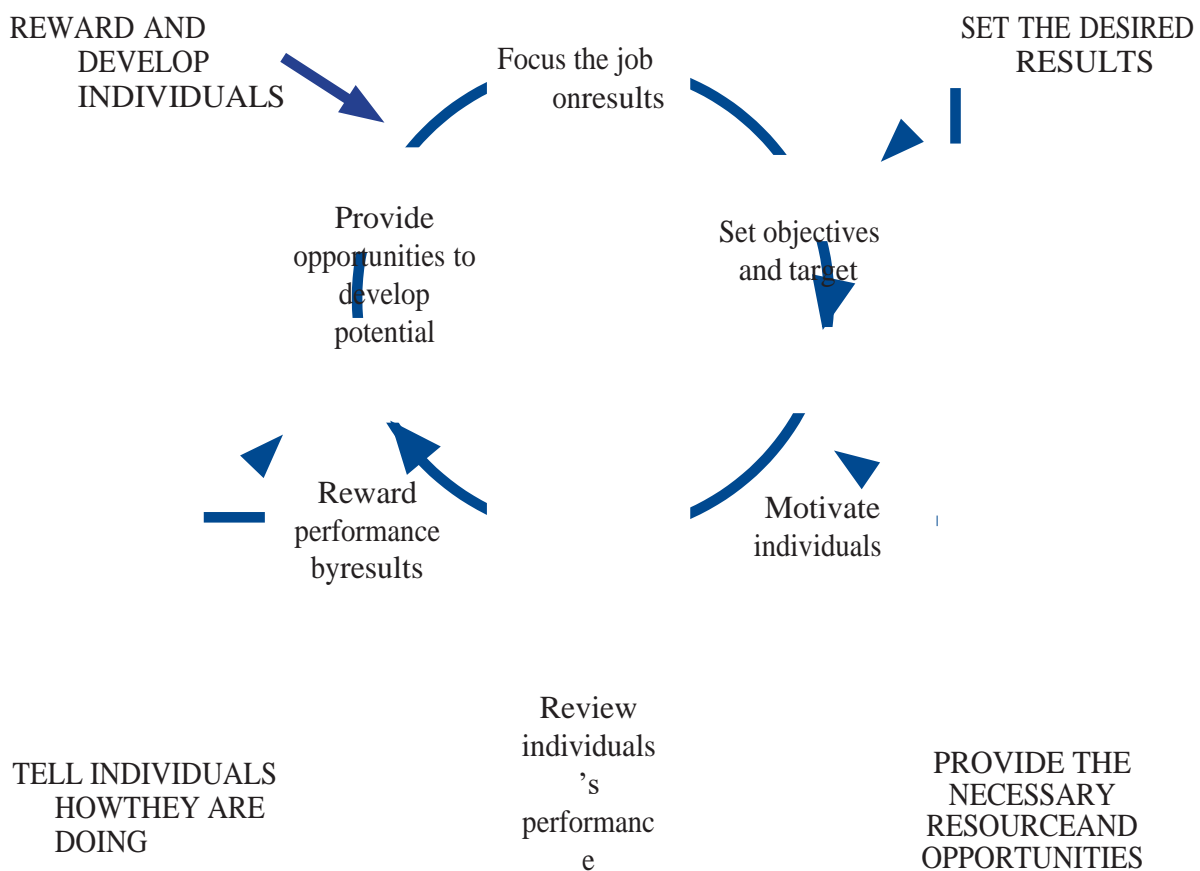
Increasingly, the emphasis is on the future as well as the past, with a concern for development as well as appraisal. Thus development plans are used by most organizations in addition to job plans and many are now trying to use an assessment of the individual against an agreed set of competencies for the job or the grade of working.

Additionally, whilst pay may still be linked to performance in the job, there is a search for better methods of doing this than through the appraisal process. This point is especially relevant for the not-for-profit sector, in which so many people's work is unpaid.

Rapidly changing environments and the need for imaginative responses mean that successful organizations are putting the emphasis on how far the individual has supported the overall organizational direction through real achievements and in flexible ways. The essence of performance management knows the answer to the questions:

- What is expected of me?
- How am I doing?
- How do I gain recognition for the work I am doing in Girl Guiding/Girls Scouting?
- How am I contributing to the achievement of the vision and mission of WAGGGS?
- How am I impacting on the lives of the young women and girls around me?

THE PERFORMANCE MANAGEMENT PROCESS



3.3.4 Role or job descriptions

This describes the duties that are regularly undertaken as part of the job. A role or job description is not intended to be all embracing but does indicate regular ongoing duties. It often has a personal specification attached that defines the experience, skills and knowledge needed to undertake these duties. It is therefore a valuable recruitment tool. However, it is equally important in performance management since it does indicate which tasks can be expected to be undertaken regularly and often the standards required are indicated as well.

WAGGGS Leadership Resources

3. MANAGING RELATIONSHIPS (Contd)



ROLE OR JOB DESCRIPTIONS FOR VOLUNTEERS?

- Discuss whether role or job descriptions for volunteer leaders within your organization are relevant? If so, how should these be used and what should be the information in the descriptions?
- How would you describe the patrol system in a hierarchy of an organization?

However, because of the rapid pace of change in many organizations and in the external world, role or job descriptions are becoming more and more fluid. They may vary from the detailed type mentioned above to a loose description of possible areas of work. In others, position descriptions have been abandoned as positions have become increasingly fluid because of project and virtual team working.

The emphasis is on networks rather than pyramids and success now depends on everyone being creative and innovative.

(Lawrence Lyons, Director of Research of the Future Work Forum.)



Individual Exercise 3.2
DATE



IS MY ROLE OR JOB DESCRIPTION UP TO

AND STILL RELEVANT?

3.3.5 Personal Development plan

An essential, and increasingly important, part of managing performance is ensuring the on-going development of people (both volunteers and paid staff). This not only helps individuals to feel motivated but also provides the confidence and willingness to take on new responsibilities. In this way, it helps the organization as a whole to grow and flourish.

The major tool in this is the personal development plan. Again based on objectives, this enables an individual, in discussion with other leaders and/or team members or a coach/mentor, to define what she wants or needs to

You can read more about Personal Development Planning in the **Personal Development module**.

do in terms of development within a defined time frame. Such a plan is in part likely to arise from the description of duties (and thus the performance plan objectives are likely to be discussed at the same time in a performance review).

Increasingly, it is also being related to competency frameworks.

Note, too, that a good leader often has a team development plan in mind that considers the total development needs of the whole team.

You can read more about Personal Development Planning in the **Personal Development module**.

WAGGGS Leadership Resources

RELATIONSHIPS (Contd)

3.3.6 Agreeing targets

When deciding on a plan, mutual or personal, you should aim at getting acceptance of the plan and its objectives with those involved directly; your stakeholders.

3.3.6.1 Clarifying performance in the unit

To assist individuals and teams to understand performance objectives, the leader needs to clarify the following:

Team/Unit objectives:	What are we trying to achieve? How will the team objectives contribute to the organization's objectives? How will the individual's objectives contribute to the team objectives?
Responsibilities: (role description)	What should the manager be doing? What activities should team members be doing? How will tasks be distributed amongst the team? Which activities should individual team members carry out bearing in mind their strengths and development needs?
Key Result Areas:	Which areas are crucial for success for the team? What areas should manager and team be concentrating on?
Performance standards	What is a reasonable standard of performance that can be expected from each person in the tasks on their role description? What will it look like when all is going well?
Measuring standards:	To measure standards, whether in role descriptions or in team/individual performance plans, four factors may be used as appropriate: <ul style="list-style-type: none">- Quantity- Quality- Cost- Time

3.3.6.2 Key Result Areas

Key Result Areas (KRAs) may be known by other names in other organizations such as Key Performance Indicators or Critical Success Factors. All are intended to help indicate the crucial areas of success in performance for the organization.

These are the crucial areas in which the organization (or department or team) needs to ensure success. If you write your KRAs down, they should be no more than about six in number.

IDENTIFYING YOUR KEY RESULT AREAS

1. What do you consider are the key result areas for your area of work? Write them down individually.

Check with your team to see whether they agree that these are the key result areas.

WAGGGS Leadership Resources

RELATIONSHIPS (Contd)

As a manager, before creating a performance plan with individual performance targets you should therefore:

- Make sure all are aware of the key result areas for the team.
- Use a communicated team/unit plan to make sure people are clear about where the team is going,
- Check individuals have their own position descriptions

In Girl Guiding/Girl Scouting, we use a method of describing key results when planning the Educational Programmes for the Girl Guides/Girl Scout branches, with the aim of setting up success for the activities.

3.3.6.3 Agreeing and Measuring Targets

Any targets will need to be measurable in terms of:

- Quantity
- Quality
- Cost
- Time

When fully discussing possible targets with your team, you should take into account different levels of ability and individual strengths and weaknesses.

A well known but effective structure for checking how well formulated objectives are in any job plan (and indeed in other areas of management) is using the SMART method, which is described in the Personal Development module.

3.3.6.4 Performance Standards (Competencies)

Standards of performance are written statements describing **how well** a job should be performed. Performance standards are developed collaboratively wherever possible, and explained to new recruits during the first month on the job or leader position, as part of the induction process.

The performance standards provide a benchmark against which to evaluate work performance. While the position description describes the essential functions and the tasks to be undertaken, the performance standards defines **how well** each function or task must be performed in order to meet or exceed expectations.

In summary, performance standards answer the question: *'How will the individual and the performance manager know when the individual is meeting or exceeding expectations for her position?'*

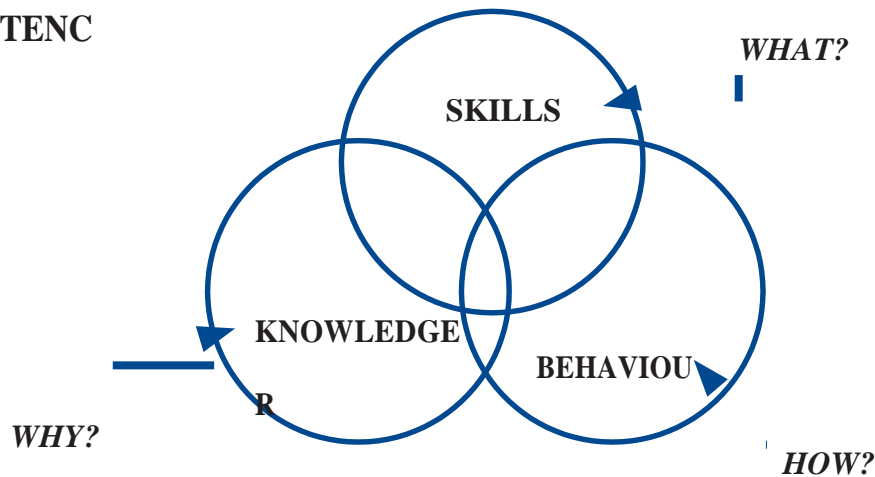
Frequently performance standards are described as 'competencies'. For a more detailed explanation of competencies, see the **Personal Development module**.

WAGGGS Leadership Resources

RELATIONSHIPS (Contd)

Competence is the ability to apply skills, knowledge, understanding and behaviours in performing consistently to the standards required in employment, including solving problems and meeting changing demands.

COMPETENCE



Values are not included in this graphic of competencies. You could say that the values are the platform or the basis of your competencies, as they impact on your motivation to use the skills, knowledge and to choose your behaviour.

In the Understanding Leadership module and the Setting Directions module you will find more about values-based leading an organization and a group.



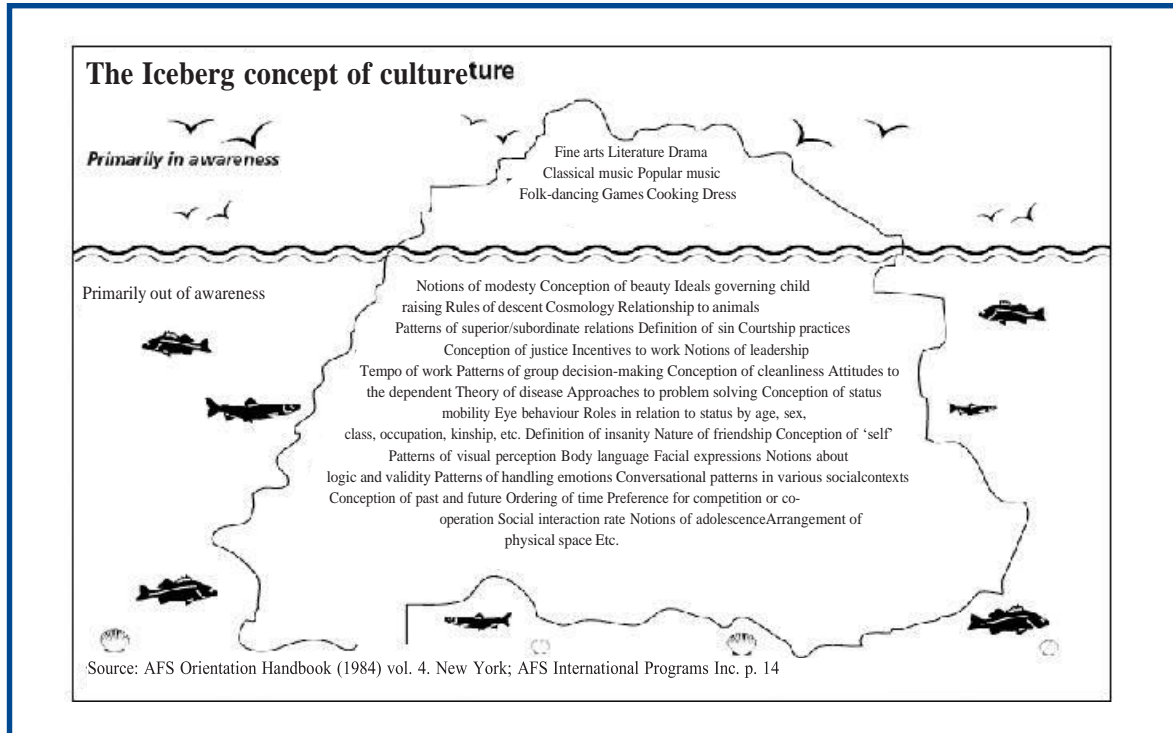
REFLECTION OF VALUES

- Discuss how values would be reflected in the process of creating performance standards that use skills, knowledge and behaviours.
- Give examples from your Girl Guiding/Girl Scouting life.

It is particularly important to recognize that behaviours are an integral element of competence at work. It is not enough merely to complete the tasks set, but to complete them in a way that reflects not only one's own values and attitudes, but those of the organization as well. The 'iceberg of behaviour' shown below demonstrates that we

tend to behave according to the way we believe the world to be.

The Iceberg of Behaviour



Skills + Knowledge + Attitudes = Observable
Behaviour
Observable Behaviour = Performance
Appraisal Rating

Within this context, performance appraisals are the measurement of a specific range of skills, knowledge, and attitudes in relation to objective standards. The ratings are based upon direct observations or experiences which are verifiable.

Although we sometimes make decisions based upon our own personal feelings or gut-level instincts, appraisals must be based upon how well a person has performed to a set standard.

The objective of performance appraisals is to help individuals improve their performance so that the organization can meet its present and future goals in a timely and cost effective manner.

Performance appraisals should be used to encourage great performance and create goals to improve weak competencies.

Using competencies as a basis for performance appraisal provides clarity and objectivity about the nature of the feedback; they enable the manager and team member to focus on the following questions that will identify areas for development.

- Rewards - What am I doing right so I can do more of it? (We all like to be patted on the

- Skills - What areas do I need to train in?
- Knowledge - What areas do I need to learn more about?
- Attitude - Are my inner drives coinciding with the organization's goals?

- Rewards - What am I doing right so I can do more of it? (We all like to be patted on the

WAGGGS Leadership Resources

Management skills

3. MANAGING RELATIONSHIPS (Contd)

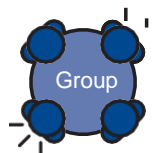


REFLECTION ON MY ASSOCIATION'S EDUCATIONAL PROGRAMME

Check on your association's Educational Programme to see if it is using performance appraising terminology and methods.

GO TO

Group Exercise 3B



DIFFERENT WAYS WITH PAPER

(Activity 3 in "The Right to Live Together – Our Rights Our Responsibilities")

Learning Log

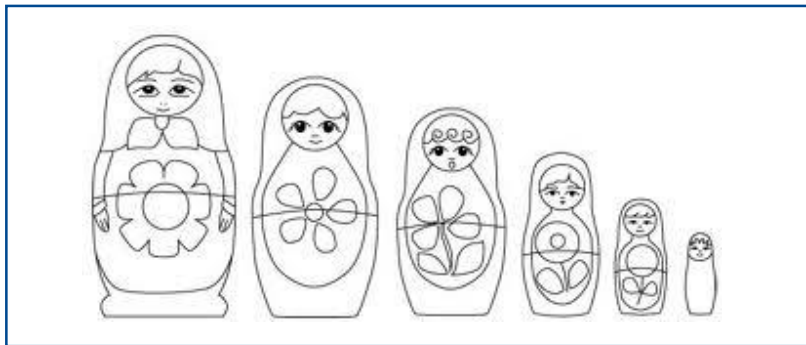
WAGGGS Leadership Resources

4. USING PLANNING TO ACHIEVE RESULTS

Leadership is focused on achieving results. This does not happen in a haphazard way; the first step to achievement is planning. Planning is the pro-active thinking that must precede any action. Planning is concerned with establishing and agreeing organizational goals and objectives, and with developing specific plans and schedules to ensure their achievement. The section on project management will develop this theme further.

"Failing to plan is planning to fail"

Planning has a language of its own; there is a hierarchy or 'family' of plans which looks a little like this:



The symbol of the Matryoshka doll, serves to remind us that all plans – whether strategic, operational, team or individual

- must be recognisable as belonging to, and supporting, the same organizational vision and mission.

Therefore, when a leader sets targets or objectives for an individual, she must be able to justify how they support the achievement of the team's goals, and how the team goals support the operational goals, and so on.

The individual will then understand the importance and value of her contribution to the overall goal.

President Kennedy's visit to Cape Canaveral

The late US President Kennedy paid a visit to Cape Canaveral; on arrival he visited the washroom before beginning his tour of the Centre.

Washing his hands, he started talking to a man, wearing a pristine white overall, standing at the next basin. Assuming that the man must have been a space scientist, President Kennedy asked him what his job was to which the man replied that he worked at Cape Canaveral to help put a man on the moon within ten years, and get him back safely.

Mightily impressed, President Kennedy went back to join his 'minders', observing that he had met one of the top boffins in the washroom, and inquiring who he was.

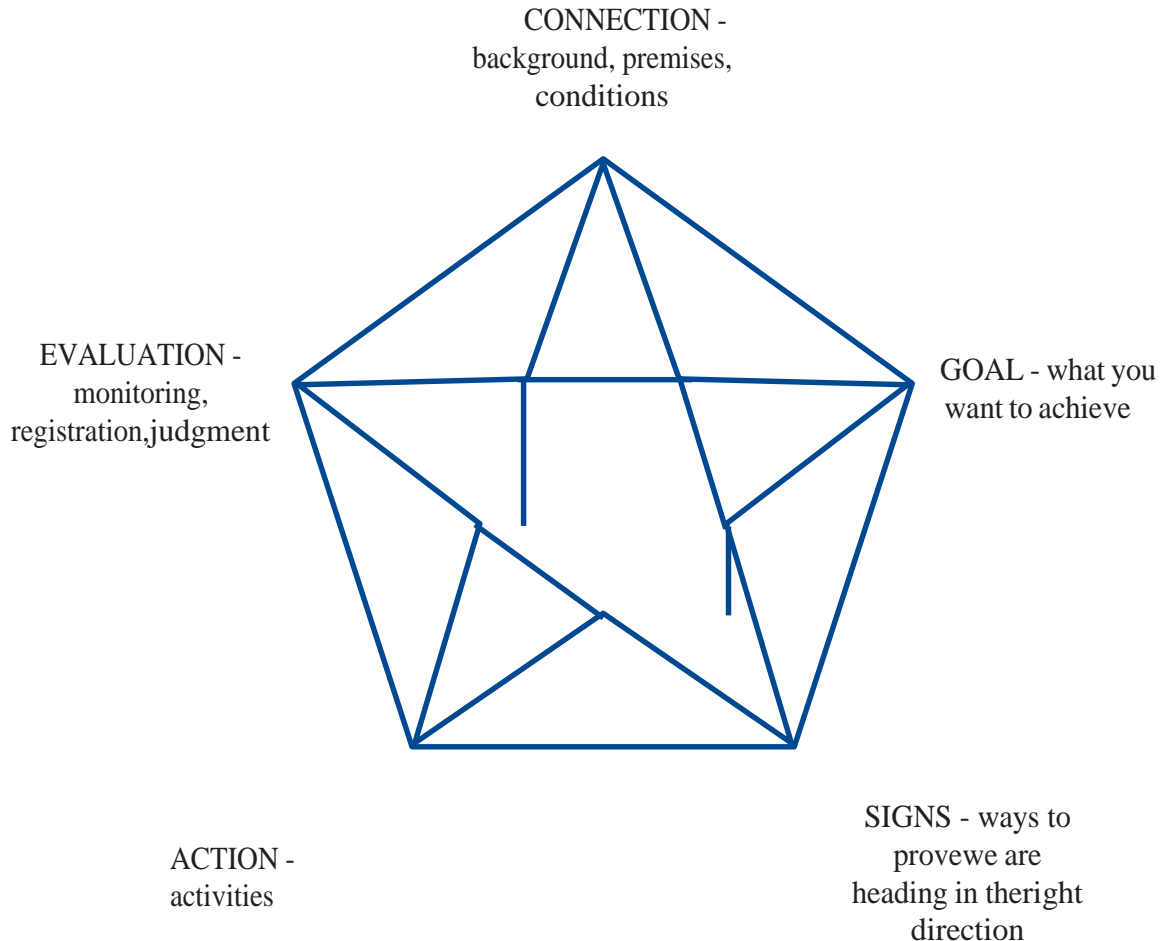
To his surprise, he was told that the man he had been speaking to was in fact the Centre's janitor,

The story demonstrates how even the most menial of tasks can be justified as making a powerful and motivating contribution to the achievement of an organization's mission.

WAGGGS Leadership Resources

4. USING PLANNING TO ACHIEVE RESULTS (Contd)

4.1 The Pentagon Planning Model



Relating management to systemic thinking (the process of understanding how things influence one another within a whole), the Pentagon Planning Model is a good way of visualising how the different planning phases are linked, and also linked to the carrying out and evaluation of the plans.

The diagram shows that all the elements are connected to each other, and each 'corner' should be observed from the perspective of all of the other corners.

THE PENTAGON PLANNING MODEL

Think of an event or a programme you are going to do soon. Use the model for your initial planning.

Think of an event or a programme you have recently planned and finished. Use the model for your evaluation of the programme.

Discuss the use of a model for planning, monitoring and evaluating programmes like these.

WAGGGS Leadership Resources

PLANNING TO ACHIEVE RESULTS (Contd)

Adding to this, the model can be used for designing a check list for the elements of planning that the leader has to be

Corner subject	Planning check list	Evaluation check list
Connection	What are the backgrounds and the conditions for the plans we wish to make?	Were the set goal for the process relevant, realistic, and important according to the present situation and conditions.
	What is the starting-point and what are the frames (human resources, time, money, materials)?	What was really the starting-point and the frames?
	What are the possible actions?	Which possibilities did we really have?
Goal	How could the final result be described?	What is the result like?
	What do we want to achieve?	What did we really want to achieve?
	What do we expect people to be able to do?	During the planning period, what was supposed to be needed?
	Which goals are inter-connected?	What did you expect of each other and of needs during the planning period?
Signs	Using our senses, what should we perceive to get an impression of getting closer to the goals?	What were we to observe to feel coming closer to the goals?
	What should be the impressions and perception of reaching the goal?	What should we observe on our way to and when reaching the goal?
Action	What is supposed to make the difference?	What actually made the difference?
	What should be the first step towards the goal?	How did we begin to move towards the goal?
	What is needed from me?	What did it need from each of the people involved?
	Who has the responsibility for what and when?	Who had/took the responsibility for what and when?
Evaluation	How can the different goals be monitored and evaluated?	How were the different goals monitored and evaluated?
	Which tools will be efficient for the evaluation of the goals?	Which tools were efficient in order to evaluate the different goals?
	Who should do the evaluation?	Who did the evaluation?
	When will the evaluation to take place (before, during, at the end, after some time)?	When was it appropriate to evaluate (before, during, at the end, after some time?)
	For what is the evaluation needed?	For what can the evaluation be used?
	How should the evaluation be formulated and by whom?	How should the evaluation be formulated and to whom?

aware of. You can add and edit the questions according to the needs of your actual process.

Some of the more frequently used planning tools, also in Project Management, are the SWOT Analysis, the PESTO

Analysis, as well as SMART Objectives. These tools are described in more detail in section 8 of the

Leadership module (SWOT and PESTO) and in the Personal Development module (SMART).

4.2 The organization's vision and mission

All organizations need to establish a strategic planning framework to ensure success. This framework consists of:

- a vision for the future,
- a mission that defines what the organization does,
- values that shape the organization's actions,
- strategies that focus on key approaches over time, and
- goals and action plans to define and guide shorter term actions

Next, the organization should arrange possibilities for its members to understand and discuss the mission and goals in a comparison with the individual visions and their missions. In this way, members feel part of the organization and they are able to relate their personal visions to those of the organization.

You can read chapter 3 on Communicating the Vision in the Understanding Leadership module.

If your organization has a clear vision about what it wants ultimately to achieve, and/or a mission that declares its unique purpose and the scope of its operations, it should be able to develop a coherent hierarchy of strategic and operational plans to support their achievement.



Individual Exercise 4.1



VISION AND MISSION OF GIRL GUIDING/ GIRL SCOUTING to show your understanding of the distinction between the vision and mission of Girl Guiding/Girl Scouting

A 'vision' describes the overall purpose from a long term perspective – the dream. It is crucial to have a vision and a mission for the following reasons:

- They provide a key reference point against which to make decisions (for example, how and where to invest the organization's resources)
- They reduce the possibility of different interpretations of the organization's fundamental purpose
- They communicate a clear image of the organization to the public

Not all organizations make the distinction between vision and mission; for many, the concept of mission is sufficient to encapsulate both the common values and the 'raison d'être' of the organization. In this sense, we can link the mission to 'winning hearts and minds'. This is the key role of an effective leader. The organization's underpinning values come from the heart while the rationale comes from the mind.

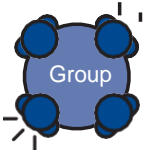
It is also important to note the difference between 'mission' and 'mission statement'; the latter is a set of words that encapsulates some elements of the mission. A mission statement often states what some people want the organization to be and becomes a list of 'good intentions' or aspirations.

Mission statements have a role to play in the planning process, such as when reviewing future strategy. They should be written and must be agreed, but their power as a tool for management should not be over-emphasised.

WAGGGS Leadership Resources

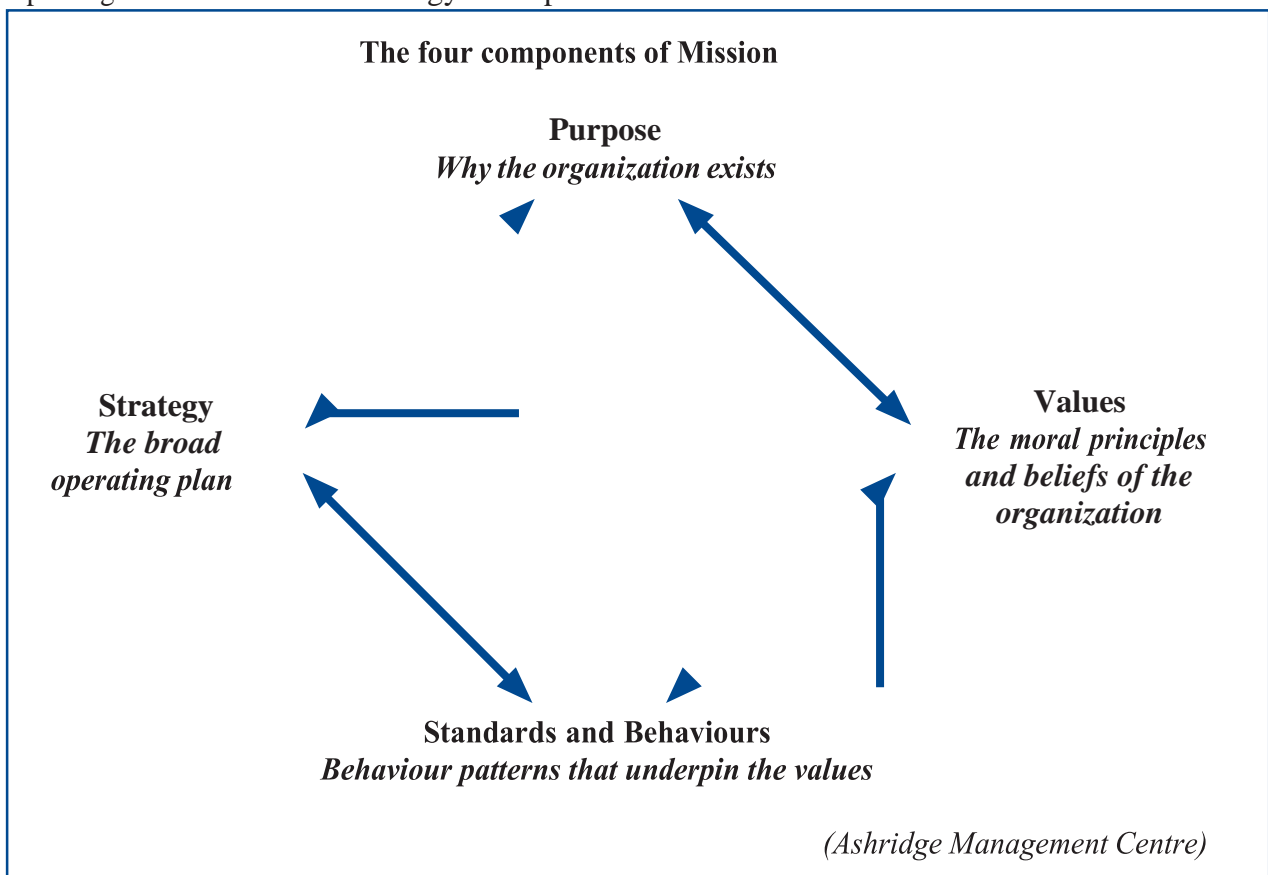
PLANNING TO ACHIEVE RESULTS (Contd)

Group Exercise 4A



VISION AND MISSION FROM A WIDER PERSPECTIVE?

However, working on the organization's mission can be a significant lever for increasing the organization's overall effectiveness and credibility. This includes planning the actions necessary to combine the underpinning values with a clear strategy for implementation.



GO TO

Individual Exercise 4.2
GUIDING/



DEFINING THE MISSION OF GIRL

GIRL SCOUTING

When thinking about a Mission Statement, you may find it helpful to consider the following four major components:

1. CUSTOMERS → Who the organization serves
2. SERVICES → What the organization provides
3. PHILOSOPHY → Values and beliefs of the organization
4. LOCATION → The organization's area(s) of operation

WAGGGS Leadership Resources

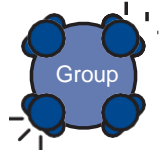
PLANNING TO ACHIEVE RESULTS (Contd)

Finally, remember the three essential characteristics of all mission statements, which should be:

- Short and easy to understand
- Flexible, so that they last for a long time
- Distinctive, in order to differentiate the organization from others

GO TO

Group Exercise 4B



VISION AND MISSION

4.3 Steps to planning

Now that we have understood the key building blocks of planning – the organization’s vision and mission, we can continue with a closer look at planning. Basically, planning is about answering these questions:

- What has to be done?
- How are we going to do it?
- Who is going to do it?
- Where should it be done?
- Why does it need to be done?
- What does the result look like?
- What are the consequences? Long term? Short term?

Discussion

WHY PLAN?

- What do you consider are the benefits of planning? How
- does planning impact on cost?

Among the benefits you might have considered, are:

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

WAGGGS Leadership Resources

USING PLANNING TO ACHIEVE RESULTS (Contd)

There are basically two types of plans:

1. Broad **strategic plans** that have a medium to long-term time frame, usually three to five years. Strategic plans are concerned with the direction of the organization as a whole, and the allocation of resources to different services and activities
2. Narrow, more short term plans that are more concerned with current activities. These are usually called **operational plans or objectives**.

In the Setting Directions Module, you find more details about strategic planning to reach your goals and visions.

4.4 Networking and knowledge exchange

When planning any event or project, it can be good to consult other leaders who have been doing something similar. This knowledge research can be done within your nearest networks, by searching the internet, or by entering specified network groups.

WAGGGS offers you a special protected area for networking about your Girl Guiding/Girl Scouting experiences with activities, projects, events, and camps. It also offers you the possibility of discussing the projects that are based on WAGGGS triennial themes and Global Action themes.

Another possibility is to create partnerships on specific projects – across boundaries and organizations. Look at WAGGGS’ website network for more information.

Learning Log

A large dotted-line box intended for a learning log, with a vertical dotted line on the left side and a horizontal dotted line at the bottom.

WAGGGS Leadership Resources

5 MANAGING MULTIPLE PRIORITIES

One day an old Professor of a management school was asked, to hold a lesson on 'time management'. This training was designed for a group of managers of 15 major American companies.

As this lesson was intended to be just one out of the five parts of this meeting, the Professor was given only one hour to deliver his knowledge on this theme.

The old professor stood in front of this elite group of managers, who were ready to take notes on speech. Slowly he looked at them from one to the next and said. *"We will start an experiment"*

He took a huge glass and put it on the table. Then he filled it carefully with stones. The glass was full and it was impossible to fill in another stone.

He looked to his audience and asked. *"is this glass full?"*

And they answered "yes".

He waited for some seconds and asked *"are you sure"*

Then he took another can filled with grit and poured the grit on the stones. He shook the glass a bit, so that the grit could fall down to the bottom of the glass.

Now he looked again to his audience and asked again: *"Is the glass full"*.

And one of the managers, who understood, said. *"probably not"*

The professor took sand to fill it in the glass and in a next round he poured water in the glass. Then he asked his audience: *"And what can we learn out of that"*

"It proves that an agenda is never too full and it should be possible, to deal with all things arising" "No" said the professor, *"this is not, what I wanted to demonstrate"*

What I wanted to show you is, that you have to fit in first the big stone, and then you will find place for grit and sand.

If you do it the other way round, your big stones will never have place in your glass". The managers stood in silence.

The Professor asked them *"And what are the big stones in your life?"*

HEALTH

FAMILY

FRIENDS

VISIONS

LEARNING

DOING WHAT YOU

LIKE TO DO

RELAXING

TAKING YOUR TIME

... SOMETHING TOTALLY DIFFERENT

You have to be clear about the big stones in your life. If they are not placed first in the glass, you risk dealing with the urgent things and missing the important ones.

So, don't forget to ask yourself: 'which are the big stones in my life?' and then, put them into your glass first."

With a friendly greeting, he left his audience and went slowly out of the room.

WAGGGS Leadership Resources

MANAGING MULTIPLE PRIORITIES (Contd)

If we define effective management as ‘The ability to make the best use of all the resources of the organization to achieve its goals’, then we may further define ‘resources’ as:

- People
- Knowledge and experience
- Funds
- Properties
- Time

In this list, the two most vital resources are **People** and **Time**. People, because of their potential to achieve great results under your inspiring leadership and perhaps develop and grow to do more than expected. Time because it is the one irrecoverable resource; once we have used time, we may never regain it.

Very often, though, you have more tasks to do than your resources allow. You will have to prioritize and choose which is the most important, the least resource consuming, or the most fair to do.

*Some say a disordered desk is a signal of a disordered head
so I wonder, what is the signal of a clean and empty desk?*

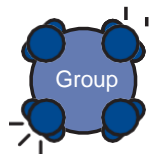
How effectively do you organise your priorities so that you make the best use of your time?

GO TO Individual Exercise 5.1



MANAGING MY PRIORITIES

GO TO Group Exercise 5A



ORDER OF THE DAY

*When I am here, I want to be there
When I am there, I want to be here
Let me concentrate on being here while I am here, So I
can be even more there when I get there*

WAGGGS Leadership Resources

5. MANAGING MULTIPLE PRIORITIES (Contd)

5.1 *Keeping your eye 'on the ball'*

What is the key purpose of your work? Consider what is the key task, its stakeholders and the framework for it. As a first step to becoming more effective, you will find it helpful to restate the key purpose of your job.

Consider these questions:

- What is the fundamental purpose you and your team are expected to achieve?
- How do you, personally, add value to your organization?
- Are you working to achieve agreed, specific and defined results?

sometimes described as:

- Key Results Areas
- Critical Success Factors
- Key Performance Indicators

5.1.1 Priorities

“The important task rarely must be done today or even this week. The urgent task calls for instant action. The momentary appeal of these tasks seems irresistible and important, and they devour our energy.

But in the light of time’s perspectives their deceptive prominence fades. With a sense of loss we recall the vital task we pushed aside.

We realise we’ve become slaves to the tyranny of the urgent”

(Charles Hummel)

The following matrix will help you to assess your priorities:

HIGH	B ACTIVITIES WHICH ARE URGENT BUT LESS IMPORTANT	A ACTIVITIES WHICH ARE BOTH IMPORTANT AND URGENT
URGENCY	D ACTIVITIES WHICH ARE RELATIVELY LESS IMPORTANT AND NOT URGENT	C ACTIVITIES WHICH ARE IMPORTANT BUT NOT (YET) URGENT
LOW	LOW	HIGH
	IMPORTANCE	

WAGGGS Leadership Resources

MULTIPLE PRIORITIES (Contd)

In this matrix, activities can be classified according to their relative urgency (activities with deadlines, often imposed by other people) and their importance (or value). Importance means the extent to which they help to achieve your specific objectives.

Tasks and activities may then be classified within the framework. Some examples could be:

URGENCY	HIGH	<p>B</p> <p><i>Responding to others</i></p> <p>Providing regular reporting info Requests for help from others Routine meetings Handling casual callers Many e-mails</p>	<p>A</p> <p><i>Reacting to real emergencies/crisis</i></p> <p>Handling complaints Dealing with an expected break-down Request to intervene in a crisis Resolving major team conflicts Some e-mails</p>
	LOW	<p>D</p> <p><i>Routine and detail</i></p> <p>Excessive casual gossiping Reading unsolicited SPAM 'Housekeeping' on your PC Filing documents Very many e-mails Unproductive meetings Video and PC games</p>	<p>C</p> <p><i>Planning and reviewing</i></p> <p>Strategic planning Briefing the team Coaching individuals Delegating Selection and recruitment Reviewing progress Performance appraisal Personal reflection</p>
		LOW	HIGH

IMPORTANCE

Category A and Category C tasks contribute to your own purpose and key objectives; Category B tasks mostly help other people. Category D quadrant is sometimes called the Quadrant of Waste in that they don't achieve much for anyone.

Category C is often called the 'Leadership category', showing your leadership competences in managing your tasks and priorities.

GO TO Individual Exercise 5.2  **MANAGING MY TIME/PRIORITIES**

This exercise may be combined with

GO TO Individual Exercise 5.3  **PERSONAL TIME LOG**

5. MANAGING MULTIPLE PRIORITIES (Contd)

5.2 Finding time to focus on your key priorities

Consider the following activities to identify some changes you will make to help ensure you make the most effective use of your time.



HOW TO MAKE BETTER USE OF MY TIME TO FOCUS ON MY PRIORITIES

Which of these options will help you to achieve your goal I will?

- Say 'NO' more often
- Stop procrastinating
- Allocate time to accomplish specific tasks and monitor progress
- Encourage the people who want to see me to arrange a specific time for their visit
- Keep my office/workstation tidy with a desk as clear as possible
- Delegate more
- Spend a small amount of time at the start/finish of each day planning and reviewing
- Develop discipline with paperwork, using the 'OHIO' principle (see below)
- Ensure all meetings have an agenda and produce decisions with follow-up actions
- Ensure a 'Do Not Disturb' culture is in place when you need to work on your own
- Manage my e-mails, responding only to those that are necessary.

Learning Log

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS

One of the fundamental ways of leading groups, activities, projects and organizations within Girl Guiding/Girl Scouting is meeting in smaller groups. Meetings can be time consuming, and as most meeting participants are spending leisure time voluntarily, we should expect the meetings to be just as or even more efficient than meetings at work or in our educational environment.

6.1 *What is a meeting?*

A meeting may be defined as a gathering of (usually) more than two people who come together to consider some specific issues and to take some kind of decision(s) that are relevant to those issues.



DISCUSSION: WHAT MAKES AN EFFECTIVE MEETING?

- Think about a meeting in which you have been a participant.
- Reflect on the factors which made it effective or ineffective. Record your responses as a SWOT analysis.

You will have identified a number of factors, which encourage or prevent a meeting's effectiveness. The following section will enable you to check those, that you have already recognised, and suggest other factors to you.

Here is a summary definition of an effective meeting:

An effective meeting is one, that achieves its objectives within an agreed timeframe and to the satisfaction of all the participants.

In other words, an effective meeting will make a difference and lead to follow-on action of some kind.

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS (Contd)

6.2 *Why call a meeting?*

There are many reasons for calling a meeting including:

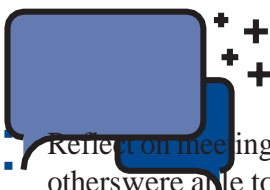
- to reach a decision or decide on a plan of action as a group
- to help someone make a decision
- to provide and exchange information
- to obtain or pool information
- to solve a challenge or a problem
- to air a grievance
- to discuss new ideas, or to create them

Before deciding to hold a meeting, it is a good idea to ask the following questions:

- Is the meeting really necessary?
- What do we want the meeting to achieve?
- What would happen if we did not hold it?
- When the meeting is over, how will we know if it was successful?
- How many resources (people, time, money, transportation) should be invested in having a meeting?

Meetings that make a difference, do not just happen. To be successful, a meeting must:

- Have clear objectives which are realistic, focused and measurable
- Use positive dynamic language that is accepted by the participants of the meeting. That means it is focused on specific tasks, such as 'decide', 'develop', 'recommend', etc., rather than vague non-specific alternatives like 'discuss', 'explore', etc.
- Have an effective facilitator (usually it is the chair)
- Take place in a suitable environment – if it is a physical meeting.
- Start and end on time
- Follow an agreed agenda, and stay on track
- Involve an appropriate level of participation by everyone present
- Make appropriate use of the skills, experience and knowledge of all present
- Maintain a balance between task (getting through the agenda) and process ('orchestrating' a positive climate in which people feel happy to participate)
- Decide the actions which need to be taken; agree and allocate follow-up with a time frame for implementation



EXPERIENCES OF MEETINGS

Reflect on meetings in which you have participated. What were the keys for ensuring that you and others were able to participate effectively?

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS (Contd)

6.3 *What kind of meeting?*

Nowadays more and more meetings are not held physically at the same place. Instead, with the use of electronic equipment such as telephone, computers, and television, there are many other ways of 'meeting' people to make decisions.

WAGGGS, being a global organization uses opportunities for virtual meetings to communicate rather than physical meetings that are time consuming and expensive due to travelling. It is recommended that the first meeting of a committee or working group is held face to face with the aim of forming the relationship between participants.

There are different types of meetings. Meetings can be formal or informal, structured or unstructured; this depends on the type of meeting it is, and the purpose for which it has been called.

An informal meeting is usually designed to elicit information, promote discussion or generate ideas. It can be called at any time and is usually less structured than a formal meeting.

Informal meetings:

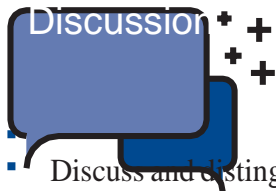
- Are designed to facilitate the flow of information
- Are often impromptu and may be 'ad hoc' (addressing one issue only)
- Often have no formal agenda
- Are held in a convenient location, often over lunch or dinner
- May have no official chairperson
- Allow participants to speak informally
- May have no formal record of proceedings kept; participants making personal notes as the meeting proceeds.
- Support the networking and relationship between participants

For a formal meeting:

- Participants are given prior notice
- Agenda items are circulated for prior preparation by participants
- A predetermined venue is used
- The chairperson directs discussion
- Participants speak 'through the chair' (i.e. they seek permission to speak before doing so)
- Rules of debate are applied
- Motions are proposed and spoken for and against
- A formal vote is taken
- A true record (minutes) is made of proceedings and circulated to individuals on an agreed list (this often includes people not directly involved in the meeting)

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS (Contd)



WHAT KIND OF MEETING?

- Discuss and distinguish between the different kinds of meetings you have attended. Give examples of fruitful informal as well as formal meeting types.
- What are the characteristics of each kind?
- What kind of contributions and activities made these meetings successful?

In Girl Guiding/Girl Scouting the weekly activities with girls are the most common way of meeting. This will not be covered in this section, as it is covered in the Leading Teams module. As a leader at any level you have to lead or participate in different kind of leaders' meetings though, which include:

- Planning meetings, long term or short term – planning a future activity or a season's programme
- Annual General Meetings (AGMs) - formal, statutory meetings
- Inaugural meetings - the first meeting, held only once
- Executive Board meetings - meetings with nominated individuals to make decisions, discuss common issues, exchange information, etc. There may be:
 - Executive committee - usually a board of directors or top executives
 - Sub-committee meetings - appointed by a 'parent' committee to research a specific issue and report back with recommendations. Not a decision-making body.
 - Ad hoc committee meetings - appointed for a special purpose and disbanded once the objectives are achieved
 - Advisory committee meetings - set up to research and co-ordinate findings and report and recommend to a "higher" committee
 - Standing committee meetings - established to deal with on-going specific areas
 - Working Party meetings - consisting of individuals with diverse expertise to plan an event, investigate a problem, or find the answers to questions
- Conferences - To consult, pool ideas, solve problems, change attitudes or extend the level of expertise of participants
- Seminar - A conference of specialists for the purpose of discussion, research or study
- Panel - Experts to discuss specific problems or issues, from a range of different perspectives
- Symposium - A meeting at which each person present delivers a prepared speech on an issue
- Forum - More interactive than a symposium, since the audience may ask questions of the speakers
- Colloquy - A formal conversation between a small group of experts and lay people
- Brainstorm - An informal gathering to bounce ideas back and forth, regardless of their validity, for later evaluation
- Think-tank - Undertaking intensive study and research into a specific area

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS (Contd)

6.4 *The terminology of meetings*

You will be able to participate more effectively in meetings if you know and understand the special language associated with them. Here are some of the more commonly used terms:

Abstention:	Refraining from voting for or against a motion
Ad hoc:	Something set up for a specific purpose
Adjournment:	Deferring a meeting or discussion on a specific
item	Agenda: A list of business to be discussed at a meeting
Amendment:	An addition or alteration to a motion
Apologies:	Notice from invited participants of their inability to attend a meeting
Casting vote:	If rules permit, a vote cast by the chairperson, if the votes for and against a motion are equal
Constitution:	A written document stating the basic rules by which an organization is set up and run
En bloc:	As a body, altogether
Ex officio:	By virtue of office. An office bearer may automatically be a member of a sub-
committee	Honorary: Performing duties without being paid
Minutes:	A factual account of what transpires at a meeting
Motion:	A formal proposal to be discussed and voted on at a meeting
Nem con:	No votes against a motion
Order:	Ensuring all speakers have a fair and reasonable hearing
Out of order:	When a chairperson rules a speaker is not keeping to the point under discussion or is speaking unacceptably
Point of order:	When members raise a query regarding improper meeting procedure, or possible infringement of the constitution of the meeting
Proxy:	Authorising someone to vote on behalf of another
Quorum:	The number of members, laid down by the rules, required to be present before a meeting can be held
Resolution:	A motion, which has been passed
Rider:	An additional clause added to a resolution after being proposed, seconded and voted upon
Terms of reference:	Guidelines and constraints on work to be carried out by a committee

Unanimous: When all present vote in favour of a motion
Verbatim: Recording what is said, word for word
Vote: Saying Yes or No to a motion or an amendment

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS (Contd)

6.5 *Preparing for Meetings*

Preparation is an essential component to ensure an effective meeting. Here is a checklist to enable you to cover all the key points of your preparations:

1. **Purpose** of the meeting. What key results do you want to achieve?
2. **Timing**. How long should the meeting last? When is the best time to hold it?
3. **Participants**. Who should attend? Be sure to include those with the authority to decide, those whose commitment is needed, and those who need to know.

Also include who should be informed about the meeting without directly taking part in it.

4. **Agenda**. What items should be dealt with? Who is responsible for preparing and distributing the agenda? How will participants help in developing the agenda?
5. **Physical arrangements**. What facilities and equipment are needed? Refreshments?
6. **How should** the meeting room be arranged?
7. **Role assignments**. What role assignments need to be agreed? For example, Chairperson, Minute-taker, Secretary, Timekeeper?

In preparing for a meeting, the agenda is a key tool to:

- plan the meeting
- motivate participants to reflect on and prepare their contributions to the different issues mentioned
- maintain an objective control of the meeting's progress
- measuring the successful results of the meeting

Here is an optional plan to help you to create your agenda:

- Always write agenda items as tangible objectives e.g.:
 - to decide, to agree, to solve, to check, to inform, to review, to plan, to set, to identify, to change, to develop, to celebrate, to evaluateetc.
- Never begin an agenda item with: To discuss.
- Indicate the 'owner' of the agenda item (who requested the item's inclusion at the meeting)
- Allocate appropriate time to discuss each agenda item
- Schedule the most urgent and important items (in terms of the results needed) early in the meeting
- Always include an item to review the effectiveness of the meeting's process at the end of the meeting (i.e. Group Exercise 6A)
- The contents of an agenda should include:
 - Title of the meeting
 - Main purpose of the meeting
 - Date, time and venue

- Review of key actions resulting from the previous

WAGGGS Leadership Resources

MEETING SKILLS (Contd)

There are different models for agendas:

- **Open agenda:** Only outlines the framework for the meeting and the key subject. This can leave the reflection and expectations open and all participants on the same level of knowledge when the meeting takes place. This kind of meeting gives the participants an opportunity to shape a mutual picture of the key subject, based on social constructions during the meeting.
- **Detailed agenda:** Agenda issues with comments, perhaps including annexed proposals, reporting and questions for discussion. Detailed agendas indicate expectations of preparation from the participants, so that many issues can be dealt within a relatively short time. Detailed agendas also delegates the responsibility for the success of the meeting.

When planning an agenda, make sure you allocate sufficient time for each subject. You may supply the Agenda with estimated times which also allows people to participate in parts of the meeting.

It is recommended to have the ‘heavy’ subjects in the middle of the meeting, when participants are comfortable, confident and still have energy.

Some agendas are also made ready for participants’ comments and preparations:

<i>Agenda issue</i>	<i>Subject</i>	<i>Responsible</i>	<i>Notes before meeting</i>	<i>Notes during meeting</i>
1 (2pm)	Minutes last meeting – to be approved	Chair		
2 (2.15)	Budget – to be confirmed	Treasurer		
3 (2.40)	New actions – proposal for debate	NN		
4 (3.15)	Feedback on existing projects – written orientation from a. Project 1 b. Project 2 c. Project 3	X x Y y zz		
5 (3.55)	Next meeting	Chair		



The graph above shows the flow of a meeting’s different issues according to importance and involvement.

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS (Contd)

6.6 *Effective participation in a meeting*

Meetings rely almost entirely on the spoken word to achieve their objectives. Even so, in a WAGGGS setting we very often start a meeting and even a new Agenda Issue with an activity, an icebreaker or at least a related game or song. This refreshes not only the relations, but also the brains, as laughing and singing make us breathe more.

*God respects me when I work
And loves me when I sing*

(English Guide Magazine,
1988)

Vigorous discussion is an essential component in the process of an effective meeting.

A key communication skill is to be able to stimulate and guide discussion on a topic in ways, which encourage wide participation, remains relevant to the issue, and leads towards confident decision-making as the desired outcome.

In this process, there are three stages:

- Skilful discussion
- Skilful questions
- Active listening

6.6.1 **Skilful discussion**

Skilful discussion lies on the communication continuum between raw debate or argument and exploratory dialogue (rethe Communication module).

Skilful discussion is all about the group's intention to come to a conclusion - to make a decision, to reach agreement, to plan some specific action, or to identify priorities.

In a meeting, the technique of skilful discussion is focused on the task (as identified in the agenda) to be productive, it uses processes which enable thoughts to surface, assumptions to be challenged and areas of disagreement to be examined. These processes enhance the quality of the group's collective thinking and interacting.

6.6.1.1 **Guidelines for using skilful discussion in meetings**

1. Pay attention to your intentions
 - What do I want/need from this discussion?
 - How am I willing to be influenced?
2. Balance advocacy with inquiry
 - What leads you to suggest this option?
 - What do you mean by?
3. Build shared meaning

- When we say, what are we really saying?

4. Use self-awareness as a resource
 - What am I thinking?
 - What am I feeling?
 - What do I want/need at this moment?
5. Explore impasses or 'stale-mate' situations
 - What do we agree on and what do we disagree on?

6.6.2 Skilful questions

Skilful questions will enable you to become an active participant in the process of skilful discussion. Here are some examples of the kinds of questions, which may be used to ensure the most productive kind of discussion during a meeting.

a. Ask for **feelings and opinions**

Use questions, which will help people to express their ideas, and draw people out. For example:

- What is your reaction to ...?
- How do you feel about ...?
- What are some of the other ways to get at ...?
- What prompted your decision to ...?
- How did you happen to learn that ...?
- How did you feel when you found out that ...?

b. **Paraphrase**

This is a way to help people to reach mutual understanding. For example:

- Are you asking me to ...?
- Let me see if I understand your position. Are you saying that ...?
- I am not sure I understand you. Are you saying that ...?
- Before we go on, let me paraphrase what I think you are proposing.
- What I am hearing is ... Is that right?

c. **Encourage participation**

Sometimes people feel inhibited about participating in meetings, even though they have useful opinions to express. The following types of questions will help them to participate:

- Anna, how do you feel about this?
- Bella, how would you answer Clara's questions?
- Before we go on, I'd like to hear from Donna on this.
- We have heard from everyone, except Ella. What are your feelings on this?

d. Ask for a **summary**

- Lots of good suggestions have been presented. Will someone please summarise the main points before we go on?
- It is clear that Franca does not agree. Could you summarise your main objections?

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS (Contd)

- e. Ask for **clarification**
 - I did not understand that last comment. What would you do if ...?
 - It is still not clear to me. What do I do when ...?
- f. Ask for **examples**
 - Can you expand on that? I am not sure I understand.
 - Will you give some examples of what you mean?
- g. **Initiate action**
 - How do you think we should ...?
 - I'd like some suggestions on possible ways we could get started
- h. Do a **quick survey**
 - Let us see a show of hands. How many are in favour of this proposal?
 - How does everybody feel about this? Let us start with Greta.
- i. **Reflect** what you think someone is **feeling**
 - Irina, I get the impression that you are not happy with this. Is that right?
- j. Be **supportive**
 - Let's give Jemma a chance to tell us how she sees the problem
- k. **Check targets or orientation**
 - Are we asking the right question?
 - Are these the most important priorities?
 - Is this the only way to get it done?
- l. **Look into the future**
 - If we did it this way, what is the worst thing that could happen?
 - If it does not work, what have we lost?

In summary, skilful questions depend on knowing when to ask OPEN or CLOSED questions, questions that give a sentence answer (Open) or a yes/no answer (Closed). (re: Communications module).

6.6.3 Active listening

Active listening is the natural partner of skilful questioning.

There is no point in framing skilful questions if we do not have the skills to listen actively to the replies. Although we have already covered the vital communication skill of active listening earlier in the module, here is a checklist to review some of the essential points for active listening.

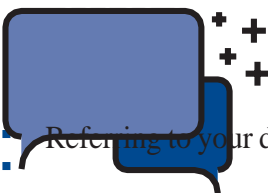
This might also be an appropriate opportunity for you to review your action plan for active listening, which you made earlier.

You cannot listen with your mouth full of words!

WAGGGS Leadership Resources

MEETING SKILLS (Contd)

- a. **Stop talking.** You cannot listen if you are talking.
- b. Imagine the **other person's viewpoint**. Picture yourself in their position, using their language, bringing their "baggage", having their values.
- c. Look, act and **BE interested**.
- d. **Observe non verbal behaviour** (tone of voice and body language) to gain deeper insight into what is said - for the meaning beyond the words.
- e. **Do not interrupt.** Sit still, even beyond your tolerance level.
- f. **Listen 'between the lines'** for implicit meanings as well as explicit ones. Look for omissions, things left unsaid or unexplained, which should logically be present. Use the skilful questions guidelines to ask about these.
- g. **Speak affirmatively**; resist the temptation to jump in with a critical or disparaging comment at the moment a view contrary to your own is expressed.
- h. To ensure understanding, **rephrase** what the other person has told you (see skilful questions above).



MEETING EFFICIENCY TOOLS

Referring to your discussion in section 6.2, now look at the different meetings you were using as examples.

Which of the recently mentioned skilful discussion, skilful question, and active listening tools were used – or could have been useful in the given situations?

Check what you have written with the points listed below.

An effective meeting depends on its participants. A productive participant:

- prepares for the meeting
- contributes to the discussion
- listens to others' views and opinions
- considers the issue objectively, and on merit
- takes brief notes of key points
- contributes to the orderly conduct of the meeting
- provides feedback to the meeting's chairperson
- carries out agreed action

An effective participant will arrive on time, will not carry on 'side' conversations, will ask relevant questions, will listen and stay involved.

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS (Contd)

6.7 *Making decisions in meetings*

In most meetings, there are five recognised routes to making a decision. They are:

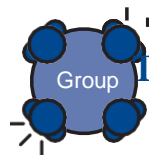
- A simple show of hands (majority vote)
- A secret ballot (often used when the issue to be voted on is particularly sensitive or involves specific individuals present at the meeting)
- Allowing the Chairperson to 'gauge' the mood of those present
- Allowing the Chairperson to take silence from the member as signifying agreement with what is being proposed
- By a generally expressed 'consensus' of views

The method of reaching decisions by genuine consensus has distinct advantages over the other methods, in that it:

- Encourages everyone to contribute to the process
- Allows all points of view to be represented
- Ensures that members are more likely to support the decision when it comes to putting it into action

In working to achieve consensus, there are four clear steps:

1. Ensure a thorough discussion of the issue
2. Enable everyone who wishes to contribute an opinion to do so, and that they are **actively** listened to
3. Check that everyone agrees that in the circumstances a decision needs to be made then make it
4. Everyone involved in the total process then behaves, outside the meeting, as if the decision had been their own preferred option.



TESTING YOUR CONSENSUS DECISION-MAKING SKILLS

6.7.1 Decision-making skills

Here is a summary of best practice skills for making decisions in meetings:

- Agenda is circulated in advance
- No-one is allowed to dominate discussion
- Everyone participates
- The meeting keeps to time
- Skilful discussion techniques are used
- The Chairperson is in control of the meeting
- People use open questions and active listening skills
- Everyone has prepared well for the meeting
- The discussion stays on track
- Decisions are taken and recorded
- Everyone knows what their next steps should be
- Minutes or notes of the meeting are circulated swiftly after the meeting

WAGGGS Leadership Resources

MEETING SKILLS (Contd)

All the factors mentioned are important for successful meetings. However, the single most important factor to ensure an effective meeting is:

The Chairperson is in control of the meeting.

You can practice your consensus skills whenever you need to reach a decision that everyone needs to “buy into” to achieve the objectives of the meeting. In this way, people will support the implementation of the decision and produce positive results.

Here is a checklist to help you to develop your consensus decision-making skills for meetings.

Consensus decision-making advice

- Ask each individual how they feel about the issue, and why.
- Ask for facts, definitions or explanations and try to uncover what different thoughts or words mean to other group members
- Clarify differences of opinion with facts (if they are known)
- Modify your own views when faced with compelling facts and opinions
- Identify similarities and differences among the points of view in the group
- Reinforce open-mindedness, the willingness to actively listen to other views - and the need for co-operation
- Resist being defensive when challenged and avoid emotional encounters
- List the positive and negative aspects or consequences of each point of view
- Encourage participation from everyone in the meeting. Create and contribute to a climate of collaboration and the group's convergent thinking
- Discuss and define the level of 'risk' associated with a decision, and develop actions that will enable everyone to appropriately manage the risk.

CONSENSUS EXPERIENCES

Watch or listen to a debate on radio or television, and try to distinguish what the chair person does to reach consensus, and to disturb the people debating if they agree too quickly.

What are the competences needed to chair a debate and to get as many perspectives as possible, if you are thinking systemically?

WAGGGS Leadership Resources

6. EFFECTIVE MEETING SKILLS (Contd)

6.8 *Effective Presentation Skills*

During a meeting you often have to present the status, new ideas or the outcome of a project to the meeting participants.

These presentations will challenge your skills as a leader, and they can make good use of your experiences as a Girl Guides/Girl Scout leader. Presentations supplied with visual aids and activities are welcome change of pace to meetings.

6.8.1 Elements of efficient presentations

- Attract and concentrate the attention of the audience
 - Present some interesting paradoxical facts that will be taken into consideration during your presentation
 - Tell a personal story to illustrate the concept of the presentation
 - Start with an interesting and easy-to-remember quotation
- Underline the goals and objectives of the presentation
 - Through the issues included
 - Through an overview of the presentation, perhaps with handouts for the audience
- Concentrate on important elements
 - Limit this if possible to seven key points (or groups) of information
 - Vary your voice and visuals
 - Use keywords rather than long sentences
- Increase active participation
 - Use a common and/or well-known related situation as a starting point (an icebreaker or illustrative game)
 - Questioning
 - Give time for reflection
 - Ask audience to give solution suggestions
 - Let the audience test the facts given
 - Give handouts with missing words or facts that the audience should put in during the presentation (see example next page)
- Summarise the presentation
 - Give time for additional questions

To be effective when you present your intended message you should focus both on the content of the message and the method to involve your audience and invite them to feel ownership of the message. This involvement also helps the impact and your delivery. Therefore, think of:

- the order of the content
- questioning as a way of communicating the message and getting an idea of the perception as well as the ownership
- effective presentation
- creating connection between subjects
- visual support
- adjoining the delivery to the needs of the audience

What to avoid when making presentation materials

1. _____ instructions
2. No _____
3. No reference to handouts.
4. Pages without _____
5. Different layouts, _____ and mis-spelling.
6. _____, outdated material and information.
7. Bad quality of printing.

(Example of handout with missing key words)

Disordered, illustrations, page numbers, varied typing, old-fashioned

Additional effects for your presentation:

- exercises, energisers and physical movements
- equality
- enthusiasm
- demonstrations
- quotations
- stories
- visual effects
- humour
- questions
- vocal variation
- body language

6.8.2 Order of the content

There are several ways of making a natural flow and ordering your content

Type of order	Purpose	Method
Chronological	To relate to an evolutionary story	Telling the story and the events in the order of happening (from the first event until now) or from now backwards to the origin.
Following a procedure	Describing how to do something	Step by step
According to importance	To inform about or update the knowledge of a well known issue	Present the most important issue at first, then according to importance
According to subject	To work with separate but related ideas	Categorised in natural groupings or subjects
Similarities and differences	To show how equal and/or different the issues are	Present similarities at first, then differences and point out characteristics and opportunities
Causes and effects	To explain a problem and show different solutions	Explain more than one solution. Present specifically unwanted results

6.8.3 Questioning to involve the audience

To empower the audience and to assess the knowledge present in the audience, you can ask both reflecting and rhetorical questions.

Questions are most often categorised in four types

- Open – allows the answer to be a story, an explanation, or a description
- Closed – inviting the audience to answer ‘Yes’ ‘No’ or ‘Maybe’
- Reflecting – inviting the audience to give their picture or perception of the issue
- Leading – almost giving the answer to the audience

You can learn more about effective questioning in the WLDP sections about Communication and Coaching (Understanding Leadership, Communication, and Facilitator’s Guide).

When questioning you can:

- Involve your audience
- Direct the thoughts and reactions of the audience
- Supervise the communication
- Manage the presentation

6.8.4 Connections between issues

To make a flow of your issues, especially when there is more than one presenter, you can create the connections by

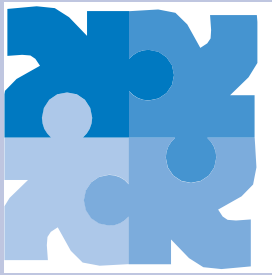
- Introducing the next issue and the presenter
- Having a chair person introducing while the issues change
- Starting the presentation with an overview (e.g. On a flipchart) and show when one issue is finished

6.8.5 Visual effects

Using metaphors, colours or symbols for important parts of your presentation makes your presentation easy to remember.

Start your presentation by introducing the symbols or colours which will be used, and make sure you are actually using these, and that they are not too far from the understanding of your audience.

Microsoft Office has a lot of well-known symbols to use in a presentation and when making programmes.



The logo consists of four stylized human figures in shades of blue, arranged in a square pattern. Each figure is composed of simple geometric shapes, and they are interlocking, symbolizing connection and teamwork.

WAGGGS LEADERSHIP DEVELOPMENT PROGRAMME

The symbol of the WAGGGS Leadership Development Programme is showing four interfacing person symbols, signifying the four main principles of the diversity of WLDP sessions: CONNECT - EXTEND - CHALLENGE- ACT.

At the same time, the logo can also symbolize four participants inter-related through the 4 elements of the WLDP: intercultural, inter-generational, values based and action learning focused programmes

6.9 Follow-up after meetings

We noted at the beginning of this section that the prime purpose of meetings is to make decisions, which will involve action by various individuals, or groups present at the meeting.

The minute-taker should be advised of his/her role before the meeting. The minute-taker may wish to have prepared the process, maybe even typed the formal part of the minutes ahead of the meeting.

A modern way of minutes-taking is having a computer connected to a projector so, at least all the decisions can be watched on a screen by all participants and agreed upon immediately.

6.9.1 Minutes, action points and showcasing decisions

All decisions taken at meetings are contained in the Minutes (the official record of the meeting). Depending on the kind of meeting, and the way it is run (formal or informal; structured or unstructured), the minutes can be:

- full of details, reporting who said or meant what (nice for people who did not attend the meeting, to be informed of what was going on).
- less detailed, summarising the process of the meeting (to memorize and have a documentation of the process)
- a decision report, following up on the decisions. This needs the prepared documents to be readable for later use)
- an action checklist, marking who should do what, how and when.

However they are presented, the minutes must be accepted as accurate by all members before they can be verified

by the chairperson.

All minutes must show clearly:

- date and venue of the meeting
- names of those present, and those who sent apologies for absence
- what decisions were made
- who proposed and seconded items for decision
- when there was a vote (as opposed to consensus decision making), how they were cast (numbers in favour, numbers against and numbers who abstained)
- what future action is agreed
- who will carry it out and by when
- subjects for future meeting agendas

It is also useful to include (as briefly as possible) a summary of the main opinions expressed during discussion and a summary of the reasons why the meeting took a particular decision.

To summarise, good minutes should be accurate, brief and clear. Before the meeting you should co-ordinate with important stakeholders, and people who are connected to the meeting subjects but not attending, how they need the decision information to reach them after the meeting.

Make sure minutes are readable for all those who get them. Initials and abbreviations used must be explained.

They should follow the same order as the agenda, and be set out in such a way that those who need to take some specific action are prompted to do so. (Some minutes carry a separate action column with individuals' names against specific items, and some summarise questions and tasks for specific other groups at the end of the document).

You can use the minutes of one meeting as a starting point for the agenda for the following meeting.



MINUTES MAKING – KNOWLEDGE EXCHANGE

- Have a brain storm of the different type of meeting minutes you have seen recently.
- Discuss the purposes, the opportunities and weaknesses of the different types, and make a list of types of minutes with your comments.

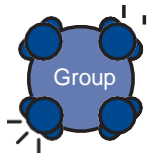
6. EFFECTIVE MEETING SKILLS (Contd)

6.10 A Checklist for really useful meetings

Taking time to evaluate your meetings is the best way to improve them.



Group Exercise 6B



MEETING AND TEAM EFFICIENCY

Using time to reflect on the type, frequency, and especially the reason for meetings can help you – and others – toprioritize time and tasks.



MEETINGS – WHY, WHEN, WHAT AND HOW?

Think of meetings and projects you have been involved in:

- Were the meetings necessary?
- Did I receive the agenda in time? What is 'in time' for you?
- Was the purpose of the meeting clear, and all the papers easy to follow?
- Had everyone prepared for the meeting?
- Did the meeting start and finish on time?
- Did the meeting follow the agenda?
- Were all the items introduced clearly?
- Did we have all the information we needed to make a decision?
- Did the discussions always stick to the point?
- Was it just one meeting, or were there several?
- Was everyone encouraged to contribute?
- Did the chairperson facilitate effectively?
- Did we all practice active listening?
- Was the discussion skilful?
- Was the meeting interesting?
- Was the decision making process clear and fair?
- Were we clear about the actions we agreed to take, by whom and by when?
- Did the minutes provide a brief and accurate summary of the meeting with clear emphasis on what would be the next steps?
- Was the meeting worth the time it took?

6. EFFECTIVE MEETING SKILLS (Contd)

6.11 Other relevant issues about meetings

There are several other practical and psychological issues when planning an efficient meeting.

6.11.1 Time setting

As mentioned earlier, time is both a helper and a challenge when arranging meetings.

When setting the date and venue, make sure to allow travelling time for all participants, . If appropriate, also allow opportunities for the participants to arrange other meetings to maximise the efficiency of them all being in one place at the same time.

When setting the agenda (as mentioned in section 6.5), try to allocate the time needed for each issue, and start with short and easy issues to motivate participants for the more time and energy consuming issues in the middle of the meeting, ending up with the shorter issues at the end of the meeting.

If time is a pressure to your meeting results, consider which issues can be postponed and which are urgent, and place the urgent ones before the main issue.

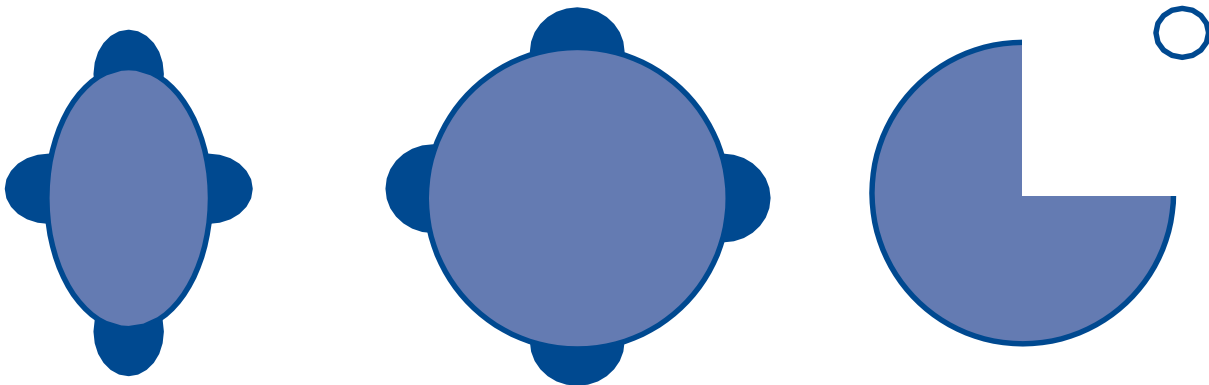
If possible, set dates for as many of the following meetings as possible when you have the majority of participants together.

6.11.2 Arranging the meeting room(s)

There are several ways of setting up a meeting room. Make sure most participants are seated to see naturally in the direction of the chair person or the place where displays are shown.

You can sit

- Around a round or oval table with the chair person visible to everyone
- A rectangular table, wide enough for everyone to see everyone
- Classroom-style with tables arranged in a U shape pointing towards the screen and chair person
- More rows of tables for 2-3 persons, shaped like half circles behind each other, everybody facing towards the 'centre of the circle'
- Like an auditorium in half circles and different levels, facing towards the circle centre
- Like fish bones – tables partly facing each other.



The person taking the minutes should be placed so she is able to hear everyone, and able to watch the chair person to make sure the minutes are summarised correctly.

WAGGGS Leadership Resources

EFFECTIVE MEETING SKILLS (Contd)

6.11.3 Energisers

Put into the agenda a natural flow of variation, in order to energise people who are not used to sitting for a long time. Usually people can concentrate on listening for approximately 25 minutes without any other activities.

Games, songs, energisers, stories and visual effects can also create interest in a meeting full of many words and decisions.

Learning Log

A large rectangular area for taking notes, bounded by a dotted blue line on the left and bottom sides.

WAGGGS Leadership Resources

7. MANAGING PROJECTS

Project management is a task for any organizational leader, and there are a lot of tools to assist you. Among these is the WAGGGS Project Management Guidelines, produced by WAGGGS Europe Region and the Training Kit 3: Project Management (translated into 11 languages) from the European Organization Youth Partnership.

The tools presented in this section of the WLDP - module are examples of tools for easy use when carrying out a project in your Girl Guides/Girl Scout unit or national association, as a team leader – or member - of a project team.

7.1 What is a Project?

Projects come in all shapes and sizes. They may be highly complex or relatively uncomplicated; they may involve one unit within a single organization, a large organization, or several organizations in co-operation. They may range across national or international boundaries, or they may take place within a small village community or patrol.

However, whatever their scope and objectives, all projects share certain basic characteristics:

- Projects are temporary. They have a limited life which ceases when the results they were set up to achieve have been accomplished.
- Projects are established to achieve specific outcomes. In a 'hard' project, the outcome is something which has a physical reality, such as a building a bridge or a new product. A 'soft' project is designed to achieve a less tangible kind of result, such as a new process, or an organizational change. Whatever the nature of the project, the outcomes are decided at the beginning.
- Projects always bring about some kind of change. This change may be relatively unimportant, and easily assimilated by the people affected. Alternatively, it may have significant consequences.
- Every project is unique. It may resemble other, similar projects, but it will certainly have features which will distinguish it from every other project. This uniqueness means that the project manager has to be skilled at creating innovative solutions to new problems.
- Projects have time, cost and quality constraints which lie at the heart of project management. It is the manager's task to achieve the required outcomes within a pre-determined schedule and budget, whilst maintaining quality standards. When a project is being planned, and during its implementation, it is necessary to keep these three elements in balance.
- The outcome of a project can only be achieved by the completion of a variety of separate, but interrelated and linked activities.
- Projects need leadership. They involve the co-ordination of different resources to achieve a result. The project manager needs to maintain the overall vision of the goal and a keen understanding of the steps required to reach the goal.

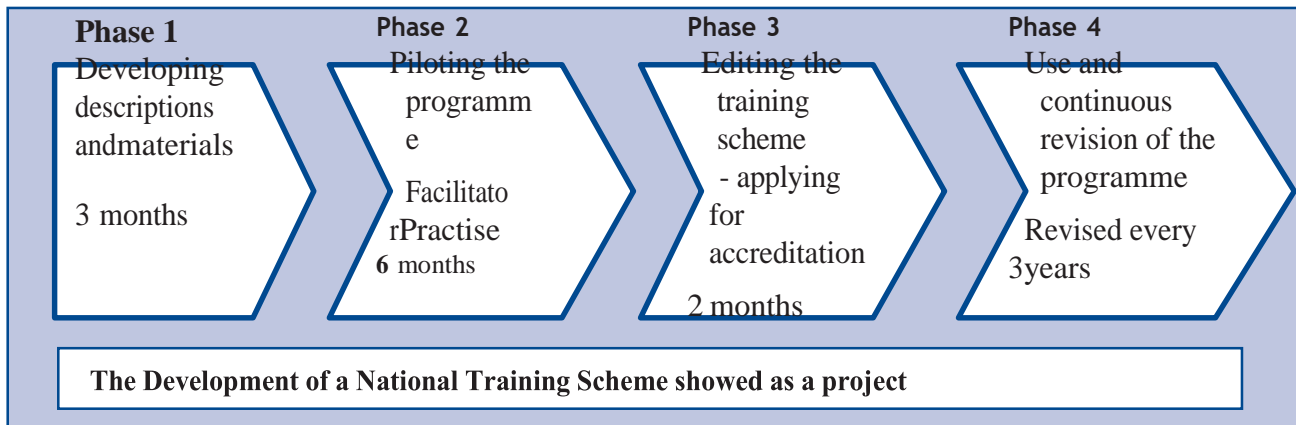


DEFINING A PROJECT

- Girl Guiding/Girl Scouting hosts a range of activities at local, national, regional and international levels. Reflect on your personal knowledge and experience of one such activity in which you have been involved and identify what defined the activity as a project.
- Use the key characteristics outlined as your framework.

WAGGGS Leadership Resources

PROJECTS (Contd)



WAGGGS PROJECTS

WAGGGS and its Member Organizations have developed and carried out many excellent projects, some in partnerships with two or more member organizations, as well as regional and global projects.

Examples of these projects can be found on the WAGGGS website Members Area

Have a look at this site and perhaps you will find your next project partner or at least a project to use as an example when working with this subject in your WLDP process.

7.2 *The role of the Project Manager*

The project manager will use a range of tools to:

- Organize the component tasks of the project in the most logical order
- Plan the best use of resources
- Build schedules and other systems to monitor the progress of the project

Project management is significantly different from day-to-day operational management which is concerned with the ongoing operations of an enterprise. The aim of project management is to achieve a specific set of objectives within an agreed time and an agreed budget.

Project management demands

- highly developed planning skills
- leadership qualities
- understanding of the team's priorities and concerns

- sensitivity to the culture of the working environment
- ability to know when to take a calculated risk
- high level of personal commitment.

Essentially, a project manager has to fulfill four roles:

- A planner
- A controller
- A leader
- A communicator

7.2.1 Planner

The effective project manager will produce plans which will enable all the necessary activities to take place in the appropriate order, at the right cost and to acceptable standards.

The first plans are made on a broad strategic level. Even if she is not involved in drawing these up, she needs to be able to understand, and accept, the issues at stake.

During the project, she will have an important role in constructing detailed project plans. This requires an understanding of planning tools, such as risk assessment techniques and network diagrams. Although the project manager does not need to be an expert in the field, she must know enough about the type of work involved in it to be able to communicate effectively with those who are.

A project manager needs to be able to pay careful attention to details, and have the ability to see the 'wood' from the 'trees'. She also needs to be aware of the culture of the group or organization within which the project is being implemented, and of the roles and influence of key people.

To summarise, planning a project requires:

- Knowledge of project management techniques
- Some specialist knowledge of the area of work
- The ability to take an overview
- Attention to detail
- An understanding of cultural issues and sources of power and influence

7.2.2 Controller

When a project is underway, progress must be monitored and compared to the plans. There are four crucial questions which the project manager should be able to answer at all times:

- How far along are we, according to the plans?
- How much money have we spent?
- How much have we done?
- How well have we done it?

In order to answer these questions, the project manager needs to keep track of:

- Expenditure against the budget
- Completion of individual tasks against schedule
- Quality against the pre-determined specifications

When a project is underway, large amounts of information come through all the time. The project manager needs good to hold up progress while trying to monitor what's

organizational and information - to deal efficiently with this. It is possible to miss significant facts or

to hold up progress while trying to monitor what's

WAGGGS Leadership Resources

7. MANAGING PROJECTS (Contd)

In any project, things are unlikely to go exactly according to plan; schedules and budgets need to be updated as the work progresses. To do this, it is necessary to maintain a strategic overview whilst also paying careful attention to details. It is in this controlling role that the project manager needs to be flexible and have the ability to find creative solutions to problems.

To summarise, controlling a project requires:

- Knowledge of project management techniques
- Some specialist knowledge of the area of work
- Access to specialist expertise
- Organizational and information -
- The ability to take an overview
- Communication skills to show the progress in creative and illustrative ways
- Attention to detail
- Flexibility
- The ability to find creative solutions to problems

7.2.3 Leader

As we have explored in the module Understanding Leadership, it is possible to adopt a number of leadership styles. The choice of leadership can depend on:

- natural preference or personality of the leader
- the culture of the organization
- the situation
- time constraints
- the competence, confidence and motivation of the team

Project managers find that they need to vary their leadership styles, taking on different roles as the situation demands. Sometimes she has to work alongside the team, providing them with resources and motivation to achieve their objectives.

At other times, it might be necessary to put the interests of the project before the immediate concerns of the team or the individuals within it. The project manager sometimes has to act as mediator between team members who are in conflict. At other times, the project manager has to champion the project and fight to secure the resources which she knows are necessary. There will also be times when the project manager has to take and implement an unpopular decision.

To summarise, leading a project requires:

- ability to adopt a range of leadership styles
- ability to choose the most appropriate style of leadership in any situation

- courage to take decisions which are not always easy or popular

7.2.4 Communicator

A project manager has to communicate with:

- The project team
- The sponsor
- Stakeholders (internal and external)
- Anyone who is affected by the project

Here are some key questions for you to consider in relation to the role of the project manager:

- What do I want to happen as a result of this communication?
- Who am I communicating with?
- What is the most effective method of communicating for this situation?
- How should I adapt my communication to the needs of my audience?
- How am I going to know that my message has been received and understood?

**Remember the 'KISS' rule for effective communications:
Keep It Short and Simple**

The project manager will need to develop skills in being able to select the appropriate communication medium for the purpose; she will have to devise and give presentations, write formal reports, and prepare briefings and progress reports. She may have access to electronic mail, in which case she must decide which information should be conveyed by e-mail, and what needs to be dealt with in person.

To summarise, communicating in projects requires:

- Competence in a range of communication styles
- An understanding of the basic principles of communication
- The ability to vary the method, style and content of your communication to the needs of a particular audience



BEING A PROJECT MANAGER WITH MANY ROLES

- Referring to the project in the previous reflection, discuss which of the Project Manager roles mentioned were necessary and which did you actually experience in those projects.

You can assess your competence as a project manager



MY ROLE AS A PROJECT LEADER

7. MANAGING PROJECTS (Contd)

7.3 *Stages of a project*

Projects are divided into several distinct and separate stages or phases, which combine to make up the life cycle of the project. The stages are:

- Definition and Start-up
- Planning and organization
- Implementation
- Conclusion

7.3.1 Definition and Start-up

This is the stage at which the idea for a project emerges and is considered for its feasibility. This is where the overall parameters for the project will be set. This is the stage at which the following questions will need to be answered:

- The **role of the project**:
 - Who is it for?
 - Why do they need it?
 - How will it make a significant difference to the status quo?
- The project **aims and objectives**:
 - What will the project be expected to achieve?
 - By when?
 - To what standard?
 - Within what budget?
- A broad idea of **timescales and resources**:
 - Approximately how long will the project take?
 - Which people might the project involve?
 - Where might the money and other resources come from?
 - Which constraints will the project manager have to work to?
- The likely **outputs** of the project:
 - What will be the tangible results of the project?
 - Will there be a 'prototype' (pilot or trial project) or a finished product?
 - Will there be a report?
 - Could it mean significant changes in the organization or community?

7.3.2 Planning and Organization

Planning involves a number of activities; these include a breakdown of all the **tasks** involved, a **schedule** and a **budget**.

The project plan is developed and covers the following key information which will enable the decision makers to determine whether the project should move into its next, implementation phase.

Each of these activities is covered in greater detail later on in this section:

- Identification of key **milestones** - significant events during the course of the project
- Identification of the **activities** - what is to happen in each phase
- Identification of **risks and contingencies** to meet them
- Working out **timings** - how long each activity will take
- Identification of **dependencies** - which activities are dependent on other activities
- Identification of **resources and materials**
- **Budget** allocations
- **Allocation** of roles and responsibilities - delegating tasks to specific members of the project team

7.3.3 Implementation

This is the phase during which the project manager puts the plans into action; this is a time of maximum management activity:

- Monitoring the project plan
- Monitoring the use of resources
- Managing the project team
- Managing the stakeholders

This phase ends with the handover of the project to its sponsoring body, (the principal investor) or the group that requested the task.

7.3.4 Conclusion

At this point, the project is deemed to have been completed. However, there are still some key activities to undertake in order to ensure that everyone may move on to the next phase of their lives, they are clear about the outcomes and leave with a definite sense of leaving “a job well done”.

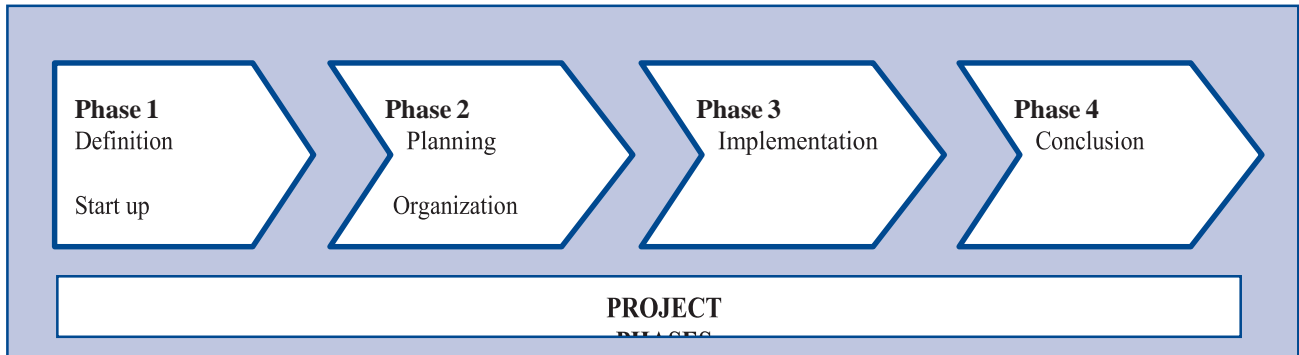
The project manager will, therefore, need to consider these actions:

- **Handing over** - how will she brief and support those who will carry on the work or the results of the project?
- **Winding down and disbanding the project team** - it is important for those involved to know when the project is over and to help them to assess what they have got out of their experiences. The manager should try to find ways for the team to celebrate the end of the project.
- **Evaluating the project:**
 - How will the project manager and the stakeholders measure the achievement of the aims and objectives?
 - Was it money well spent?
 - Could more have been achieved?
 - What unexpected outcomes or results have there been?
- **Learning from success and failure:**
 - Which aspects of the project could/should be repeated elsewhere?
 - What should be done differently next time?
- **Broadcasting success:**
 - How will the project manager ensure that all the lessons learned will contribute to other projects in the future?
 - How will she make sure that its successes are not

WAGGGS Leadership Resources

Management skills

7. MANAGING PROJECTS (Contd)



7.4 The Project's Stakeholders

A stakeholder in a project is defined as any individual or group with a vested interest in the outcome of the project. Although we usually think of this interest aligning with the success of the project, it is also possible to identify stakeholders whose main interest will be to see the project fail. Stakeholders include:

- **The project's sponsors.**
Those who have invested time and resources in the project and who need to achieve results. They may have attracted funds from an outside source to support the project, and will therefore have their professional credibility at stake.
- **Key individuals in the unit, organization or the community.**
These are people who want the project to achieve its objectives because they will have a lot to gain with its success - and a lot to lose if it fails.
- **The end users of the project.**
It is important to encourage their involvement, and to stress the benefits envisaged by the project. However, it is also equally important to ensure that the expectations of those who stand to gain most from the project's successful outcomes, do not have their expectations raised unrealistically.
- **People who will be affected by the outcomes of the project.**
Projects are about change, so there will be a significant number of individuals and groups who will be interested in the achievement of the project's objectives. For some projects, there will also be competitors whose stake would be in the failure of the project.
- **The project team.**
Their future career choices and opportunities may be affected by the outcomes of the project. On an individual level, the more team members identify with the project's objectives, the greater their level of commitment is likely to be.
- **Outsiders, such as suppliers, contractors, local pressure groups, etc.**

This includes anyone (individually or as part of a group) who thinks they have something to gain or lose, as a result of a project. It is important to identify these people early on, particularly if they have influence to support -(or obstruct) the efforts of the project manager.

WAGGGS Leadership Resources

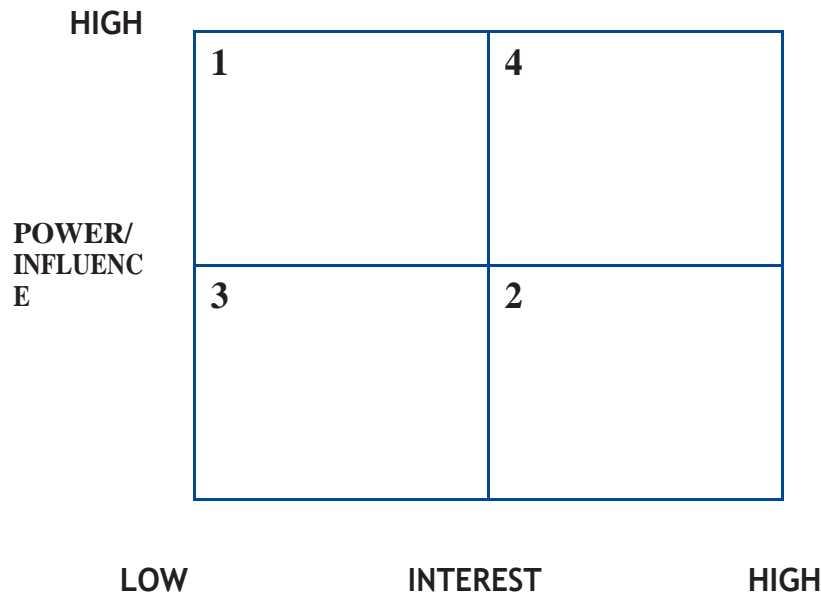
7. MANAGING PROJECTS (Contd)

Discussion

THE MANY PHASES/FACES OF A PROJECT

- Again referring to a well-known project or arrangement within your Girl Guides/Girl Scout unit or national organization, discuss the visibility of the phases and the people taking care of each task.
- Also discuss who you regard as key stake holders and secondary stake holders for the project. Can you visualize building up the plans and phases of your next responsibility as a project leader?

The stakeholder groups identified above do not all have the same levels of interest in the project, nor do they all hold the capacity to exert the same degree of influence or power on the progress of the project. The matrix diagram below shows how stakeholders may be placed in relation to their level of interest in the project, and the extent of their power to influence (positively or negatively) the outcomes of the project.



In the matrix it is possible to classify four levels of stakeholder involvement:

- (1) Those with high levels of status or power, but with little interest in the project process.
They will be mostly concerned with the final outcomes, but will need to be kept informed at key stages during the course of the project.
Usually, receiving regular updates will keep them happy.
- (2) Those with low levels of power, but with a great deal of interest in the progress of the project, and its outcomes.
These people need to be nurtured, since they may move into positions where they can wield more

These people will want to be kept up to date with progress, and will usually have a great deal of commitment to ensuring its success.

These people need to be nurtured, since they may move into positions where they can wield more

- (3) Those with low levels of power and little interest in the project.
They will usually be happy to receive a newsletter and will require little more than receiving invitations to public events, and public acknowledgment of their involvement.
- (4) Those with high level of power and a great deal of interest.
These are the key stakeholders and are extremely important to the project. It is, therefore, vital that the project manager invests time and resources into ensuring that communications with key stakeholders are open, accurate, and up-to-date. She should also seek ways to secure their active participation in the project.

By identifying project stakeholders and assessing the extent of their power and the level of their interest, a project manager is able to plan the level of her own investment into building and sustaining positive relationships appropriate to each stakeholder group.

In section 8 about Change Management in the Understanding Leadership Module you can find another tool to identify the roles of a stakeholder related to the above described types.

GO TO

Individual Exercise 7.2

Individual

IDENTIFYING YOUR STAKEHOLDERS

7.4.1 Dealing with risk

A project's sponsors will of course need to know the level of risk that they are taking when deciding the extent of their involvement. There are always risks involved in any enterprise and projects, as a specific kind of enterprise, are no different in this respect. Further, it must be remembered that there are different kinds of risks involved, for example, social, financial and environmental.

However, there are methods of dealing with risk. Within the context of a project it is important to identify, consider and cost them in the early stages, before the budget is agreed. In this way, the project manager can then:

- take action in advance to avoid the risk altogether, or
- take action in advance to mitigate the effects of the risk, or
- wait until a problem happens, and then take action to mitigate its effects

Before starting activities to manage the risks for a project, you should consider

- the seriousness of the risk, if it actually happens
- the probability: likely is this to happen?

It is important to remember that most ways of managing risk cost money and must be budgeted for at the start of a project. It is always wise to keep some resources available to cover contingencies which will almost certainly arise during the course of a project.

Section 8 of this module will introduce more methods and tools to help you managing risks in your projects.

WAGGGS Leadership Resources

7. MANAGING PROJECTS (Contd)

7.5 Project Management Tools

Much of the work of the project manager is concerned with making plans, using special tools and techniques to assist the process. There are lots of tools for helping the project leader in these tasks, including computer programmes.

In this section, we will look at some of the following commonly used project management tools:

- Milestones
- Work breakdown structure (WBS)
- Flowcharts
- Gantt Charts
- Dependencies
- Networks
- Budgets
- Estimates

7.5.1 Milestones

These are significant dates in the project schedule. They occur at the end of each phase and at other points, on the completion of important outcomes of the project. Milestones may mark the departure of certain members of the team, the beginning of a new type of activity, or the time at which certain interim payments are to be made.

Milestones provide the opportunity to reflect and re-assess the project situation. They enable the manager and her team to consider how far they have come, and whether they are still on target to reach their 'destination' as originally planned. This is also the point at which it is appropriate to make any adjustments or changes which are necessary.

Milestones also have an important psychological function, particularly for a long and complex project. They can:

- provide interim deadlines to encourage the team to work towards
- provide an opportunity to bring the team together to celebrate their success so far and to motivate them for the next stage of the project.

7.5.2 Work Breakdown Structure

A Work Breakdown Structure (WBS) is a method of breaking down a project into individual elements which can be scheduled and costed.

In the initial stages of planning a project it is unlikely that the project manager will know all the details of what has to be done; this is because projects are, by definition, unique.

Although a specific project may involve a series of activities which have been repeated elsewhere, there will be features about the project which are totally new and different. Activities may happen in a different sequence, or are supported by a different level of resources.

The WBS is a method of splitting a project up into small parts into which the resource requirements can be predicted and a schedule can be built.

Steps in constructing a WBS are:

1. Identify the main stages of the project based on the phases in the design cycle of a project:
 - Identify
 - Evaluate

- Design
- Operate

- Evaluate

2. Divide each stage into smaller elements. These can be described in terms of the different areas of a project, e.g. communicating, or to a more specific outcome, e.g. communication plan.
3. Sub-divide the items on the WBS into separate activities or tasks. These activities must meet certain criteria:
 - be measurable in terms of cost effort resources and time
 - result in a single end product which can be checked and which will enable everyone involved to know when the activity has been completed
 - be the responsibility of a single individual, even though a small sub-group might be involved. (You can also use the SMART method to describe the activities – see section 4.3.1.4)



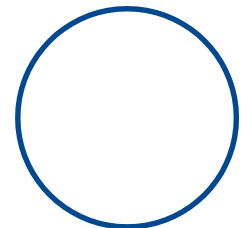
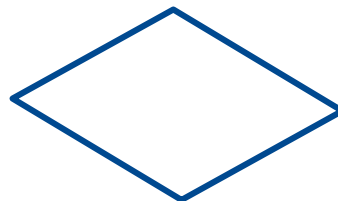
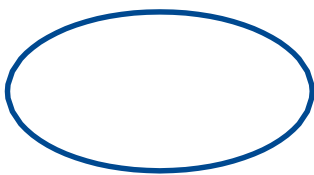
CONSTRUCTING A WBS FOR A PROJECT

- Go back to planning the Girl Guides/Girl Scout project previously identified, and construct a WBS which will enable you to break down the project into its separate components.

7.5.2 Flowcharts

A flowchart is a diagram which depicts a sequence of interdependent activities. They are used to examine and manage process, and to map out the general shape of what needs to be done.

In essence, a flowchart is a series of boxes linked by arrows. The direction of the arrows shows the chronological order in which the activities must be completed. The shape of the boxes is also significant. These are the basic shapes



most commonly used (and easy to find in computer text programmes):

START

PROCESS

DECISION

FINISH

GO TO

Individual Exercise 7.3



USING FLOWCHARTS TO PLAN AND MONITOR PROJECTS

By using a flowchart to plan the project, you will have discovered:

- Flowcharts can help you to consider whether you are doing things in the most logical way.
- Flowcharts are a very good way of clarifying which activities cannot begin until other activities have been completed.
- Flowcharts can reveal dependencies that you hadn't previously considered.
- Flowcharts are useful in helping you to conceptualise a project. They highlight areas where your knowledge may be inadequate, or where you have not thought through all the implications of your plan.

So, flowcharts are a useful tool for any kind of project planning in outline. However, they do not provide the more detailed information required for precise planning of schedules and resources. To do this, we use other tools, such as the Work Breakdown structure and network diagrams.



FLOW CHARTS IN GIRL GUIDING/GIRL SCOUTING?

- Consider how you could use flow charts to monitor an activity or a process of cooking for girls or women at your Girl Guiding/Girl Scouting community event. What should be considered, and which words would you use to explain the flow?

7.5.4 Gantt charts

A Gantt chart is a simple but effective method of representing a project plan. It can be drawn up by hand, presented on specially designed wall charts with magnetic or adhesive strips, or generated by computer. It can even be displayed in Lego bricks.

The basic framework of a chart in which time is measured along a horizontal scale and activities – for example according to the WSB structure (in section 5.5.2) are listed vertically.



GANTT CHART AS A PLANNING TOOL

- Go back to planning your Girl Guides/Girl Scout project and use a Gantt chart to identify the activities, their relationship and an appropriate time frame.
- Also discuss how you could use a Gantt Chart for planning the activities in your Girl Guiding/Girl Scouting unit or national association.

	1	2	3	4	5	6	7	8
TASK A								
TASK B								
TASK C								
TASK D								
TASK E								
TASK F								

This diagram shows a simple project which is scheduled to last eight weeks, months or days. It involves tasks (A-F) which must happen sequentially. The shaded bars indicate the duration of the tasks and the point in the schedule at which they should happen. You can use different colours or shadings to show any other differentiation between activities (progress, group responsibility, etc.).

For a relatively simple project, a Gantt chart is an excellent way of showing what slack (spare time) there is in a schedule. It is also possible to indicate a variety of relationships between activities, some of which may happen sequentially, while others can have common, or staggered, finish or start times.

However, when a project is more complex, the relationships between activities become less clear when represented by a Gantt chart, and it usually becomes necessary to link the chart to a more detailed network diagram.

7.5.5 Dependencies

A dependency is an activity which is connected to other activities.

In any project, there will be some things which cannot happen until other things have been completed, or at least overlapping each other. Dependencies which are built into a project plan may be:

- **Internal:** which all the activities involved are under the control of the project manager
- **External:** project activities depend on something outside the project.
- **Mandatory:** Tasks which must be done before the next task can happen. It is important to have a constructive and creative attitude to mandatory dependencies.
- **Discretionary** dependencies that are decided on the discretion of the project manager. She may decide to follow a different course of action if there are specific reasons for doing so. It is important for the project manager to remember that if she uses her discretion on a dependency, she should keep a record of her decisions. This will

helper to remember that she had a choice, and that she may change her mind if circumstances change.

In Girl Guiding/Girl Scouting, leaders are often trained in finding creative and unexpected solutions to challenges – a competency that can be very useful when dealing with dependencies.

It is often easier to identify dependencies by working backwards. By thinking about the end result she wants to achieve, the project manager can identify what needs to be done before this can happen. This is also a way of avoiding and managing risks.

There are four types of dependency:

1. **Finish-to-start** in which the second activity may begin as soon as the first has finished, or after a known time lag.
2. **Start-to-finish** in which an activity cannot finish before another activity has started, or there is a known relationship between the start of one activity and the finish of another.
3. **Finish-to-finish** in which activities must finish at the same time, or there is a known relationship between the finish of activities.
4. **Start-to-start** in which activities must start at the same time, or there is a known relationship between the start of the activities.

7.5.6 Networks

A network is a diagram which shows the dependencies between the activities in a project. It is used to schedule these activities and plan the best use of resources.

Like flowcharts, network diagrams show the dependent relationships between activities in a project. Network diagrams also give information about the timing of each activity. This makes it possible to:

- arrange activities so that the project can be completed in the shortest time
- make the best use of resources
- predict how long the project will take
- construct a detailed schedule

All networks are made up of ‘nodes’ connected by arrows showing the direction of time:



Event nodes at each end of the arrow mark the start and finish of the activity:

This shows that Event 1 (the start of Activity A) and Event 2 (the finish of Activity A) are separated by 10 days. The node which ends one activity can also mark the start of another activity.

Using nodes and arrows like these, it is possible to construct a network which shows the dependencies between the various activities.

When drawing up a network diagram, the key questions are:

- What has to happen before this activity can happen?
- Now that this activity has happened, what else can happen?

This enables the project manager to construct a diagram which will show the logical relationships between various activities and the time each will

And on the subject of time, it is important to remember that:

- for some activities there will be some extra time available. This is known as 'slack' or 'float time' and is useful for volunteers to show that the time limits could be discussed.
- for other activities, the time available will be exactly the same as the time the activity will require. These are 'critical' activities, because a delay in them will mean a delay in the completion of the whole project.



SLACK AND CRITICAL ACTIVITIES

- Regarding the project already used as an example (see section 7.5.2), try to discuss and identify which activities carry some slack and those which are critical.

7.5.7 Budgets

A budget is an account of all the costs involved in a project. There are several very different types of cost which must be considered.

- **Labour costs** - wages, salaries and fees and other expenses paid to the people who work for the project
- **Material costs** - supplies used up during the project. They cover everything from stationery to consumable catering supplies
- **Equipment costs** - the cost of buying, leasing or hiring any equipment needed for the project
- **Other costs** - such items as insurance and any operating licenses which have to be paid

In volunteer projects, as in many other projects, the human resource cost may be even considered more valuable:

- How many people do we need for this project?
- How long should each involved person commit herself for?
- Should we use volunteers or paid people?

Other 'investments' or costs could also be considered and prioritised:

- Environmental: use of nature, resources, chemicals, power, etc.
- Image resources and profile-raising in the media and communities

All project costs, regardless of whether they are incurred for labour, materials, equipment or anything else, can be classified as either:

- Fixed costs, specific amounts which are identified at the beginning of a project, and which will not change (e.g. the purchase of a computer)
- Variable costs, costs which change depending on the quantities involved (e.g. paper for the computer, paid or unpaid help)

It is important to monitor the variable costs in a project as they can escalate out of control, if extra materials are purchased, or if the work takes longer than scheduled.

To keep control of your project, try to achieve as much certainty in your project budget as possible.

7.5.8 Estimates

When preparing estimates of time necessary to complete various project activities, it is important to take the following points into consideration:

- the rate at which different individuals learn new skills
- the fact that individuals rarely work at full capacity all the time
- the fact that some people will overestimate their competence, while others will underestimate it

Here is a useful formula which takes account of the above factors and which has been shown to provide a reasonably accurate method of estimating time:

$$\text{Expected time} = \frac{A + 4M + B}{6}$$

A: optimistic time
estimate B: pessimistic
time estimate M: most like

Take into consideration that all estimates are made by people, pessimistic as well as optimistic in changing times and levels.

7.6 Monitoring the process of a project

Projects have to be monitored in four principal areas:

- Time
- Cost
- Quality
- Results/success rate

The project plan, which will have been drawn up at the end of the planning phase, should provide a framework for measuring each of these elements.

The WBS breaks the project down into activities for which there are recorded:

- Expected finishing date
- Cost
- Quality specifications
- Signs or proof of the level of success

As each task is completed, it can be checked off, and any variance in time, cost and quality calculated. The implications of variances should then be registered in the process plan, the Gantt chart and adjusted on the time line.

Variance is the difference between an expected and an actual measurement. Some variances will be within an acceptable level of tolerance; others will be more serious and may involve changes to part of the project plan.

WAGGGS Leadership Resources

7. MANAGING PROJECTS (Contd)

If one activity costs more than anticipated, it may be necessary to reduce costs elsewhere in the project. If one activity is taking longer to finish than anticipated, this may affect the timing of other activities which cannot start until it finishes.

A project monitoring system must:

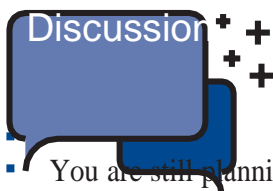
- provide an up-to-date and accurate picture of progress
- allow the project manager to consider the effect of any changes in costs, time and quality on other parts of the project
- provide a record of the project which can be used for audit and evaluation

The project monitoring system, therefore, needs to supply information on progress. This information should have the following characteristics:

- Relevant
- Adequate
- Current
- Reliable

Whatever system you decide to set up and use to monitor your project, you need to make sure that it will:

- Run smoothly and efficiently with the minimum of effort and cost
- Enable you to see the overall implications of what's happening
- Highlight significant developments immediately
- Free up your time so that you can concentrate your efforts on areas of the project which really need your attention



MONITORING YOUR PROJECT

You are still planning your Girl Guiding/Girl Scouting project!

What information will you need to have to ensure that the project is progressing smoothly? How can you be certain that the information you get will be:

- Relevant
- Adequate
- Current
- Reliable

WAGGGS Leadership Resources

7. MANAGING PROJECTS (Contd)

7.7 Project Evaluation

When a project is over, there are many lessons to be learned by all those involved, from the sponsor to the end-user. This final section will consider briefly the key questions which the project manager will need to address in order to learn from the experience, and to increase her effectiveness and efficiency in future projects

Here are some useful questions for evaluating projects:

1. What changes were made to the project plan, and why were they made?
2. What were the strengths and weaknesses of the project team, suppliers and sub-contractors involved?
3. How effectively were communications managed?
4. What planning tools were used and how effective were they?
5. What aspects of the project could have gone better? How?
6. How effective were the monitoring and control systems?
7. How accurately were resource needs estimated?
8. What mistakes were made and how could I avoid them happening again?
9. What would I do differently if I were embarking on the project with the benefit of hindsight?
10. What is the learning for another project?

The project manager will find some of the answers to these questions in the records she has kept during the course of the project.

She will also need time for honest reflection on the experience to enable her to draw out all the lessons she has learned. This will ensure the application of her learning to enhance her competence in managing future projects.

Learning Log



WAGGGS Leadership Resources

MANAGING RISK AND CONTINGENCY PLANNING

One of the most challenging aspects of managing an organization, a group of any kind, or an activity with a responsibility for other people, is the level of risk which it will involve. This is especially so for any new or untried approach.

*To dare is to lose your grip for a moment
Not to dare is to lose life*

(Soren Kierkegaard)

Any programme or project which involves change will carry risks. There are basically four key ways of dealing with risks; these need to be considered in the early stages of a programme, so that everyone is confident that risks have been identified and a plan for dealing with the unexpected is in place.

The four methods of managing risks are:

- Take action in advance to avoid risk
- Take action in advance to lessen the effects of the risk
- Wait until a problem happens, and then take action to lessen its effects
- Transfer the risk (and its responsibility) to another party (for example, a sponsor who may be underwriting your programme)



RISK CATEGORIES

- Exchange examples from your daily or Girl Guiding/Girl Scouting life of each of the four different attitudes to risks mentioned above and discuss different ways of facing risks.

Almost all ways of managing risk cost money and the costs of planning for how to deal with the unexpected should be built into any programme before it starts.

The next task is designed to enable you to identify some of the risks associated with introducing new initiatives, and to consider ways of dealing with them.

GO TO

Individual Exercise 8.1

Individual

IDENTIFYING AND MANAGING RISKS

By taking time to reflect and consider what might be the potential risks to developing a new enterprise, you will have identified the consequences and ways of dealing with risks, to lessen their impact on the success of your goal.

You should also discover ways of balancing the potential gains with the risks involved. This will enable you to make decisions on the basis of informed choices.

WAGGGS Leadership Resources

8. MANAGING RISK AND CONTINGENCY PLANNING (Contd)

8.1 Risk Assessment and Risk Management Planning

To be prepared for any emergency and the optimal handling of this, it is useful to think of any risk that can occur. This includes thinking of

- probability – how possible is the situation?
- risk level – how bad is the situation if it happens, and how great can the damage be?
- consequences – what other things can the risk result in?
- prevention – what can be done to prevent the risk?
- Emergency plan – what should be done if the worst case occurs?

A part of a Risk Assessment and Management plan for a camp site could look like this: (L: Low; M: medium; H: high)

RISK S				CONTROL S	
MAIN AREA	RISK AREAS	RISK ASSESSMENT		PREVENTION	EMERGENCY PLAN
Service building	Fire	PROBABILITY	RISK LEVEL		
		M dry season	H	Stone building Fire safe zone	Fire blanket Fire extinguisher in room Phone
	Earthquake	L	M	Solid foundation	Emergency route and directions on wall
Activity	Wood chopping	H	H	Security zone Frequent check of axes	First aid kit in service building

In an organization like WAGGGS, Risk Management Plans are made for all the World Centres as well as for the World Bureau, and these plans are being assessed and revised frequently.

Learning Log

9. CREATIVE SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES

9.1 *What is a problem?*

A problem may be defined as a predicament, something that is difficult to understand or to solve. To solve a problem, there is nearly always more than one way of tackling it. For example, it is possible to:

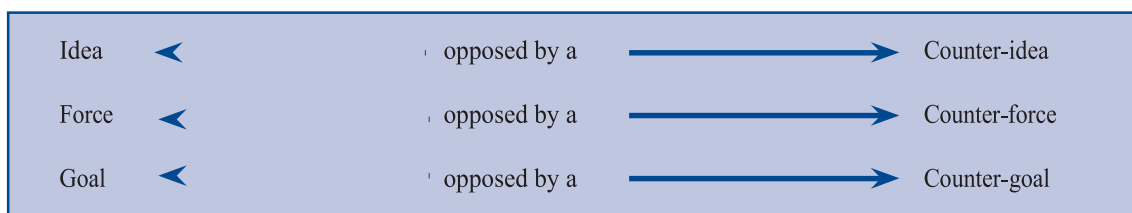
- Ignore or avoid tackling it
- Deliberately take no action
- Act without thinking
- Act after you have gathered information and given the matter some thought

Another definition of a problem is ‘a deviation between what ought to be happening and what is actually happening’ This is a useful definition in that it leads to the questions:

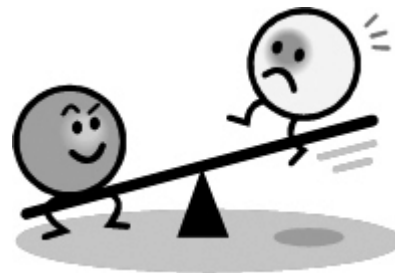
What should be happening?

1. What is actually happening?

A third definition of a problem is that it is a ‘dilemma with no apparent way out’. This can be shown as:



Through this illustration, we can see that the balanced opposition of situations is what generates the confusion.



There are either ‘non-thinking’ or ‘thinking’ approaches to a problem.

The relative importance and urgency of problems will help to determine how we should respond to them. An urgent problem is one, which demands prompt action. An important problem is one, which deserves careful consideration.

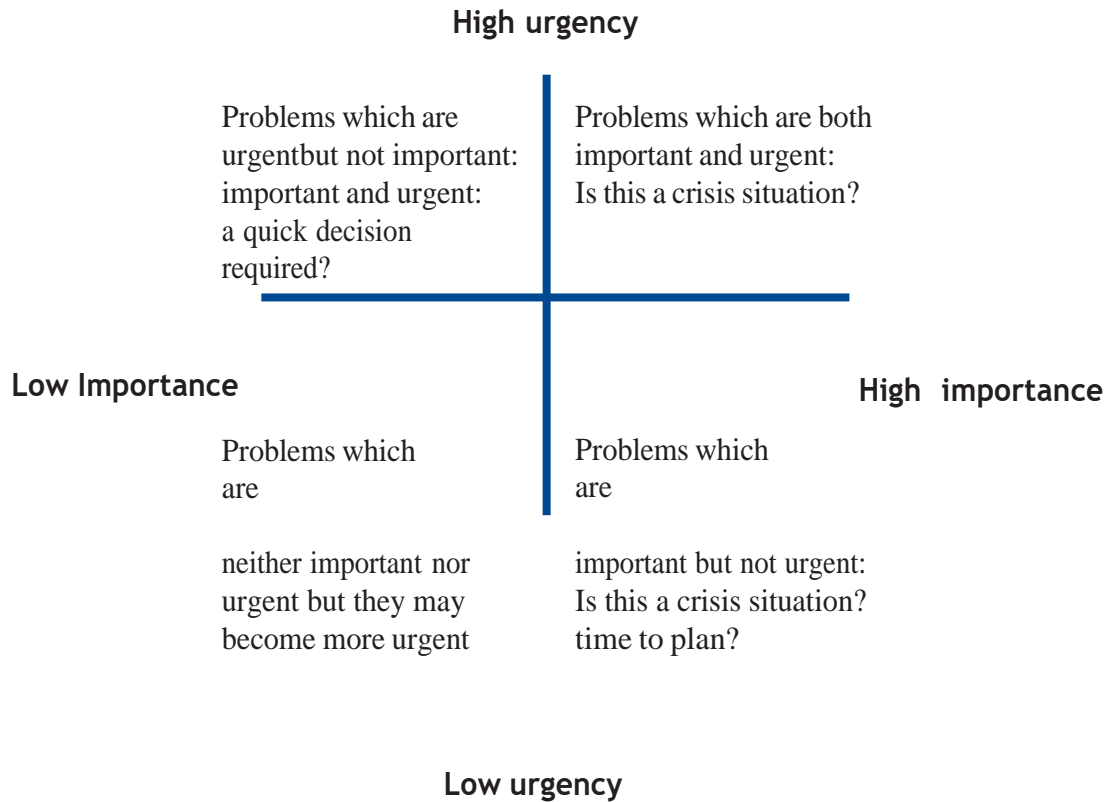
Problems may be:

- Urgent but not important
- Urgent and important
- Not urgent but important

- Neither urgent nor important

WAGGGS Leadership Resources

THE SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)



Individual Exercise 9.1



WHAT KIND OF PROBLEM?

In reflecting on your problem, you may have discovered that:

1. The problem became more urgent, but not more important, as time passed.
2. You found yourself in a crisis situation in which there was no room for error or anytime to consider a variety of solutions.
3. You ignored the problem, thinking it would go away, and then found yourself dealing with a crisis.

WAGGGS Leadership Resources

9. CREATIVE SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

9.2 Causes and characteristics of problems

Problems are caused for all sorts of reasons. However, wherever they crop up, problems share certain characteristics.

GO TO Individual Exercise 9.2



CHARACTERISTICS OF PROBLEMS

In the exercise above, you may have identified one of the following reasons for your problem:

- **Incomplete information:** You didn't have all the facts you needed
- **Unknowns:** Essential pieces of information were not known by anyone involved
- **Inaccurate information:** You had faulty, misleading, irrelevant or out-of-date information
- **Confusion:** Lack of clear information about the situation made you uncertain about what was going on or what you should be doing
- **Hidden emotions and feelings:** You or others involved were unable to share what you were really thinking or feeling about the situation
- **Different perspectives:** Different people involved in the situation had different ideas about its importance, or what should be done to resolve it
- **Changing perspectives and impressions:** You or other people involved kept changing their mind about the best way of tackling the problem
- **Balanced dilemma:** You found it hard to take a decision because the various solutions proposed all seemed to be of equal value
- **Persistence:** In spite of everything you tried, the problem wouldn't go away

9.3 *Using our brains to solve problems*

Thinking is the key to solving problems and making decisions. However, there are a number of barriers to clear thinking, including:

- Being emotionally involved
- Talking and thinking in jargon
- Being too close to the problem
- Not having enough time
- Not using our brains effectively



We tend to make greater use of one side of our brain than the other in the way we approach all aspects of our everyday life. This includes coping with the routine, learning new things, dealing with the unexpected, and making decisions. The brain is an amazingly complex organ, but in this module we need to know only that:

WAGGGS Leadership Resources

SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

LEFT Hemisphere	RIGHT Hemisphere
<p>The LEFT hemisphere of the brain is responsible for us being logical and methodical in our approach. This hemisphere is concerned with logic, rationality and order.</p> <p>The left side of the brain helps us to compile lists, to prioritise tasks, read instructions, and understand timetables and schedules.</p> <p>Referring to section 4.8 about systemic thinking in the WLDP Understanding Leadership module, the left hemisphere is good at analytical thinking.</p> <p>People who are LEFT brain dominant are CONVERGENT thinkers and think most often in a chronological flow process.</p>	<p>The RIGHT hemisphere of the brain is responsible for us being creative and imaginative in the way we approach things. This hemisphere is concerned with the apparently unconnected, with the elusive, the unorthodox and eccentric.</p> <p>The right side of the brain helps us to dream dreams, to imagine the future, to use symbols and imagery, and to be innovative.</p> <p>In systemic thinking, Right brain thinkers are likely to think synthetically and laterally.</p> <p>People who are RIGHT brain dominant are DIVERGENT thinkers, giving alternative perspectives to the issues.</p>

Most of us tend to have a preference for one hemisphere or the other; this will largely determine the way in which we will approach problems. The majority of people – often due to being raised to be ‘reasonable’ - tend to be LEFT brain dominated, which means that we sometimes restrict ourselves in bringing creative solutions to problems. In order to be an effective solver of problems, we really need to be able to use both hemispheres.

GO TO Individual Exercise 9.3



ARE YOU LEFT OR RIGHT BRAINED?

Our brains work in three major areas:

- Analysing
- Synthesising and imagining
- Valuing

Analysing is closely related to logical or step-by-step reasoning. It has two aspects:

- deduction (making a conclusion from what is known or assumed)
- induction (verification of a principle from observation of some specific instance)

Synthesising and imagining are about putting things together to make a whole. Our imaginations tend to work in pictures; a picture is a whole that is more than the sum of its parts. For example, if you imagine your house, you will almost certainly have a complete picture of your house, not just bits and pieces (the bricks, the chimney, etc.).

Valuing is about establishing criteria for success, evaluating, appraising and judging things. In all valuing, there is an objective and a subjective element. We are all born with the capacity to value, and our values depend very largely on our environment and culture.

solving challenges, unless you consciously ‘close’ one and ‘open’ the

Switching between the two hemispheres can be delayed and you will tend to remain using the same hemisphere for

solving challenges, unless you consciously ‘close’ one and ‘open’ the

WAGGGS Leadership Resources

SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

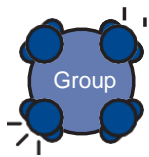
We are born with a fantastic brain and able to use every part of it – as we grow up we should exercise the brain just as much as every other muscle in our body to keep fit.

This means exercising both hemispheres – logical and creative – and the conscious switching between

It is also important to remember that minds can work on an unconscious and sub-conscious level. This aspect of our thinking, sometimes called the ‘depth mind’, can play a large part in creative problem solving. It is also the source of our valuable ‘sixth sense’, our intuition.

GO TO

Group Exercise 9A



A BRAIN EXERCISES

9.3.1 Vertical and Lateral thinking

In approaching problem solving, the left brain dominant individual will be a vertical thinker. The right dominant brain individual, on the other hand, is much more likely to be a lateral thinker.

VERTICAL THINKING (LEFT BRAIN)

- Chooses
- Looks for what is right
- One thing must follow directly from another
- Concentrates on relevance
- Moves in the most likely directions

LATERAL (RIGHT BRAIN)

- Changes
- Looks for what is different
- Makes deliberate jumps
- Welcomes chance intrusions
- Explores the least likely

GO TO

Individual Exercise 9.4



VERTICAL THINKING EXERCISE: WHO OWNS THE ZEBRA?

Lateral (or sideways) thinking often leads to reversing what appears to be the natural or logical way of doing things. It is important to be able to think laterally in problem solving, because the possible solution may lie ‘outside the box’ of what is already assumed.

GO TO

Individual Exercise 9.5



LATERAL THINKING EXERCISES: TEASERS

WAGGGS Leadership Resources

SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

9.3.2 Six Thinking Hats

Edward de Bono has created a technique to use and switch between the two brain hemispheres when working on a problem. The six Thinking Hats, also using our way of differentiating things by colour symbols.



This covers facts, figures, information needs and gaps. 'I think we need some white hat thinking at this point...' means 'Let's drop the arguments and proposals, and look at the data base.'



This covers intuition, feelings and emotions. The red hat allows the thinker to put forward an intuition without any need to justify it. 'Putting on my red hat, I think this is a terrible proposal.'



This is the hat of judgment and caution. It is a most valuable hat. It is not in any sense an inferior or negative hat. The rigor or negative hat. The black hat is used to point out why a suggestion does not fit the facts, the available experience, the system in use, or the policy that is being followed. The black hat must always be logical.



This is the logical positive. Why something will work and why it will offer benefits. It can be used in looking forward to the results of some proposed action, but can also be used to find something of value in what has already happened.



This is the hat of creativity, alternatives, proposals, what is interesting, provocations and changes.



This is the overview or process control hat. It looks not at the subject itself but at the 'thinking' about the subject. 'Putting on my blue hat, I feel we should do some more green hat thinking at this point' In technical terms, the blue hat is concerned with 'meta-cognition'.

The six hats represent six modes of thinking and are directions to think rather than labels for thinking. That is, the hats are used proactively rather than reactively. The method promotes fuller input from more people. People can contribute under any hat even though they initially support the opposite view.



DISCUSSION SIX THINKING HATS

Plan your next session or Girl Guides/Girl Scout meeting or event using the six thinking hats, as a framework for the thinking stages. You can even make paper hats in colours and wear them while working.

WAGGGS Leadership Resources

9. CREATIVE SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

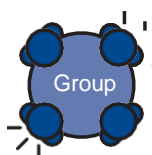
9.4 Problem solving tools

This section will help you to select and use tools to enable you to:

- Define the cause of the problem
- Decide how to solve it

This is illustrated in the Problem-Solving/Decision-Making Outline below:

Problem definition process	Result
<p>Recognition Discuss and record individual views, proven facts, and relevant symptoms, until everyone involved accepts that there is a problem</p> <p>Use questions WHAT, WHEN, WHERE, WHO about present or previous FACTS</p>	Agreement that an issue needs resolution
<p>Label Clearly record both sides of the exact problem you want to resolve</p> <p>Use questions HOW and WHAT, WHEN, WHERE, WHO to clarify how the perspectives differ and FEELINGS</p>	Agreement on what the problem really is (as opposed to one or more symptoms)
<p>Analysis Find and agree on the single most fundamental source of the problem</p> <p>Split up the problem into as many elements as possible</p>	Unanimous identification of the root cause which needs correcting
<p>Options List all alternative strategies which have the slightest chance of resolving the problem and its root cause</p>	An complete list of possible solutions
<p>Decision-making Choose the best solution on the list by objectively evaluating the optional strategies.</p>	A firm decision on the chosen solution
<p>Action plan Organise systematic steps of tasks, timing and all resources required to implement the decision in practice.</p> <p>Note WHO is supposed to do WHAT by WHEN</p>	A complete step-by-step 'road map' to translate the decision to reality.



**USING THE PROBLEM SOLVING / DECISION
MAKING MODEL**

9.4.1 Brainstorming

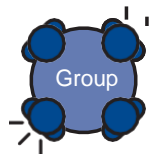
In the model above, wherever you need to gather information in order to move onto the next stage, the technique of brainstorming will be an effective tool. This method will make the best use of the divergent (right brain dominant) thinkers who will produce a wide range of possibilities.

Here are some guidelines for effective brainstorming:

Suspend judgment	Give imagination the 'green light' by withholding any criticism of ideas until later. In brainstorming, all ideas must be accepted without judging them.
Welcome 'free-wheeling'	Take the brakes off your mind and go with the flow of your ideas. The more unique or 'whacky' the idea, the better – it is easier to tone down than think up.
Strive for quantity	The greater the number of ideas, the more likely you are to find some real possibilities to move you forward.
Combine and improve	Listen to the ideas of others, and see if you can build on them. Some 'crazy' ideas of others may stimulate your own creative thoughts and your intuition.
Do not 'edit' ideas	Ideas should not be elaborated, modified or amended, just quickly stated and recorded.



Group Exercise 9C



USING BRAIN STORMING

Brainstorming makes best use of the brain's functions in synthesising and imagining, quite separately from analysing and valuing. It is most valuable as an introduction to other creative thinking approaches to problem solving.

9.4.2. Using the 'Metaplan' model as a problem solving tool

Metaplan is a specialist brainstorming tool, which enables you to re-arrange and group similar and contrasting ideas by physically moving them around on large sheet of paper using cards of different colours, shapes and sizes. Key points are then highlighted with coloured pens, small coloured dots and stars, etc. It helps small groups focus on a particular aspect of a problem, and then contribute to a wider discussion.

9.4.3 'PMI'

Another specialist brainstorming technique is the 'PMI' tool developed by Edward de Bono. It involves looking at the Plus, Minus and Interesting points in ideas and suggestions for problem solving.

The PMI tool encourages people to defer judgment by exploring an idea or suggestion rather than jumping to a conclusion. It also promotes group cohesion.

It works simply by asking those involved to list as many ideas as possible under the

headings: Plus (positive points)

Minus (negative points)

When everyone has completed their own PMI, they are shared in the whole group and will encourage

When everyone has completed their own PMI, they are shared in the whole group and will encourage

9.4.4 Force field analysis

Every problem has forces working to increase or decrease it – forces working to make the problem worse (resisting) or better (driving). The technique of force-field analysis helps you to identify and isolate those forces so that you can create strategies to increase or strengthen the positive forces and decrease or remove the negative ones. The analysis allows you to dissect any problem and work on it one piece at a time. This inevitably leads to more concrete and comprehensive solutions that occur when you tackle the whole problem.

Force-field analysis is one of the most powerful problem solving tools available. It helps to generate several creative, high-quality strategies for solving the problem.

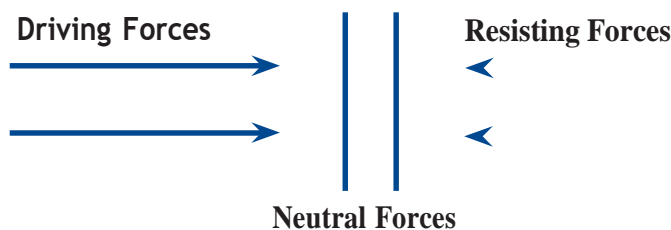
The process for force-field analysis is as follows:

1. Identify the problem(s) as clearly as possible in writing
2. Define what the present situation is
3. Define what you would like to see when the problem has been solved (desired change)
4. Define what undesired change could occur
5. List the forces working against the desired change
6. List the forces working for the desired change
7. Make these lists as specific as possible.

List the neutral forces that might possibly become active as either positive or negative forces

8. Examine each force and determine:
How clearly is the force stated?
How important or strong is the force?
How manipulable or changeable is the force;
would it be easy, moderately difficult, or very difficult to

change? Plot the list of defined forces diagrammatically:



Discussion

RECRUITMENT OF LEADERS

- Use the Force Field Analysis as a tool for a discussion on how to recruit and invite new leaders for your GirlGuides/Girl Scout association.
- Evaluate the model afterwards and discuss for which problem the tool is useful.

WAGGGS Leadership Resources

9. CREATIVE SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

9.5 Communication skills and problem solving

In the process of problem solving, we are faced with lots of information:

- Some will be problem-centered
- Some will be solution centered

This information is the beginning of the problem-solving process and requires us to use five essential communicationskills:

- Enquiring
- Diagnosing
- Summarising
- Proposing
- Directing

Enquiring involves asking relevant facts questions and listening in a way that encourages others to say what they wish tocommunicate about the context.

Diagnosing skills are those we use when finding the causes and reasons associated with problems and explaining whatthe important issues are. A sound diagnosis is based on sound facts, observing symptoms and a logical interpretation.

Summarising is the skill used when gathering together the main points that need to be considered and then feeding them back to confirm understanding or to facilitate further discussion. This is a vital skill when moving from a problemfocus to a solution focus.

Summarising can also mean ‘backtracking’, actually repeating the words said without ‘translating’ into your own understanding of the expressions. Sometimes back tracking is a very effective way of asking for more details.

Proposing is putting forward effective proposals to seek a solution. It involves suggestions, recommendations and presentations. Proposing must involve other people so that they can understand and be consulted. Make sure you arenot too convincing when expressing your proposals – all perspectives and different opinions should be accepted in thedecision process.

Directing involves letting others know what you expect and what is required. It is a solution-centered skill. Directingothers implies that you have a feasible solution to the problem.



USING PROBLEM SOLVING TOOLS

- Identify a current problem that you are confronting. It should be a problem of some complexity, in whichthere are several different perspectives and ideas about ways of solving it.

Working with a group of colleagues who are all involved in the problem, select one or more of the tools wehave looked at in the preceding section, to help you arrive at a solution.

WAGGGS Leadership Resources

SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

The SOLVE method for Problem Solving

Using the characters from A.A. Milnes famous book about Jacob and Winnie-the-Pooh, Allen and Allen have described an easy to remember method for problem solving – the SOLVE method consisting of five steps:

Select the Problem or Situation: State the problem or situation as clearly and simply as you can

Observe, Organize, and Define the Problem or Situation: Starting place, goal and

constraints

Learn by Questioning all parts of the problem: Where, when, what, who and

why.
Visualise Possible Solutions, select one, and refine it: Experience, approach, idea Generators, choose best solution, refine and improve

Employ the Solution and Monitor Results: Action plan, small scale test, employ and monitor

9.5.1 Asking the right questions

Learning to ask the right questions is a key problem-solving tool. Questions act as ‘spanners’ which can unlock the mind. As mentioned in the previous section, there are also different kinds of questions, relating to the different kind of information needed.

In the WLDP Communications module, questioning in relation to Appreciative Inquiry as a communication tool is described more specifically.

The most useful questions are ones that are open and exploratory. We can learn how to ask such questions if we remember the famous rhyme of Rudyard Kipling:

I keep six honest serving men, they taught me all I knew:
their names are What and Why and When and How and Where and Who
(Rudyard Kipling)

Here are some examples of questions to ask in the problem solving process:

Who? Who is affected? Who can help with the solution? Who is involved in

the case?
What? What do we know already? What don't we know?

When? When did the problem arise? By when must it be resolved?

Where? Where did the problem arise? Where is the affected area? Where is the

goal?
How? How can the relevant information be identified? How can it be obtained?

Why? Why did the problem arise? Why do we need to find a solution?

(Note: only use Why when you need an explanation or a specific personal perception or perspective on a case – in other situations use the other questions to get informed about facts and circumstances.)

You may notice that the first four questions are regarding facts, and the 2 later more open to longer explanations, answers and ideas.

You should be able to add some open questions, which are relevant to your own situation and the problem

you are tackling.

WAGGGS Leadership Resources

9. CREATIVE SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

9.6 The thinking approach to problem solving

To develop a thinking approach to problem solving we need to:

- Define what the overall objectives are
Know where you want to get to
Overall objectives: what you want to achieve in the long-term;
Immediate objectives: what you want to achieve by solving a particular problem

Objectives can also:

- help to put problems into perspective
- help to keep going in the right direction
- stop you getting sidetracked by irrelevance

- Define the problem to help put it into focus

Define the problem by writing it down; in doing this you may find:

- you don't have a problem at all
- you have misunderstood the problem
- you can see a solution straightaway

- Consider the information available which relates to the problem

- Ask open questions
- Accept that it costs time and money to gather and consider information
- Remember the distinction between available and relevant information
- Remember the difference between problem-centered and solution-centered information

- Identify what options are open to you

This involves listing the possible courses of action and weighing up the pros and cons of each.

- Never assume the options you have listed are all the possibilities
- Do not assume that it is necessary to find every possible option
- Look for feasible options – those that are achievable with available resources
- Test the constraints, such as time limits
- Use your imagination to bring more options to mind
- Check that you are not making unnecessary assumptions
- Don't become trapped by fixed ideas

- Make and implement a decision

Establish selection criteria:

- the MUSTS (essential requirements)
- the SHOULDs (desirable requirements)
- the MIGHTS (pleasant additions)

Assess the risks

Assess the consequences

Remember that all decisions have consequences (intended and unintended) Monitor the outcome

WAGGGS Leadership Resources

SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

This is necessary for you to:

- Identify any unforeseen consequences
- Make any necessary adjustments
- Learn from the mistakes and successes of the process

9.6.1 The consequences window

	POSITIVE	NEGATIVE
YOU		
OTHERS		



ASSESSING THE CONSEQUENCES OF DECISIONS

- Reflect on a recent problem in which you were involved and in which a decision was (or decisions were) taken to resolve the problem.
- What was the problem?
- What decision(s) were taken to resolve the problem?
- Use the Consequences Window to plot the consequences of the decision(s) taken to resolve the problem. Which consequences were expected and which were unexpected?

In this approach to assessing the consequences of the decisions we take to resolve problems, you will have identified that consequences come in two forms:

Manifest: those that you can foresee when you make your decision

Latent: those consequences that are not obvious or apparent when the decision(s) were taken. Very often, the emergence of latent consequences can generate a new series of problems.

WAGGGS Leadership Resources

SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

9.6.2 Upside Down Brainstorming

A variation of Brainstorming as an idea generating model is making use of the fact that it is sometimes more fun to think in contradiction of normal thinking. This model is called 'Upside Down Brainstorming'

As an example we should create as many ideas for a Thinking Day party, where the objective is to 'make fun and learning activities showing the cultures of all the countries where we as a group have friends or relatives'.

At first, 'we turn the objective around': we want ideas to make as many boring and equal activities that people indifferent countries we know of or have relation to do exactly as we do here'.

Then the ideas could come: watch television, drink Coca Cola, go to school, celebrate weddings etc.

etc. Finally, the list of ideas could be turned again to positive ideas towards the original objective:

- Celebrate a wedding in 10 different countries
- Find TV-programmes worldwide – about our country
- Find TV-programmes about Baden-Powell

9.6.3 Role Perspective

To create solutions to match as many different people and groupings as possible, it can be good to include 'odd role perspectives' when regarding a specific problem.

In example: You want to advertise your Girl Guiding/Girl Scouting activities to the local newspaper in order to make your unit well-known.

So how would 'odd roles' see your activities:

The policeman, the snowman, the acrobat, the jet pilot... The insurance consultant...?

With these perspectives you often come up with even more creative solutions than thinking it all through strategically.

9.7 Making your decisions with confidence

No matter which tool or technique you may choose to help resolve a problem, each leads to the point at which you will need to take a decision. If you have worked through the techniques, you should be able to make your decision with a high level of confidence. You will have evaluated and compared various options for their potential risk, and you will have assessed the possible consequences of the decisions you will choose.

Here is a checklist to help you test the feasibility and 'workability' of your preferred decision. This is where you will need to rely on your 'Pragmatist' (practical, logical and using concepts that can apply directly to the task with immediate, obvious benefits) learning style.

It may not be possible to choose the ideal solution; you will need to select a decision which is most likely to work.

WAGGGS Leadership Resources

9. CREATIVE SOLUTIONS TO PROBLEMS, TASKS, AND CHALLENGES (Contd)

- Does the decision solve the problem and the root cause? Y/N
- Does it satisfy all the agreed criteria? Y/N
- Does it satisfy everyone involved or affected? Y/N
- Can you develop workable action plans to implement your decision? Y/N
- Do you have the information, time, money and people to make it work? Y/N
- Will the implementation of your decision ensure that the problem will not recur? Y/N
- Have you considered all the risks, disadvantages and consequences (manifest and latent) of the decision you want to take?

Y/

Have you made the best choice in terms of:

- Benefits to everyone involved Y/N
- Costs Y/N
- Risks Y/N
- Commitment Y/N
- Workability Y/N

Learning Log





WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 2.1
LEADERSHIP ASSESSMENT INVENTORY	
INDIVIDUAL WORK	GROUP WORK
<p>METHOD</p> <p>Fill out and rate yourself on the four following areas.</p> <p>As you fill out the assessments, think mainly about one of your ‘leadership environments’:</p> <ul style="list-style-type: none"> • Your Girl Guiding/Girl Scouting • Your educational or professional life • Your family life 	

TASK 1: Characteristic differences between Leading and Managing			
	Managing	Self-Assessment	Leading
Seeks situations of	Stability Prosperity	1 2 3 4 5	Change Uncertainty
Focuses on goals of	Continuity Optimization of resources	1 2 3 4 5	Improvement Innovation
Bases power on	Position of authority	1 2 3 4 5	Personal influence
Demonstrates skills in	Technical competence Supervision Administration Communication	1 2 3 4 5	Diagnosis Conceptualisation Persuasion Dealing with ambiguity
Works toward an outcome of	Follower compliance	1 2 3 4 5	Follower commitment

WAGGGS Leadership Resources

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

TASK 2: Functional differences between Leading and Managing			
	Managing	Self-Assessment	Leading
Planning strengths	Tactics Logistics Focus	1 2 3 4 5	Strategy Policy formation Seeing the big picture
Staffing approach	Selection based on qualifications/ experience	1 2 3 4 5	Selection based on potential Personal contacts Developing shared values
Directing methods	Clarifying objectives Coordinating Establishing 'reward' systems	1 2 3 4 5	Coaching Role modelling Inspiring
Controlling methods	Standard operating procedures Monitoring	1 2 3 4 5	Motivation Self-management Policy formation
Performance evaluation approach	'Rewards' Discipline	1 2 3 4 5	Support Development
Decision-making qualities	Analytical Risk-averse Rational	1 2 3 4 5	Intuitive Risk-taking Ambiguous
Communication style	Transactional Exchange Reciprocal	1 2 3 4 5	Transformational Committing people to action Persuasive

WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

TASK 3: Philosophical differences between Leading and Managing			
	Managing	Your Assessment	Leading
Oriented toward	Programs and procedures	1 2 3 4 5	People and concepts
Resources valued	Physical	1 2 3 4 5	People Informational
Information based on	Data, facts	1 2 3 4 5	Feelings, emotions and ideas
Human resources as	Assets to meet current organizational needs	1 2 3 4 5	Corporate resources for today and future development
Change attitude	Implements change by translating vision	1 2 3 4 5	Sees change as a raison d'être

TASK 4: Expected Results of Management and Leading			
	Managing	Self-Assessment	Leading
Define success as	Maintenance of quality Stability and consistency Efficiency	1 2 3 4 5	Follower commitment Mutuality/trust Effectiveness
Does not want to experience	Anarchy Follower disorientation Surprise	1 2 3 4 5	Inertia Lack of motivation Boredom
Is unsuccessful when experiencing	Deviation from authority Follower resistance Low performance	1 2 3 4 5	Consequences of selecting wrong direction/vision Failure to communicate vision Lack of buy-in

WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 3.1
PERFORMANCE MANAGEMENT IN MY ORGANIZATION	
INDIVIDUAL WORK	GROUP WORK
METHOD Look at the list of difficulties listed p. 16 section 3.3 and pick out any that you feel apply to the performance management system currently operating in your organization, for both volunteers and paidstaff. Note down any suggestions you have for overcoming them.	

- MODULE	Exercise 3.2
IS MY JOB DESCRIPTION UP TO DATE AND STILL RELEVANT?	
INDIVIDUAL WORK	GROUP WORK
METHOD Think about your own job or role description – if you have any for your position(s) in Girl Guiding/GirlScouting - and how far it takes account of current realities. How accurate is it? When was it last revised? When was it last discussed with your mentor or leader? Note your reflections here, and write a job description, as you wish it were.	

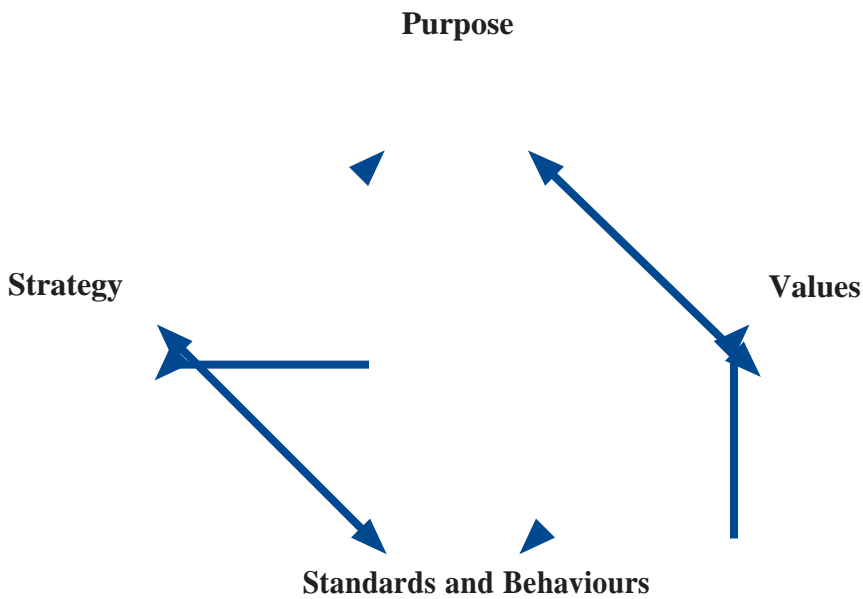
WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 4.1
THE VISION AND MISSION OF GIRL GUIDING/GIRL SCOUTING	
INDIVIDUAL WORK	GROUP WORK
METHOD Find and compare the vision and the Mission of both WAGGGS and your national Girl Guiding/Girl Scouting association. Compare the two visions – and the two missions, then discuss how they are related, and how they differ. Discuss also how you feel your ‘daily work’ within Girl Guiding/Girl Scouting is carried out according to these visions and missions.	
Complete the gaps below:	
WAGGGS vision is:	
.....	
.....	
WAGGGS mission is:	
.....	
.....	
Girl Guiding/Girl Scouting in my association wants a world in which	
.....	
.....(VISION)	
My Girl Guiding/Girl Scouting association exists to	
.....	
.....(MISSION)	

WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 4.2
DEFINING THE MISSION OF GIRL GUIDING/GIRL SCOUTING	
INDIVIDUAL WORK	GROUP WORK
METHOD	
1. Use the Ashridge model to define what you consider is the Mission of Girl Guiding/Girl Scouting.	
 <p>The diagram illustrates the Ashridge model, a cyclical relationship between four key elements: Purpose, Values, Standards and Behaviours, and Strategy. Purpose is at the top, Values on the right, Standards and Behaviours at the bottom, and Strategy on the left. Arrows indicate a clockwise flow: Purpose points to Values, Values points to Standards and Behaviours, Standards and Behaviours points to Strategy, and Strategy points back to Purpose.</p>	
2. Test your definition out with colleagues to gauge the extent of their understanding and agreement with you.	

WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 5.1	
MANAGING MY PRIORITIES		
INDIVIDUAL WORK	GROUP WORK	
OBJECTIVE		
<ul style="list-style-type: none"> to consider how decisions and priorities are related to the person and her personality. 		
METHOD		
Look at the statements below and tick the column that best describes you (truthfully!)		
	YES	NO
1. Discussions with others often overrun		
2. I work longer hours than my team members		
3. I find I am often working on others' priorities		
4. I often feel I am not in control of my time		
5. I don't consciously set priorities for myself		
6. I am so involved in activities that there's no time to stepback and reflect on how effective I am		
7. When I allocate tasks to team members they don't getdone to the standards I expect.		
8. I don't have time to give feedback, coach and developmy team members		
9. Much of my time is spent 'fire fighting' crises		
10. I spend little or no time reviewing what's really importantto me in life.		
<p>Obviously, the more YES responses you have given, the more you will probably recognise that you sometimes feel out of control of your time and your priorities. Reflecting on the responses you have given, will assist you to identify specific areas of personal time management and priorities for you towork on to regain greater control over your time and priorities.</p>		
Write your thoughts or share them with another leader.		

WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 5.2																												
MANAGING MY TIME																													
INDIVIDUAL WORK	GROUP WORK																												
OBJECTIVE																													
<ul style="list-style-type: none"> to increase consciousness about priorities and time management. 																													
METHOD																													
<ol style="list-style-type: none"> Using a time log (i.e. Individual Exercise 5.3) keep a record of your activities and tasks for a week. Now, place the tasks and activities in the appropriate quadrant of the Priorities Matrix below. Reflect on where you are currently focusing the majority of your energy and time at work. Is this the correct balance? Which activities do not produce results? Remember, as a leader you should be spending most of your time on those activities falling in Quadrant C (this is sometimes called the Quadrant of Leadership). While you will never be able to completely eliminate Quadrant A activities, by spending more time in Quadrant C, you may reduce the number of crises that arise. Now look at the activities falling in Quadrant B. How many of these do you have to do yourself? How about delegating some of these activities to others? As for Quadrant D, how many of these tasks and activities could be eliminated? 																													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">HIGH</td> <td style="width: 35%; text-align: center;">B</td> <td style="width: 35%; text-align: center;">A</td> <td style="width: 15%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">D</td> <td style="text-align: center;">C</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;">LOW</td> </tr> <tr> <td></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: right;">HIGH</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;">IMPORTANCE</td> </tr> </table>		HIGH	B	A			_____	_____			D	C			_____	_____					LOW		_____	_____	HIGH				IMPORTANCE
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WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 5.3
PERSONAL TIME LOG	
INDIVIDUAL WORK	GROUP WORK
<p>OBJECTIVE</p> <ul style="list-style-type: none"> To increase awareness of how time is spent and managed during a period of time 	
<p>METHOD</p> <p>Fill out the log below daily for a period.</p> <p>Examine how time is spent and how much is on average used for</p> <ul style="list-style-type: none"> - working - sleeping - daily hygiene, and housekeeping - friends - leisure activities 	

Personal Time Log			
TIME	TAS K	INTERRUPTION	OBSERVATION
00.00			
01.00			
02.00			
03.00			
04.00			
05.00			
06.00			
07.00			
07.30			
08.00			
08.30			
09.00			
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WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

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WAGGGS Leadership Resources

INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 6.1
WHAT MAKES AN EFFECTIVE MEETING?	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none">• to reflect on your experiences of different meetings	
REFLECT METHOD: <p>Use any of the management tools that you find efficient for this reflection. This could be: SWOT Analysis, PESTO Analysis, the Pentagon model for evaluation, meeting process checks with comparison, etc.</p>	

WAGGGS Leadership Resources

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 7.1				
MY ROLE AS A PROJECT LEADER					
INDIVIDUAL WORK	GROUP WORK				
OBJECTIVE					
<ul style="list-style-type: none"> To consider and discuss your competences as a project leader. 					
METHOD:					
<p>We have identified that project managers have to act as planners, controllers, leaders and communicators. Consider the statements below and rank yourself according to your belief about how well you perform in some key areas now. 1 = not at all; 5 = I can perform to a very high level of competence</p>					
I know and can use a variety of project management tools	1	2	3	4	5
I am able to take a strategic overview	1	2	3	4	5
I understand the importance of meeting deadlines	1	2	3	4	5
I have a good eye for details	1	2	3	4	5
I am able to handle and process information efficiently	1	2	3	4	5
I have a flexible attitude to my work	1	2	3	4	5
I can usually find a creative solution to a problem	1	2	3	4	5
I am able to adopt a range of leadership styles	1	2	3	4	5
I am able to take unpopular decisions if I have to	1	2	3	4	5
I am effective at mediating in conflict situations	1	2	3	4	5
My feedback skills are good	1	2	3	4	5
I am able to present a case persuasively	1	2	3	4	5
I am able to communicate well in writing	1	2	3	4	5
I know when to use electronic mail	1	2	3	4	5
<p>This can be used at the beginning and end of managing a project as part of a process of self-evaluation.</p> <p>Complete an action plan to support your development in the role (You can use the tools in the WLDPPersonal Development module)</p>					

WAGGGS Leadership Resources

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 7.2
IDENTIFYING YOUR STAKEHOLDERS	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none">• to consider the diversity in roles and attitudes of different stakeholders to at project.	
METHOD: <p>First, you must identify a project in which you are currently engaged in some way or another. You need not be the leader, but you should be closely involved. You could, for example, use a Girl Guides/Girl Scoutevent, such as a camp, an international seminar, or a community project.</p> <ol style="list-style-type: none">1. Identify the stakeholders in the issue, and place them in one of the quadrants on the matrix.2. Identify stakeholder expectations – what do they need/want/expect from the project?3. What are the possible threats which stakeholders might pose for you?4. In what ways could stakeholders support you?5. In what ways might your stakeholders want to influence you?6. In what ways might you be able to influence your key stakeholders?7. What information should you take account of from your stakeholders?	

- MODULE	Exercise 7.3
USING FLOWCHARTS TO PLAN AND MONITOR PROJECTS	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none">• to test and consider different ways of showing a process.	
METHOD: <p>Identify a Girl Guiding/Girl Scouting project in which you are or have been actively involved, from its 'idea' stage through to implementation and evaluation.</p> <p>Use the flow charts to identify the activities you will need to complete in sequence to ensure that the project is a success.</p> <p>How can you use the flow charts to monitor and evaluate the progress and the level of successes of the stages through your project?</p>	
MATERIAL: <p>A (self-made) cardboard template can be useful if you are drawing on paper or flipcharts/boards</p> <p>Most computer programmes have the shapes and arrows for easy use when designing your the flow chart.</p>	

WAGGGS Leadership Resources

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 8.1
IDENTIFYING AND MANAGING RISKS	
INDIVIDUAL WORK	GROUP WORK
<p>METHOD:</p> <p>Select a specific change you would like to make in your life. The change could be anything, from moving house (or to a new country), creating new networks or partnerships, or making the change to an altogether different career or leader position within your association.</p> <p>Now, identify the risks associated with the changes you are making, or intend to make. What are the risks? What might be the consequences of these risks? <i>Write your thoughts here.</i></p> <p>How might you manage these risks? <i>Write your thoughts here.</i></p> <p>What will be the consequences for you if you do not take action to manage the risks you have identified? <i>Write your thoughts here.</i></p>	

WAGGGS Leadership Resources

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 9.2
CHARACTERISTICS OF A PROBLEM	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE	
<ul style="list-style-type: none"> To distinguish between different types of problems and their connected solutions. 	
METHOD:	
Return to the problem you have identified in the previous exercise 9.1. What caused it to occur?	
Analyse the factors which gave rise to the problem and then compare your findings with the list below.	
In the exercise above, you may have identified one of the following reasons for your problem:	
<ul style="list-style-type: none"> Incomplete information: You didn't have all the facts you needed Unknowns: Essential pieces of information were not known by anyone involved Inaccurate information: You had faulty, misleading, irrelevant or out-of-date information Confusion: Lack of clear information about the situation made you uncertain about what was going on or what you should be doing Hidden emotions and feelings: You or others involved were unable to share what you were really thinking or feeling about the situation Different perspectives: Different people involved in the situation had different ideas about its importance, or what should be done to resolve it Changing perspectives and impressions: Your or other people involved kept changing your mind about the best way of tackling the problem Balanced dilemma: You found it hard to take a decision because the various solutions proposed all seemed to be of equal value Persistence: In spite of everything you tried, the problem wouldn't go away 	

WAGGGS Leadership Resources

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 9.3
ARE YOU LEFT OR RIGHT BRAINED	
INDIVIDUAL WORK	GROUP WORK
<p>OBJECTIVE</p> <ul style="list-style-type: none"> To be conscious of your own preference for being Left or Right brained, and therefore think convergent or divergently To understand how different thinking preference influence behaviour and competences 	
<p>METHOD:</p> <p>Try this quiz to discover whether you are left or right brain dominant. Answer the questions and add your score as directed to find out which half of your brain is dominant.</p> <ol style="list-style-type: none"> You are happy to take risks a) Yes b) No If you could choose, you would redecorate your home often, travel as much as possible, and have lots of different clothes a) Yes b) No You have a 'photographic' memory for faces a) Yes b) No When you have a task to do, you prefer working alone than with a group of others a) Yes b) No You enjoy using words – speaking, writing or generally expressing yourself a) Yes b) No You are a very organised person; you keep things tidy and in their proper place and you have a regular system for doing things a) Yes b) No When you were at school, you preferred algebra to geometry a) Yes b) No Take a moment to relax from this test. Sit back, close your eyes and put your hands in your lap, one on top of the other. Now ... which hand is on top? a) your right hand b) your left hand c) neither, because they are parallel In your opinion, daydreaming is: a) waste of time b) an amusing way to relax c) helpful in solving problems and thinking creatively d) a good way to plan your future What is your attitude to hunches? a) your hunches are strong and you follow them b) you are not aware of following any hunches that come to mind c) you may have hunches but you don't trust them d) you'd have to be crazy to base a decision on a hunch 	

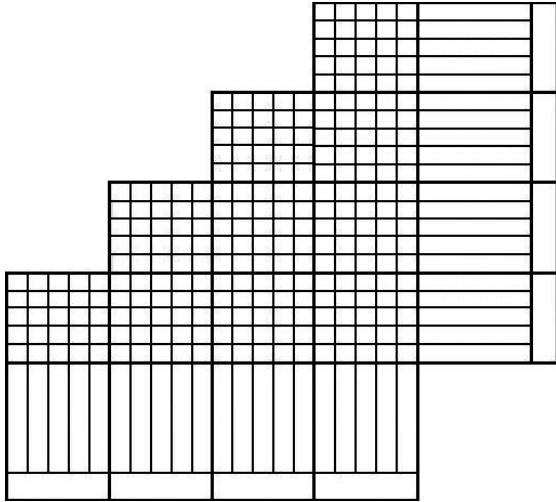
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APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 9.3
ARE YOU LEFT OR RIGHT BRAINED (contd)	
INDIVIDUAL WORK	GROUP WORK
<p>Score your replies as follows:</p> <ol style="list-style-type: none">1. (a) = 7; (b) = 32. (a) = 9; (b) = 13. (a) = 7; (b) = 14. (a) = 3; (b) = 75. (a) = 1; (b) = 76. (a) = 1; (b) = 97. (a) = 1; (b) = 98. (a) = 1; (b) = 9; (c) = 59. (a) = 1; (b) = 5; (c) = 7; (d) =9 (a) = 9; (b) = 7; (c) = 3; (d) = 1 <p>Total up your points, and divide the total by 15; the result will give you your hemisphere score.</p> <p>The lower your score, the more LEFT-BRAINED you are; the higher the count, the more RIGHT-BRAINED. For example, if you have a score of 8, you are extremely right-brained; if it is 1, you are left-brain dominant. A score of 5 is a good balance between the two.</p>	

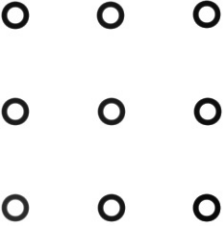
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APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

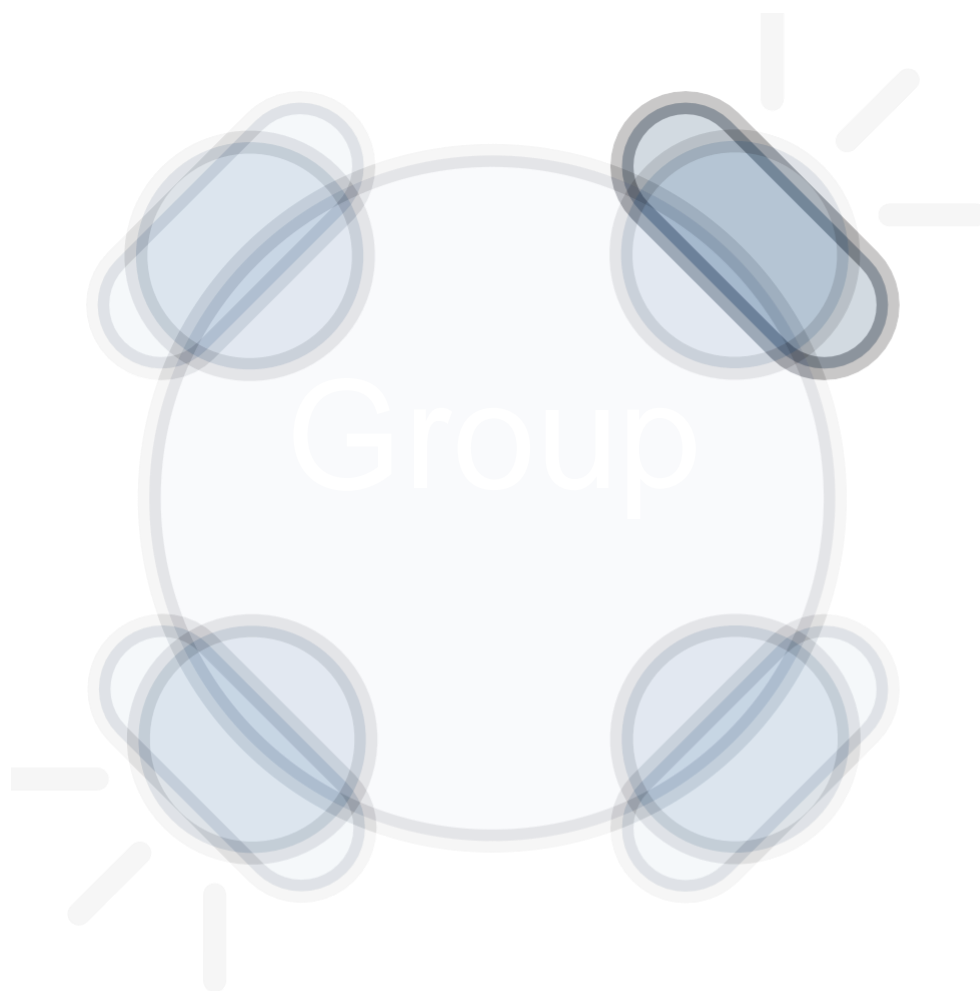
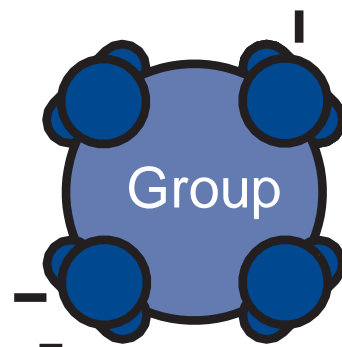
- MODULE	Exercise 9.4
VERTICAL THINKING EXERCISE: WHO OWNS THE ZEBRA?	
INDIVIDUAL WORK	GROUP WORK
<p>OBJECTIVE</p> <ul style="list-style-type: none"> • This is a problem which can be solved by analytical and logical thinking: deductive logic 	
<p>METHOD:</p> <p>From the information below, work out who owns a zebra.</p> <ol style="list-style-type: none"> 1. There are five houses, each with a front door of a different colour, and inhabited by people of different nationalities, with different pets and drinks. Each person eats a different kind of food. 2. The Australian lives in the house with the red door. 3. The Italian owns a dog. 4. Coffee is drunk in the house with the green door. 5. The Ukrainian drinks tea. 6. The house with the green door is immediately to the right (your right) of the house with the ivory door. 7. The mushroom-eater owns snails. 8. Apples are eaten in the house with the yellow door. 9. Milk is drunk in the middle house. 10. The Welshman lives in the first house on the left. 11. The person who eats onions lives in the house next to the person with the fox. 12. Apples are eaten in the house next to the house where the horse is kept. 13. The cake-eater drinks orange juice. 14. The Japanese eats bananas. 15. The Welshman lives next to the house with the blue door. <p>Now, who drinks water and who owns the zebra?</p>	
<div style="text-align: right;">  </div>	
<p>TIME:</p> <p>It should not take you more than 30 minutes to solve it.</p>	

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APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

- MODULE	Exercise 9.5
LATERAL THINKING EXERCISE: TEASERS	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none">• To test your skills in lateral thinking.	
METHOD: <p>Problem 1: The nine dots</p>  <p>Below you will see nine dots in a pattern. Your task is to connect up the dots by four straight consecutive lines – WITHOUT TAKING YOUR PEN OR PENCIL OFF THE PAPER. You should be able to complete this task within three minutes.</p> <p>Problem 2: The six matchsticks</p> <p>Place six matchsticks – preferably wooden ones – on a flat surface. Now arrange the matchsticks in a pattern of four equilateral triangles. You may not break the matchsticks (that is the only rule).</p> <p>There are two solutions to this problem; again, it should only take you three minutes to solve it.</p>	
MATERIALS: <p>Matchsticks, 6 per participant</p>	
TIME: <p>Allow 3 minutes per teaser</p> <p>Solution under Bibliography on page 130.</p>	

APPENDIX 2 GROUP EXERCISES



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GROUP ACTIVITIES (Contd)

- MODULE	Exercise 2A
MANAGERS AND LEADERS: WHAT'S THE DIFFERENCE	
INDIVIDUAL WORK	GROUP WORK
<p>Study the statements below and note those</p> <ul style="list-style-type: none">• with which you agree (A),• those which you would challenge or change (C), <p>and add any other distinctions between the role of manager and leader not included here.</p> <p>CHART OF DISTINCTIONS BETWEEN MANAGER AND LEADER</p> <ul style="list-style-type: none">• The manager administers; the leader innovates.• The manager is a copy; the leader is an original.• The manager maintains; the leader develops.• The manager accepts reality; the leader investigates it.• The manager focuses on systems and structure; the leader focuses on people.• The manager relies on control; the leader inspires trust.• The manager has a short-range view; the leader has a long-range perspective.• The manager asks how and when; the leader asks what and why.• The manager has his or her eye always on the bottom line; the leader has his or her eye on the horizon.• The manager imitates; the leader originates.• The manager accepts the status quo; the leader challenges it.• The manager is the classic good soldier; the leader is his or her own person.• The manager does things right; the leader does the right thing. <p>Discuss how you can use the definitions actively in your leaderships in Girl Guiding/Girl Scouting, your family life and your professional or educational life.</p>	

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GROUP ACTIVITIES (Contd)

MANAGEMENTS SKILLS MODULE		Exercise 2B
LEADER OR MANAGER?		
INDIVIDUAL WORK	GROUP WORK	
OBJECTIVE		
<ul style="list-style-type: none"> to make participants conscious of the signals they express by their clothing and behaviour 		
METHOD		
<ol style="list-style-type: none"> Split the participants into small groups. You may have two or four groups depending on the number of participants. Give each group a bag containing clothes and a bag with different qualities and abilities. Tell the participants that they are going to be part of a fashion show. Each group needs to present a model in the best way possible, who will then walk down the catwalk The model is not just any model. Each group will have to dress the manager or leader in an outfit that the group is going to design especially for her. Each garment in this collection will be very specific because it represents a quality or ability that this person has. Each group has ten minutes to choose the outfit for their model and when she is walking down the catwalk, the group will have to describe it (referring to the qualities and abilities) and inform the other participants on what occasions you would wear it. In other words, on which occasions you would act as a manager and on which as a leader. It is important that different accessories such as shoes, hats, purse are also added to go with the outfit. These accessories will represent WAGGGS values. Each group will then present their model at the fashion show. 		
MATERIALS:		
Bags with different clothes and shoes, showing the values of WAGGGS		
TIME:		
30 minutes		

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GROUP ACTIVITIES (Contd)

MANAGEMENTS SKILLS MODULE	Exercise 4A
VISION AND MISSION - IN A WIDER PERPSPECTIVE	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE	
<ul style="list-style-type: none"> • to look at the mission and vision of organizations at a distance, and in a context • motivate to reflect on the perception of basic organizational elements 	
METHOD	
<ol style="list-style-type: none"> 1. Hang papers with the vision and the mission of the organization on a house wall, a tree or a woodenfence about 20 m from where the participants are situated. The text should be rather big and easy to read. 2. Ask the groups to look at the papers using binoculars, and to discuss what is important in to them inthe vision, as well as the mission. 3. Without binoculars – ask the groups to describe the surroundings of the mission and the vision 4. With a digital camera, ask the group to make a relevant photo of the mission and vision. 5. Ask the groups to draw mental parallels from the papers in the surroundings to the understanding ofthe mission and the vision within the ‘surroundings’ the organization (how is the environment, theaccessibiity, etc. of the vision and the mission?) <p>Note the learning from the exercise on wallpaper or flipchart paper</p>	
MATERIALS:	
Papers with vision and mission Binoculars Flipchart or wall paperDigital camera	
TIME:	
20 – 30 minutes.	

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GROUP ACTIVITIES (Contd)

MANAGEMENTS SKILLS MODULE		Exercise 4B
VISION AND MISSION		
INDIVIDUAL WORK	GROUP WORK	
OBJECTIVE <ul style="list-style-type: none">• To use participants' imagination to visualize and describe a vision.		
METHOD <p>This is a game of imagination which has two rules.</p> <ol style="list-style-type: none">1. Anything and everything is allowed when you imagine something; you can fly, you can become an object, you can jump over a building.2. If you are asked to imagine something that you are not able to, do not force yourself. <p>To start, we would like to ask you to sit comfortably. Close your eyes and take a deep breath through your nose. When you inhale, your abdomen inflates with the air and when you exhale, it deflates very slowly. Now imagine a screen to project your vision. On the screen, you can see a beautiful and large landscape. Pay attention to it and search for the skyline in the landscape. Imagine that you are drawing a pathway between the skyline and you. Look at the point at which the pathway disappears into the distance. How far away is it? 1m? 100m? 1km? 10km? Now imagine that you are making your pathway longer. Extend it as much as you can and to help you do that, you will have to imagine that the skyline is going down. Whilst you look at it, you need to stretch your backbone and raise your head a little bit to be able to see further. Now take a look at how the sun rises in the skyline. Enjoy the experience of seeing a new daybreak. Let positive feelings embrace your self-confidence, hope and expectations. Now ask yourself: How do I contribute to the group of people that live with me, work with me and surround me in my community and in the world? Search for something that you can do. Take your time. Let the feelings and the light of the dawn help you to create a clear image: How do I contribute to others? What is my mission in this world? How will it benefit the people if I contribute in this way? What will the future look like if I accomplish my mission? When you feel that the image is clear, open your eyes and try to draw it on a piece of paper. You do not need to be an artist. Just do your best. The important thing is that you put down on paper what you have just imagined.</p>		
TIME: 20 minutes.		

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GROUP ACTIVITIES (Contd)

MANAGEMENTS SKILLS MODULE	Exercise 5A
ORDER OF THE DAY	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE	
<ul style="list-style-type: none"> to evaluate the effect of managing priorities 	
METHOD	
<p>Check that all instructions (see below) are understood.</p> <p>Hand out the instruction papers and start the game with a GO. Make a sound after 3 minutes (telephone call). Make a sound after 4 minutes (a text message). Stop the game after 5 minutes.</p> <p>Those who made all tasks – get a reward!</p> <p>Those who are frustrated, stressed, angry: Get rid of all your emotions by dancing a balloon dance! (e.g. a meeting with the boss)</p> <p>Debrief (see below)</p>	
MATERIALS:	
<p>The following material – in piles or cases:</p> <p>A5 paper, pencils, needles, cards, coloured stickers, stickers with motives, elastic bands, balloons, paper wrapped candies, drinking straws</p> <p>Four tables</p> <p>Instruction sheets for each participant (next page) Board and pens – for debriefing</p> <p>Flute or mobile sounds</p> <p>Arrangements at the tables</p> <p>1: paper, coloured stickers, candies 2: needles, biscuits</p> <p>3: pencils, gums, stickers with motives 4: cards, balloons, drinking straws</p> <p>Each participant is sitting on a chair 3-5 metres from the tables</p>	
TIME:	
30 minutes.	

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GROUP ACTIVITIES (Contd)

MANAGEMENTS SKILLS MODULE		Exercise 5A
ORDER OF THE DAY (contd)		
INDIVIDUAL WORK		GROUP WORK
<p>Instruction to participants:</p> <ul style="list-style-type: none"> You are now going to experience a day of working! Your chair is your office – you should carry out the tasks here. In a moment you will get a number of instructions which are to be carried out within 5 minutes. All the things you will need are on the four tables. <p>If and when you hear a sound, stop working and count to 15, before restarting your work.</p>		
DEBRIEFING		
You got many tasks and materials. What did they represent? (Get input from participants)		
	<p>Materials:</p> <ul style="list-style-type: none"> Paper Drawing Needles Cards Stickers Stickers with motives Elastic bands Biscuits Balloons Sounds Order Displacement Different placing 	<p>Materials:</p> <ul style="list-style-type: none"> Paper work Creativity Filing Choices, decisions, sorting out Choices, decisions, sorting out Choices, decisions, unclear instructions Flexibility, stress Breaks, meals Extension, exaggerated Interruptions – phone, text, email Needs for a system Other people's disorder Bad filing system, messages from different people Interruptions, useless things
<p>What happened? Who followed the order number by number?</p> <p>Who started by reading the instructions?</p> <p>What can we learn from this?</p> <p>Who started by collecting the materials and then carried out the tasks? What was the most important task?</p> <p>Who chewed the biscuits and then tried to blow up the balloon? How did you feel during the game?</p> <p>Who did not have lunch? Who went back to the office?</p> <p>Who chatted with others during the game?</p> <p>What did you like?</p> <p>What was frustrating or irritating?</p> <p>What would you have enjoyed if you had more time? Did anybody help anyone?</p>		

MANAGEMENTS SKILLS MODULE	Exercise 5A
ORDER OF THE DAY (contd)	
INDIVIDUAL WORK	GROUP WORK
<p>When prioritising we need to look at both IMPORTANCE and TIME PRESSURE Place the tasks done in this table:</p> <div style="text-align: center; margin: 20px 0;"> <p>HIGH</p>  <p style="margin: 0;">TIME</p> <p style="margin: 0;">LOW IMPORTANCE HIGH</p> </div>	
<p>Order of the day - Instructions</p> <p>Within 5 minutes you should carry out the following tasks</p> <ol style="list-style-type: none"> 1. Take a piece of paper (table 1) 2. Using a pencil, make a drawing of your favourite meal (table 2) 3. Take a needle (table 2) 4. Place the card (table 4) on the paper 5. Collect five different coloured stickers (table 1) and place them on your card 6. Take an elastic band (table 3) and place it on your left wrist 7. Choose five subject stickers (table 3) and place one at each of your coloured stickers 8. Eat two biscuits (table 2) 9. Blow up the balloon and tie it 10. Fasten the balloon to a piece of gum and place it on your left ankle, ready to meet the boss in halfan hour! <p>Your chair is your office – you are supposed to do your work here.</p> <p>If you hear a sound, stop the work and count to 15, before you continue.</p>	

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GROUP ACTIVITIES (Contd)

MANAGEMENTS SKILLS MODULE	Exercise 6A
TESTING YOUR CONSENSUS DECISION-MAKING SKILLS	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE	
<ul style="list-style-type: none"> to discover the factors for making effective decisions in meetings – and your personal approach to this. 	
METHOD	
<p>Work in groups of at least five or six to do this exercise. Below is a list of characteristics of an effective meeting (column 1). The list is based on some of the points we have covered in this module.</p> <p>Your task is:</p> <ol style="list-style-type: none"> 1. Read through the list and rank them according to their importance. Do this as an individual and place your rankings in column 2. 2. When you have all completed your individual rankings, use the process of consensus to agree a group order of importance (use column 3 for this). <p>All the factors mentioned are important for successful meetings.</p>	

1. FACTORS FOR EFFECTIVE MEETINGS	2	3
Agenda is circulated in advance		
No-one is allowed to dominate discussion Everyone participates		
The meeting keeps to time		
Skilful discussion techniques are used		
The Chairperson is in control of the meeting		
People use open questions and active listening skills		
Everyone has prepared well for the meeting		
The discussion stays on track		
Decisions are taken and recorded		
Everyone knows what their next steps should be		
Minutes or notes of the meeting are circulated swiftly after the meeting		

WAGGGS Leadership Resources

GROUP ACTIVITIES (Contd)

MANAGEMENTS SKILLS MODULE		Exercise 6B
MEETING - AND TEAM - EFFICIENCY		
INDIVIDUAL WORK		GROUP WORK
METHOD		
<p>Each team member marks her rating of each subject. In a team form the average rating is marked, and the team discusses possible improvements and actions for this. At the end of the meeting the below evaluation form is handed out or shown at a screen for every participant to rate her opinion on each topic.</p>		
It was hardly possible to stick to subject / agenda	1 2 3 4 5 6 7 8 9 10	We stuck to the subject / agenda the – no deviations
ON TRACK		
A few contributed – not intending support anybody	1 2 3 4 5 6 7 8 9 10	Everybody contributed, intending to support the team
ENGAGEMENT		
More than one spoke at a time – about own affairs	1 2 3 4 5 6 7 8 9 10	Only one speaker at a time, and the others followed
LISTENING		
No attempts to bring the team back on track	1 2 3 4 5 6 7 8 9 10	A few reacted when needed, and showed responsibility
LEADERSHIP		
Team decisions are weaker than individual decisions could be	1 2 3 4 5 6 7 8 9 10	Team decisions of higher quality than individual performances
DECISIONS		

MANAGEMENTS SKILLS MODULE	Exercise 9A
BRAIN EXERCISES	
INDIVIDUAL WORK	GROUP WORK
<p>OBJECTIVE</p> <ul style="list-style-type: none"> • to be aware of which side of the brain you use when thinking in different subjects, • to exercise both hemispheres and the switching between these 	
<p>METHOD</p> <p>Work in pairs.</p> <p>Exercise A: Which one?</p> <p>One person stretches out her arms in front of her, crossing her arms and clasping her handstogether, so the folded thumbs are below the other fingers.</p> <p>The folded hands are drawn back towards the body and upwards – the thumbs pointing away fromher.</p> <p>The other person now points – without touching – a finger from the folded hands, and this finger issupposed to be lifted. The finger can also be named to be lifted.</p> <p>How does that work?</p> <p>Both people should try.</p> <p>B. Mirrors</p> <p>Stand in front of each other and try to mirror each others movements.</p>	

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GROUP ACTIVITIES (Contd)

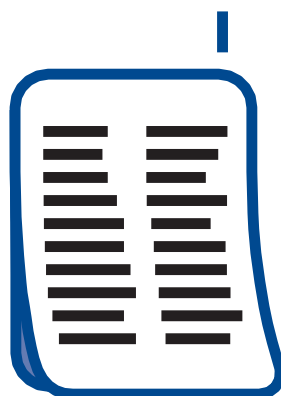
MANAGEMENTS SKILLS MODULE	Exercise 9B
USING THE PROBLEM SOLVING/DECISION MAKING MODEL	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none">• to decide upon different working methods and use these in problem solving	
METHOD <p>This task aims to you to use the Problem-Solving/Decision-Making model to solve a current problem.</p> <ol style="list-style-type: none">1. Identify a current problem within some aspect of your Girl Guiding/Girl Scouting role2. Work with a group of colleagues who are affected by the same problem3. Working with your group, use the problem solving/decision making model to arrive at a solution which everyone thinks will work.4. Check the actions you take against the intended outcomes as identified in the “Result” column on the model.5. Organise all the material you use to undertake this task for inclusion in your portfolio of evidence... <p>You can also use the six thinking hats on your problem</p>	

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GROUP ACTIVITIES (Contd)

MANAGEMENTS SKILLS MODULE	Exercise 9C
USING BRAIN STORMING	
INDIVIDUAL WORK	GROUP WORK
OBJECTIVE <ul style="list-style-type: none">• This task will help you to develop your skills in leading brainstorming sessions	
METHOD <p>You will need to work with a group of colleagues in order to complete the task.</p> <ol style="list-style-type: none">1. Identify a current issue of relevance and interest. It should be something which poses some kind of problem or dilemma for everyone in the group.2. Use the guidelines on effective brainstorming above to gather ideas for possible solutions to the problem (see section 9.4.1 on page 86)3. When you have completed the task, invite one or two members of the group to evaluate your effectiveness (they should use the guidelines as the basis of their assessment of your performance).	

APPENDIX 3 BIBLIOGRAPHY



WAGGGS Leadership Resources

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Links

SWOT Analysis.
Discover new opportunities. Manage and
eliminate threats
See: [http://www.mindtools.com/pages/article/
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T-Kit 1:
Organizational Management. European Youth
Forum(10 languages)
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T-Kit 3:
Project Management (in 11 languages)
[www.youth-
partnership.coe.int/youthpartnership/
publications/T-Kits/T_kits](http://www.youth-partnership.coe.int/youthpartnership/publications/T-Kits/T_kits))

Solution to Exercise 9.5, page 115

