World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

WAGGGS

Leadership

Resources

Personal Development

WAGGGS Leadership Resources
Personal Development

CONTENTS

1. INTRODUCTION TO PERSONAL DEVELOPMENT

Recently, Time magazine published an article on "What's wrong with the world today?" and the shortest answer to that in the Letters to the Editor was "I am"! This triggers a little story, which conveys the same message in a very different setting.

It was the father's turn to look after his little daughter, while his wife was at work. He was not looking forward to the day, as he had a bit of office work to complete. He was trying to come up with an activity that would keep his daughter busy for the longest possible time.

He went through an old book he had and stumbled upon a world map. Eureka! He thought he had found the right exercise. He tore the page out of the book, tore it into small pieces of paper and gave it to his daughter to use as a jig saw puzzle. He expected peace for the next two hours.

To his utter amazement, she was back in 30 minutes... with the completed map. He asked her how she had done it so fast... and she said "Oh papa, there was a picture of a man at the back of it, I fixed the man and the world fixed it self"

This is the simple philosophy that the World Association of Girl Guides and Girl Scouts believes in. We believe that by enabling every one of our 10 million members to discover their potential and be responsible citizens of the world, we can reach out to the world and fix it!

WAGGGS' Mission is to enable girls and young women to develop their fullest potential as responsible citizens of the world. Engaging and empowering girls and young women with skills, attitude and outlook, to take the initiative for positive social change; achieves this.

WAGGGS is proud of the special way we work – the "Girl Guiding/Girl Scouting Method" – a proven method for 100 years. The systematic and progressive self-development of every Girl Guide/Girl Scout is an important part of the educational programme of each Member Organization.

The Movement points the way to possible avenues of exploration, and the Girl Guide/Girl Scout chooses her route and proceeds with her chosen activities at her own pace, exercising self-motivation and freedom of choice. In this way, the Girl Guide/Girl Scout progresses individually, as well as learning to interact successfully as a part of a group, developing her own imagination and creativity.

(Girl Guiding/Girl Scouting: A challenging Movement, 3rd ed. 1997)

Developing your potential begins with discovering yourself. Discovery is a very interesting phenomenon, as you find something you didn't know you already possessed. You have the potential and Girl Guiding/Girl Scouting provides the platform to discover yourself.

Personal Development

1. INTRODUCTION TO PERSONAL DEVELOPMENT (Contd)

Personal Development – an element of leadership development

"Why work so much on ourselves when we should be learning information? I figured out why this method was chosen, **that you need to lead yourself first so that you can lead others**.*"*

(Participant, WLDP Facilitators' Training Workshop)

Leadership is both attitudes and skills, but most of all, leadership is dependent on the people involved. Being lead and being a leader is related to the tasks and the context, the actual situation, and most of all influenced by the approach of the persons involved.

Therefore, being a leader starts with leading yourself. This indicates that you know yourself, understand your personality and behaviour, and respect yourself as a person with competences and limitations.

When you have worked with yourself you have also practised your own leadership, for yourself and for others whether you know them or not.

So let us start working with leadership on a personal basis – Personal Development.

> "To lead others I need to lead myself, and to lead myself I need to know myself" is the key content for this module that covers the different aspects of individuality and personality:
>
> - My self
> - Self esteem
> - Motivation
> - Reactions – and assertive behaviour.
>
> There are special sections on 'me as a leader' and 'me as a learner' including values, potential, competences, intelligences, and emotions which are summarized in a section about personal goal setting.

Personal Development

2. MY 'SELF' AS A LEADER

Are you a leader today? Could you be a leader tomorrow? To answer these questions we need to have a fairly clear idea of the characteristics that best define us - and how these match up with the characteristics that best define a leader. So our starting point could be to think more clearly about how we see ourselves.

Our idea of 'self' is based on our individual beliefs about our personal qualities, often but not always shaped by comparisons between ourselves and others. However, because people engage in different roles and situations during their lives, their self-knowledge is organized around multiple roles, activities and relationships. There may be multiple 'selves' active in different social situations which make us think, feel and behave differently when we are in different social roles, groups and relationships. Despite this, most people select a few core characteristics that uniquely describe them and think of a single 'self' in these terms.

Although members of all cultures seek such a **coherent sense of self**, the vision of what the 'self' is differs across cultures. In independent cultures (typically "western" societies) the individual characteristics are emphasised; in inter-dependent cultures, the social roles are more important. However, across all cultures, our self-knowledge tells us which situations to engage in and which to avoid. An interesting observation is that, in most cultures, people's behaviour tends to be influenced by the situation but they attribute other people's behaviour to internal characteristics, regardless of their situation.

In the same way, you can look at yourself and your personal leadership style from different perspectives. You can look at yourself from the point of view of leaders you have met in your life, from the perspective of those you lead and from your peers.

Eight key principles of leadership[1] are identified as a framework for the development of leadership qualities. These are:
- vision
- trust
- participation
- learning
- diversity
- creativity
- integrity
- community

GO TO   **Individual Exercise 2.1**   Individual   **MYSELF AS A LEADER - THE 'COHERENT SELF'**

then consider the discussion topics on the next page.

[1] From *Leading People* by Rosen and Brown. Penguin 1997

2. MY 'SELF' AS A LEADER (Contd)

Discussion

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

2. How does our ability to recognise leadership qualities in ourself and in others change if we change our perspectives on leadership from 'leader as a hero' to 'leader as a relationship builder' (as discussed in the "Understanding Leadership Module")?

3. How do you think WAGGGS is a leadership building organization?
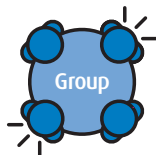
GO TO **Individual Exercise 2.2** *Individual* **MY FIRST EXPERIENCE AS A LEADER**

You could also do activity 2 "My life so far" from the toolkit The Right to be Me (Our Rights Our Responsibilities. which can be downloaded from the WAGGGS website).

GO TO **Group Exercise 2.A** *Group* **SELF-KNOWLEDGE INTERVIEW**

Learning Log

3. MY FULLEST POTENTIAL

> *WAGGGS' Mission is*
> *to enable girls and young women to develop their fullest potential as responsbile citizens of the world.*

Your potential is your natural ability or quality that could be developed. Your potential might be something

- You know about – and are curious for more
- You are able to do – and could train
- You are motivated for and have an interest in
- You have a talent for – to be developed

Your potential is connected to your competences and to your intelligences, and relying on your interest and motivation. Other people and your situation have an influence on your possibility of actually reaching your fullest potential – but first of all you must be aware of and willing to reach your potential yourself.

WAGGGS' Mission indicates that you not only work to develop your potential, but that you do it in the context of the international environment of responsible girls and young women.

GO TO   **Individual Exercise 3.1**   *Individual*   **MY POTENTIAL – STATUS & DEVELOPMENT**

Discussion

DEVELOP YOUR POTENTIAL

Which potential do you wish to develop further

In your Girl Guide/Girl Scout life?

In your education or career?

In your private/family life?

In another leisure time activity?

3.1 Perception

> *We do not see the world as it is - we see the world as we are ourselves.*

People are different, not only in the way they behave and express themselves – they also observe, perceive, think and feel differently which is mainly the reason why they express themselves differently.

When observing the world around us as well as ourselves, we use our senses: sight (eyes), sound (ears), smell (nose), taste (mouth) and feeling (skin). In connection to these we often talk about the 6th sense – empathy.

Most people have a preferred primary sense which they use for observing, and this preference is also expressed through their way of talking and behaving.

For instance, telling a story can cause these reactions:

"I see the situation clearly before me"
"It sounds exciting"
"I have a feeling of relaxation"

Many animals are much better at distinguishing smells, – but researchers say that any child knows the smell of their mother – and this sense-observation is kept throughout life.

The theory of Neuro-Linguistic Programming (NLP) deals with the senses as the representative systems of our preferred communication method.

Visual people like pictures, and often use metaphors.
Auditory people like to listen, are good at speaking and like sounds.
Bodily-kinaesthetic people like to touch, to experience and try.

Discussion

DIFFERENT PERCEPTIONS AND THE WAGGGS PRINCIPLE

How do you prefer to get new knowledge and information:

- Reading a manual?
- Looking at pictures?
- Listening to another person telling you - without showing?
- Watching a person showing you?
- Trying yourself - and evaluating the result afterwards?

Give examples of different perceptions though these, and other, means.

3.2. Learning

Connected to our perception is our way of learning – our preferred 'learning style'.

> *Learning is the result of - conscious or unconscious - achievement of knowledge, skills, or atttitudes.*
>
> *Learning should result in a change of behaviour, based on the achievement.*

Learning without a change in behaviour is 'silent' and is not useful to anyone except the learner.

As learning continues throughout our lives, you as a leader are both learning and teaching exept by role modelling to others. However, what the learning person learns depends on her ability to learn and her way of learning, more than on her way of performing.

> *You cannot teach a man anything, you can only help him to discover it for himself.*
> Galileo Galilei, 1564-1642
> (Quoted in the introduction to WAGGGS Training Guidelines)

There are many theories of learning styles, most of them are connected to other theories of personality and communication. Among the most recent theories are Dunn[2] & Dunn's 21 different learning styles, and Garner's work connecting learning styles to the different intelligences (See next chapter).

Kolb's Learning Circle, and Honey[3] and Mumford's Learning Styles which are connected to it, are the most well known. The Learning Circle defines the four steps:
- Having an experience
- Reflecting on it
- Drawing their own conclusions (theorising)
- Putting their theory into practice to see what happens

Based on the result, the learner can then move around the circle again, jump in any part of the circle, and then quit when they decide the process has been successful (i.e. they have learned the task or material).

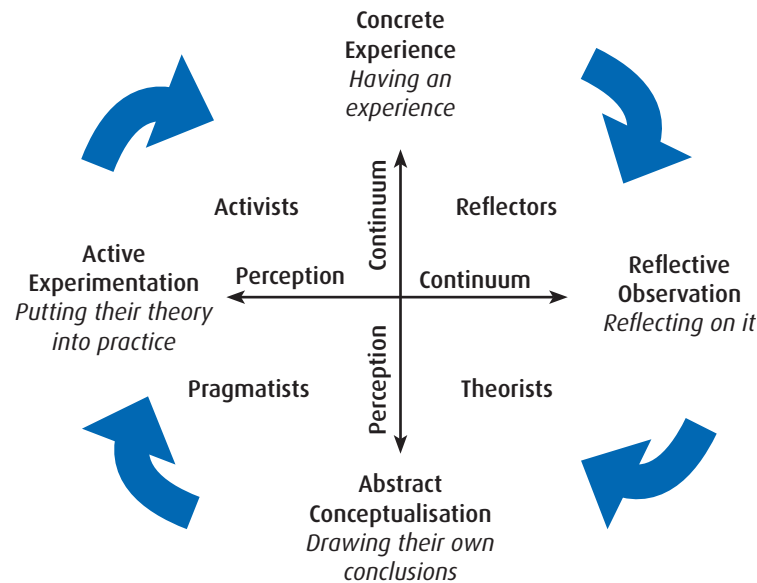[2] Dunn, R., K., & Price, G.E. (1984). *Learning style inventory*. Lawrence, KS, USA: Price Systems
[3] Honey, P. & Mumford, A. (2000). *The Learning styles helper's guide.* Maidenhead: Peter Honey Publications Ltd.

3. MY FULLEST POTENTIAL (Contd)

Their model would look like:

Concrete
Experience
*Having an
experience*

Activists   Reflectors

Continuum

Active
Experimentation   Perception   Continuum   Reflective
*Putting their theory   Observation
into practice*   Reflecting on it*

Perception

Pragmatists   Theorists

Abstract
Conceptualisation
*Drawing their own
conclusions*

- Reflector - Prefers to learn from activities that allow them to watch, think, and review (take time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.

- Theorist - Prefer to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models, and readings. Talking with experts is normally not helpful.

- Pragmatist - Prefers to apply new learning to actual practice to see if it works. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.

- Activist - Prefers the challenges of new experiences, involvement with others, assimilations and role-playing. Likes anything new, problem solving, and small group discussions.

Discussion

LEARNING BY DOING

How does the fundamental Guiding/Scouting principle: 'Learning by doing' relate to the existence of individual and different ways of learning?

Give examples from your daily life in Girl Guiding/Girl Scouting.

3.3 Intelligence

Intelligence is the ability to learn, understand, and think about things; and to connect your knowledge and understanding to use in action.

Howard Gardner (1999) believes that we have multiple intelligences, rather than a general intelligence that underlies performance in all tasks.

Gardner suggests that different cultures highlight certain intelligences and minimise others.
Gardner goes against the traditional proposal and suggests that there is no general intelligence but rather multiple, distinct intelligences. Gardner proposes seven intelligences, although he does not limit the possible number.

1. Linguistic intelligence
2. Musical intelligence
3. Logical mathematical intelligence
4. Spatial intelligence
5. Bodily-Kinesthetic intelligence
6. Interpersonal intelligence
7. Intrapersonal intelligence

Additional 'candidate' intelligences are:

8. Naturalistic intelligence (ability to discern patterns in nature - e.g. Darwin)
9. Spiritual Intelligence - recognition of the spiritual
10. Existential intelligence - concern with 'ultimate issues'

On the Internet you can find several samples of self testing your Gardner's multiple intelligences – most of them testing the 7 above mentioned.

GO TO **Individual Exercise 3.2** Individual **MY INTELLIGENCES**

Discussion

MULTIPLE INTELLIGENCES - THE STRENGTH OF A GROUP

Tell your group about your intelligences. Does anyone share your strengths? What are the strengths of the group?

Which intelligences are used when working in the group? Which are you missing?

3.4 Creativity

Creativity is the ability to use imagination (combined with experiences, skills, and knowledge) to produce new ideas and make new things.

Imagination, fantasy and intuition form part of our perception and are linked to innovation, the basics of any development.

We are born with a lot of innovative potential, but as we grow up and gain experience and train our thinking, some of this potential becomes hidden. Games and plays and storytelling are training techniques for our creativity.

3.5 Cognition

How do you see and describe yourself and your potential? And how do others see you?

A **Johari window** is a cognitive psychological tool created by Joseph Luft and Harry Ingham in 1955 in the United States, used to help people better understand their interpersonal communication and relationships. It is used primarily in self-help groups and corporate settings as a learning exercise.

When performing the exercise, the subject is given a list of 55 adjectives and picks five or six that they feel describe their own personality. Peers of the subject are then given the same list, and each pick five or six adjectives that describe the subject. These adjectives are then mapped onto a grid.

GO TO **Group Exercise 3.A** Group **JOHARI WINDOW**

Discussion
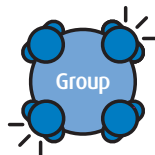
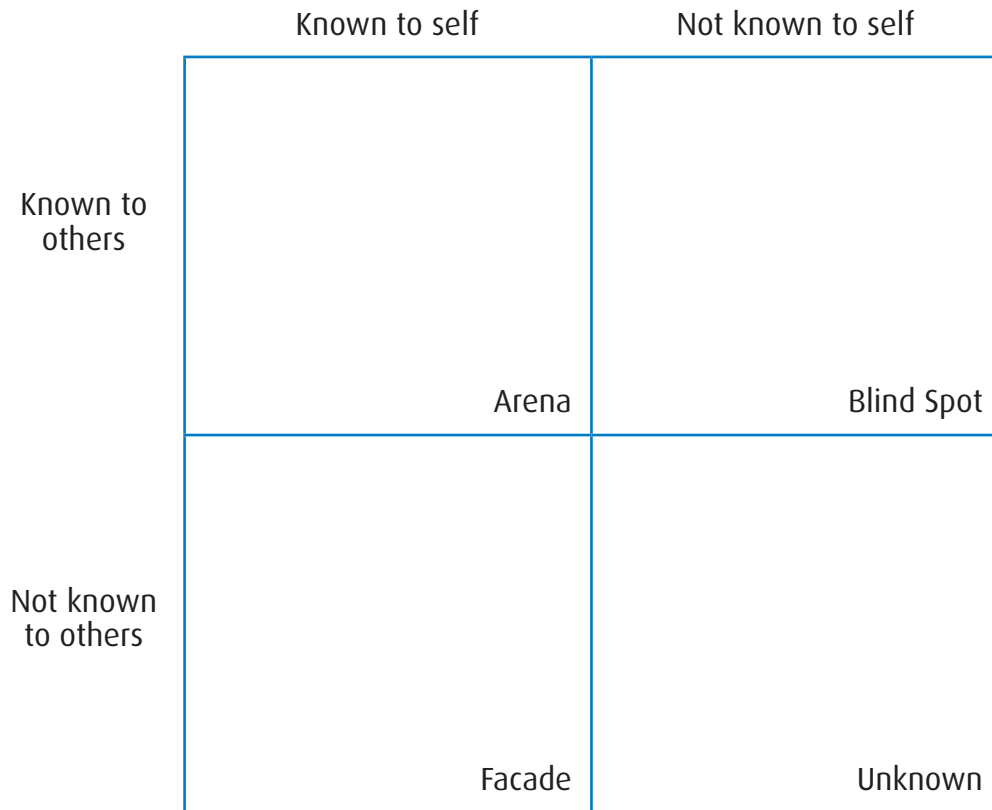### JOHARI WINDOW IN DIFFERENT PERSPECTIVES

When you look at your own Johari Window, you can try to imagine what it would look like if you moved to another part of the world, or how your grandparents - and your future children - would describe your personality.

3. MY FULLEST POTENTIAL (Contd)

Johari Window

	Known to self	Not known to self
Known to others	Arena	Blind Spot
Not known to others	Facade	Unknown

Learning Log

4. SELF ESTEEM

When talking about self esteem we meet other related subjects:

- Self image – the perception a person has of herself – who she IS
  (internal emotion)
- Self esteem – the valuation of a person's behaviour – what she DOES
  (external reaction and visible to others)
- Self worth – the value a person awards herself

You could say that self worth is the sum of the self image + the self esteem. If both are positive, then self worth is positive, and if one of those are weak, more of the other is needed to keep the balance.

Self image should be developed by the person herself while self esteem can be influenced by other people.

Your self worth and the self image influences your attitudes, your view on life, yourself and other people, and therefore also your behaviour. So in the end your quality of life is based on your perception of yourself.

Your self-esteem grows when you feel you are who you want to be (identity) and when you do the things that are important to you (meaning).

Discussion

ROLE MODELLING CONSCIOUSLY

When you are in your Girl Guide/Girl Scout environment, how do you treat the girls and the leaders?

Do you think of their self-esteem when you address them?

Do you consider how your behaviour is looked at and how it influencesthose who regard you as a role model?

How does role modelling match with the fundamental principle of 'children leading children'?

How does the patrol system, regarding a patrol as a group of equal individuals support the individuals' self-esteem?

4. SELF ESTEEM (Contd)

4.1 Feeling Good

> *One hundred years from now it will not matter*
> *What my bank account was*
> *What sort of house I lived in*
> *Or what car I drove:*
> *But the world may be different because*
> *I was important in the life of a child.*
>
> *Our Cabaña, 2007*

As everyone knows, it helps to feel good about yourself if you are to fully enjoy positive and productive relationships with those around you, at home, at work, or at play. This "feeling good about yourself" is generally referred to as self-esteem. It is not the same thing as self-centredness, false pride or love of self (narcissism). It means that you see yourself as a unique human being with a unique sense of self worth. It means that you are comfortable with yourself, your competencies and the way you control your life.

Low self-esteem, on the other hand, means that the person thinks of herself as less worthy than others, less able or confident than others. People with low self-esteem tend to be nervous or unsure about their own abilities or skills, and have insufficient confidence to believe that they can achieve their potential.

Many studies have suggested that low self-esteem begins in childhood and is largely the result of attitudes and actions of the significant older people in our early life. They believe that our image of self begins to take shape while we still in infancy, and by the time we are seven or eight years old, it is well established and influences our perspectives, behaviours and particularly our self-esteem.

This does not mean that our self-image and self-esteem cannot change but that it may be difficult even if desirable. Healthy self-esteem will have developed from praise, respect, and stable positive influences around us; low self-esteem will have been the result of constant criticism, neglect, or even abuse.

It is estimated that by the time a child is eight years old, he/she will have received approximately 70,000 negative comments, for example, "You'll never be able to do it" "Because I say so!" If such negative comments are not balanced with positive ones, then it is all too easy to see how a child will grow up with a poor sense of self worth - and a belief (or at least a sub-conscious doubt) that they will never make a success of their life.

One of the outcomes of having low self-esteem is that we construct a "template" for life which is formed by the belief that the experiences of our childhood are the "norm" - in other words, " this is how the world is, and this is what I can expect from it".

This means that as adults we choose relationships with people who only confirm our sense of low self-worth. For example, if we were criticised when we were young, the chances are we may wind up with a boss, mate or even child who is constantly telling us what we do wrong. Because we have grown up believing it is "normal" for others to treat us that way, we allow it.

However, while there may be some truth in all this, many approaches to exploring self-esteem appear to do more to reinforce negative feelings than alleviate them. Have a look at exercise 2 and consider how we might think more positively about self-esteem issues.

GO TO **Individual Exercise 4.1** *Individual* **SELF-ESTEEM QUIZ- POSITIVELY!**

4. SELF ESTEEM (Contd)

4.2 Steps to build and sustain healthy self-esteem

Using appreciative attitudes and behaviour consciously can influence not only your own self-esteem; those around you will automatically recognise and often copy your behaviour.

1. Remind yourself that you are a unique human being, with a unique sense of value.

2. Begin to treat mistakes that you (and everyone else!) make as opportunities to learn and grow.

3. Use positive affirmations as a way to raise your self-esteem. Try to programme your mind into thinking and stating positive statements about yourself. Use them as a meditation technique, as well as through each day by saying them to yourself. Examples of positive affirmations are given below.

4. Accept compliments graciously. Don't dismiss or ignore them as this reinforces the belief that you do not deserve or are not worthy of praise.

5. Mix with positive and supportive people. The people we associate with have a big influence on our thoughts, actions and behaviour. It is not helpful to spend time with people who do not make us feel good about ourselves. It is vital for self-esteem to actively choose not to be with people who promote negativity, and to surround yourself with those who make you feel better about yourself by their positive and supportive attitudes.

6. Acknowledge your positive qualities and skills. Learn to identify and regularly affirm your many positive attributes.

7. Make a positive contribution to others. By doing so, it will make you feel more valuable, which increases your sense of your own value and raises your self esteem.

8. Involve yourself in work and activities that you love. Very often, people with low self-esteem stop doing those activities they most enjoy. Ensure that you really enjoy your role in Girl Guiding/Girl Scouting and that it provides lots of opportunities to re-affirm your self worth through its unique values and processes.

GO TO   **Individual Exercise 4.2**   Individual   **BUILDING AND SUSTAINING SELF-ESTEEM**

Some thoughts on self-esteem.....
"Friendship with oneself is all-important, because without it one cannot be friends with anyone else" (Eleanor Roosevelt)

"Learning to love oneself is the greatest love of all" (Whitney Houston)

4. SELF ESTEEM (Contd)

> **Don't be a buffalo.**
>
> When buffalo were still common in North America, Native American hunters learned a trick to hunt the herd animals. Buffaloes don't look up when moving as a group. In fact, if a few buffaloes in a herd were startled into running, the entire herd would charge, even if most of the buffalo had no idea what they were running from.
>
> The Native American hunters learned that if they encouraged a few buffaloes to start running towards a cliff, the entire herd would run off the edge. The buffaloes followed the group thinking, and couldn't stop themselves even when it meant their own deaths.
>
> Although you're probably not gullible enough to run off a cliff, it's easy to stop thinking for yourself. It's easy, because you don't realise when you're doing it. Thinking for yourself takes effort, and it's easy to be tricked into going over the edge.

4.3 I am me

> In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine because I alone chose it.
>
> I own everything about me: my body, including everything it does; my mind, including all its thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they may be: anger, joy, frustration, love disappointment, excitement; my mouth, and all the words that come out of it: polite, sweet or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or to myself.
>
> I own my fantasies, my dreams, my hopes, my fears.
> I own all my triumphs and successes, all my failures and mistakes.
>
> Because I own all of me, I can become intimately acquainted with me. By so doing, I can love me and be friendly with me in all my parts. I can then make it possible for me to work in my best interests.
>
> I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.
>
> However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that given moment in time.
>
> When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.
>
> I can see, hear, feel, think, say and do. I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.
>
> I own me, and therefore, I can engineer me.
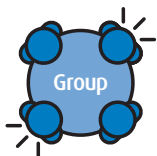> I am me and I am OK!"
>
> **Virginia Satir**
> **Virginia Satir was one of the most influential modern psychologists and a founder of family therapy. She wrote this in answer to a fifteen year old girl's question "how can I prepare myself for a fulfilling life?"**

GO TO   **Group Exercise 4.A**   Group   **THE UGLY DUCKLING**

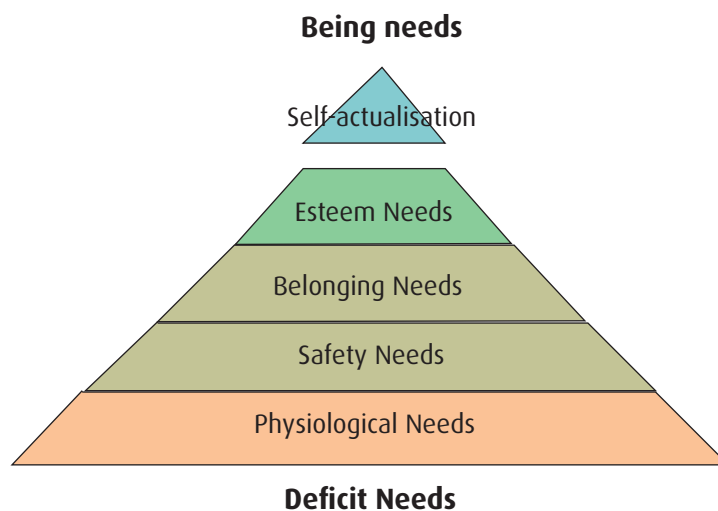## Learning Log

5. MOTIVATION

> *"The only happy people I know are the ones who are working well at something they consider important."*
>
> Abraham Maslow

What makes you act – and react? What is your drive, your energy "power button"?

Abraham Maslow (1908 – 1970), has defined motivation as the fuel that makes you fulfil your needs.

Maslow noticed that some needs take precedence over others. For example, if you are hungry and thirsty, you will tend to try to take care of the thirst first. After all, you can do without food for weeks, but you can only do without water for a couple of days! Thirst is a "stronger" need than hunger. Likewise, if you are very, very thirsty, but someone has put a choke hold on you and you can't breath, which is more important? The need to breathe.

Being needs

Self-actualisation

Esteem Needs

Belonging Needs

Safety Needs

Physiological Needs

Deficit Needs

Maslow took this idea and created his now famous **hierarchy of needs**. Beyond the details of air, water, food, and sex, he laid out five broader layers: the physiological needs, the needs for safety and security, the needs for love and belonging, the needs for esteem, and the need to actualise the self, in that order.

1. **The physiological needs**. The need to have food, clothes, sufficient warmth – or to survive.
2. **The safety and security needs**. When the physiological needs are largely taken care of, this second layer of needs comes into play. You will become increasingly interested in finding safe circumstances, stability, and protection. You might develop a need for structure, for order, some limits.
3. **The love and belonging needs.** When physiological needs and safety needs are, by and large, taken care of, a third layer starts to show up. You begin to feel the need for friends, a sweetheart, children, affectionate relationships in general, even a sense of community.

5. MOTIVATION (Contd)

4. **The esteem needs.** Next, we begin to look for a little self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance.

The higher form involves the need for self-respect, including such feelings as confidence, competence, achievement, mastery, independence, and freedom. Note that this is the "higher" form because, unlike the respect of others, once you have self-respect, it's a lot harder to lose!

Maslow calls all of the preceding four levels, deficit needs, or D-needs. If you don't have enough of something - i.e. you have a deficit - you feel the need. But if you get all you need, you feel nothing at all! In other words, they cease to be motivating. This was also mentioned by Frederick Herzberg who distinguishes between hygiene factors to motivate you (almost the three lower levels of Maslow's hierarchy) and motivational factors (Maslow's two upper levels).

Needs still not salient

Salient
Needs

Needs fulfilled
no longer salient
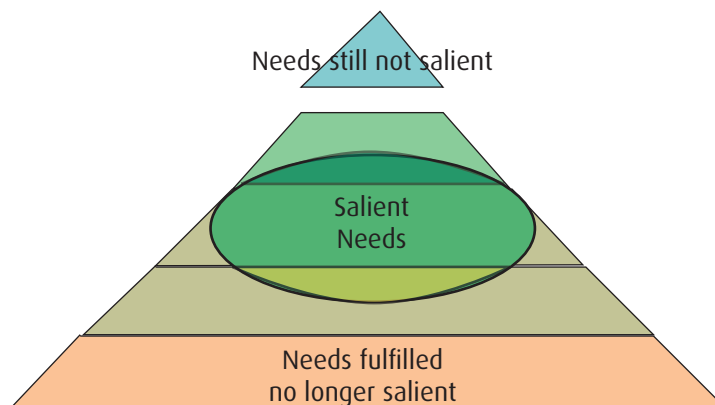
Maslow sees all these needs as essentially survival needs. Even love and esteem are needed for the maintenance of health. He says we all have these needs built in to us genetically, like instincts.

In terms of overall development, we move through these levels a bit like stages. As newborns, our focus (if not our entire set of needs) is on the physiological. Soon, we begin to recognise that we need to be safe. Soon after that, we crave attention and affection. A bit later, we look for self-esteem. Mind you, this is in the first couple of years!

Under stressful conditions, or when survival is threatened, we can 'regress' to a lower need level. When your family gets up and leaves you, it seems that love is again all you ever wanted.

If you have significant problems along your development - a period of extreme insecurity or hunger as a child, or the loss of a family member through death or divorce, or significant neglect or abuse you may 'fixate' on that set of needs for the rest of your life.

5. **Self-actualisation**. Maslow has used a variety of terms to refer to this level: He has called it **growth motivation** (in contrast to deficit motivation), **being needs** (or **B-needs**, in contrast to D-needs), and **self-actualisation**.

They involve the continuous desire to fulfil potentials, to 'be all that you can be' They are a matter of becoming the most complete, the fullest, 'you' - hence the term, self-actualisation.

When in a self-actualising mode you often work harder, feel the lower level needs less, and do more than you ever expected. You feel happy, confident – have in other words reached a point of PEAK PERFORMANCE or PEAK EXPERIENCE.

5. MOTIVATION (Contd)

Though Maslow's theory has often been discussed, it is still regarded as a basic principle of motivation.

In the WLDP module "Leading Teams" you can read about motivating others.

GO TO **Individual Exercise 5.1** Individual **FULFILLING MY NEEDS!**
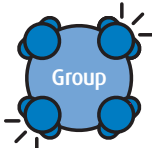
Or

GO TO **Individual Exercise 5.2** Individual **MY DRIVE – MY MOTIVATION IN GIRL GUIDING/GIRL SCOUTING**

Continue with

GO TO **Group Exercise 5.A** Group **DIFFERENT NEEDS – DIFFERENT MOTIVATION – DIFFERENT PEOPLE**

Or

GO TO **Group Exercise 5.B** Group **PEAK PERFORMANCE**

Discussion

MASLOW AND MOTIVATION

Discuss whether the theory of needs is valid in any circumstances and any part of the world.

5.1 Flow

Flow and peak experience are related psychological reactions. When you work with things you are very enthusiastic about, you may discover that even though you work hard, you gain energy, you forget about time – and sometimes even 'forget' your basic needs, food, sleep and the climate around you. This phenomenon is called flow – by some 'positive stress' – and makes you do your utmost so that you maybe surprise yourself by the results you achieve. One's peak performance comes without effort and when not thinking about it.

Another state of mind, connected to self esteem as well as to motivation and flow, is mindfulness. This is characterised by calm awareness of one's body functions, feelings, content of consciousness, or consciousness itself. Mindfulness plays a central role in the teaching of the Buddha where it is affirmed that "correct" or "right" mindfulness is the critical factor in the path to enlightenment. A key innovative teaching of the Buddha was that 'meditative absorption' should be combined with the practice of mindfulness. Mindfulness techniques are increasingly being employed in Western psychology to help alleviate a variety of mental and physical conditions.

5. MOTIVATION (Contd)

Discussion

FLOW AND MOTIVATION

- Think of a time in your Girl Guiding/Girl Scouting life when you have been in a FLOW situation - or when your work was a Peak Performance.
    - Share with your neighbour the circumstances of the situation.
    - Discuss with your neighbour if you have tried to give others the same experience later on
    - How can you use your own learning in your future leadership?

5.2 Positive Affirmations

Positive affirmations are positive statements that nurture positive thinking and can help develop a powerful and positive attitude to life. A positive attitude is like a fuel for good health and happiness.

Discussion

LEADER METAPHOR

Below are some positive affirmations. Discuss whether you think these are appropriate for all ages and in all cultures and why you think this is so or not so.

1. Who you are:
- I am strong
- I am special
- I am unique

2. Who you will be:
- I can achieve my goals
- I can make a difference to my world
- I can be all that I have the potential to be

3. I will do:
- I will like myself
- I will smile more
- I will become self-aware

Learning Log

6. ASSERTIVE BEHAVIOUR FOR LEADERS

Gandhi's struggle for India's independence, along with the communication strategy and actions he used for this, are a good example of assertiveness. He used a people movement which he called "Satyagraha" which used non violent means to achieve his objective. He kept communicating the Indians' right to rule themselves to the British, irrespective of what the British thought about Indians. Gandhi was sent to jail several times and in many cases was asked to pay a fine for opposing British rule. He never agreed to pay the fine, saying that he had the right to say what he thinks is correct. After several decades of this struggle, India became independent.

Nelson Mandela's politics of reconciliation in South Africa is another example of assertive behaviour – a way of treating and regarding everybody as equal with equal rights.
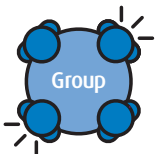
Many behavioural scientists have argued that our behaviour towards others may be described in three ways:

- Aggressive,
- Passive/submissive, or
- Assertive

Start with

GO TO Group Exercise 6.A   Group   **MARKET DAY**

or

GO TO Group Exercise 6.B   Group   **ASSERTIVE BEHAVIOUR**

GO TO Individual Exercise 6.1   Individual   **DEFINING AGGRESSIVE, PASSIVE AND ASSERTIVE BEHAVIOURS**

6. ASSERTIVE BEHAVIOUR FOR LEADERS (Contd)

Here are some definitions for you to consider.

AGGRESSIVE BEHAVIOUR:
This is when we stand up for our own rights in such a way that we violate the rights of another person.   We express thoughts, feelings and beliefs in unsuitable and in appropriate ways, even though we may honestly believe those views to be the right ones.

I > You

This behaviour is perceived not to consider the other person's point of view, and faced with conflict or confrontation, will respond with attack. Aggressive behaviour is viewed as competitive, with the goal (either implicit or explicit) of "winning". This is usually achieved by putting others down or by over-riding the opinions, wishes, feelings or rights of others. Aggression results in over-reaction, sometimes with verbal or even physical abuse and intimidation. It leaves behind a trail of distress, resentment and humiliation.   Its results are more powerful when the victim of aggression is able only to respond in a submissive or passive way.

PASSIVE OR SUBMISSIVE BEHAVIOUR:
This is when we fail to stand up for our rights or do so in such a way that others easily disregard them as of no consequence. We express our thoughts, feelings and beliefs in apologetic, cautious or self-effacing ways. We sometimes fail to express our feelings or views altogether.

You > I

This behaviour allows the individual to become almost irrelevant and makes the ideal target for aggressive behaviour. Passive behaviour is sometimes about "resignation" or a desire to keep the peace and keep everyone happy ("anything for a quiet life"). The passive person will avoid confrontation and be over-ready to agree with others. The over passive persons may regard themselves as some kind of "victim" or "martyr" in the situation.

There is, however, another aspect of passive or submissive behaviour; this is called "passive/aggressive" and occurs when a submissive person uses manipulation as a means of coercion through provoking a sense of guilt in the other person.

ASSERTIVE BEHAVIOUR:
This is when we stand up for our own rights in a way that does not violate the rights of another person. It leads to an honest, open and direct expression of our point of view which, at the same time, shows that we understand and accept each other.

You = I

An assertive approach is said to involve a genuine respect for ourselves and others.   The assertive person tries to be aware of their own positive and negative characteristics and accepts that others will also have characteristics of their own.

6. ASSERTIVE BEHAVIOUR FOR LEADERS (Contd)

The assertive person:

- does not need to put others down, nor to win at all costs;
- takes responsibility for their own choices and actions, without blaming others;
- recognises their needs and asks openly and directly for these to be met
- does not suffer a sense of rejection when needs or requests are refused
- has a deeply anchored sense of self esteem that is not dependent on the approval of others
- can cope with situations appropriately, honestly acknowledging to ourselves how we think and feel.

We have already seen from the preceding section how our self esteem can be influenced by experience from infancy. We can see how a low sense of self esteem can have a direct influence on ways in which we behave towards others. This may be shown as:

```
          ┌──────────────────────┐
          │    Low self-esteem   │
          └──────────────────────┘
                     │
                     ▼
          ┌──────────────────────┐
          │   Feeling threatened │
          └──────────────────────┘
            │                  │
            ▼                  ▼
   ┌─────────────┐      ┌─────────────┐
   │   "FIGHT"   │      │   "FIGHT"   │
   │   Behaving  │      │   Behaving  │
   │ aggressively│      │ submissively│
   └─────────────┘      └─────────────┘
```
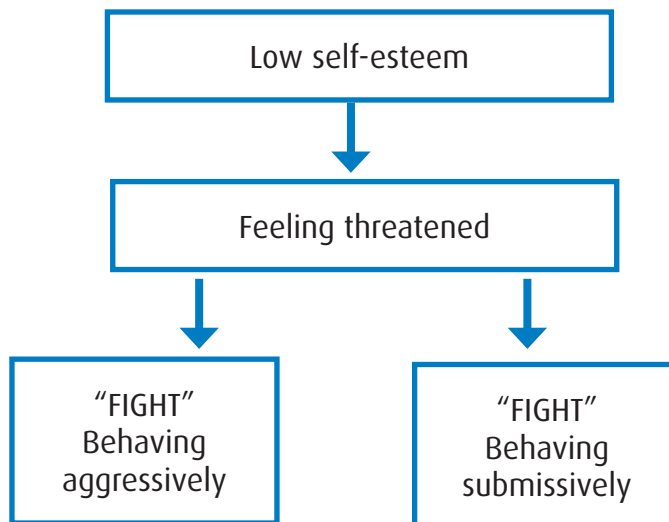
The 'fight' or 'flight' responses to situations in which we perceive we are threatened are instinctive or automatic behaviours that we share with all other living creatures. These behaviours come from the primitive part of the brain. As humans, with a more highly developed brain, we do not have to respond with the automatic 'fight' or 'flight'; we can learn to respond in a different way – the assertive way.

Self esteem and assertive behaviour leads us to a 'state of full awareness'; our mind is in 'awareness mode'. (Maslow, 1987)

Some indicators of a mind in 'awareness mode' are as follows:

- A feeling of confidence and the absence of anxiety and self-doubt
- No obsession with success and no fear of failure
- An absence of competitiveness, the focus being on performing beautifully and excellently

┌───┐
│ **The three behaviours: the underlying messages**   │
│   │
│ **AGGRESSIVE**   "I'm OK; you're not OK"   │
│ **SUBMISSIVE**   "You're OK; I'm not OK"   │
│ **ASSERTIVE**   "I'm OK; you're OK"   │
└───┘

6. ASSERTIVE BEHAVIOUR FOR LEADERS (Contd)

Assertive behaviour is underpinned by four building blocks:

SELF ESTEEM

COMMUNICATION

RESPECT FOR OTHERS

SELF AWARENESS
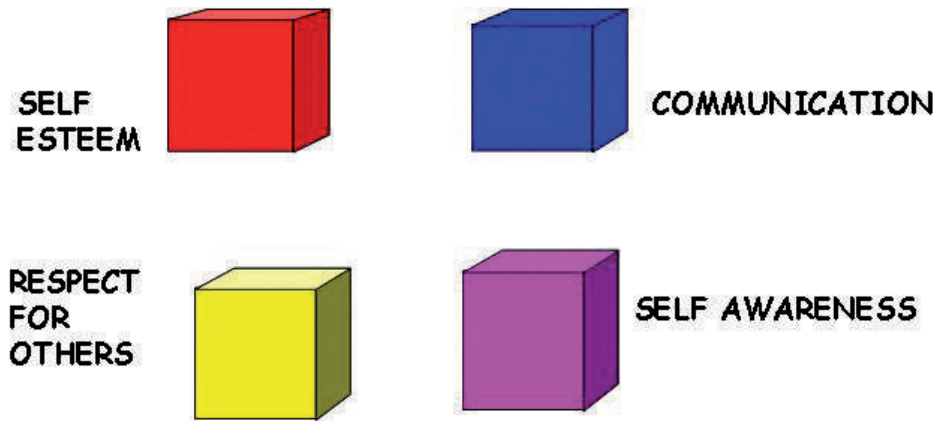
Each of these building blocks must be present to ensure that we are able to respond with assertiveness.

Self-esteem is about having a healthy sense of self worth

Communication means being able to state clearly and directly how we feel, or what we need in a particular situation

Self-awareness is all about understanding how we feel in a situation, and knowing what effect our behaviour has on other people

Respect for others acknowledges that if we give ourselves "rights" as an assertive person, then those same rights also belong to others. In other words, along with rights go responsibilities.

WAGGGS Triennal Theme Tool Kit 'Our Rights Our Responsibilities' – which can be downloaded from the WAGGGS website contains information and exercises on Human Rights and the connected responsibilities, especially working with

- The Right to be Me
- The Right to Learn
- The Right to be Heard
- The Right to Work Together
- The Right to be Happy
- The Right to Live in Peace

6. ASSERTIVE BEHAVIOUR FOR LEADERS (Contd)

GO TO **Individual Exercise 6.2** Individual **ASSERTIVE RIGHTS AND RESPONSIBILITIES**

then consider the table below.

You may have included the following:

Assertive rights	Assertive responsibilities
I have the right to:	**I have the responsibility to:**
1. have and express my own feelings and opinions	1. accept that others have feelings and opinions to which they are as entitled as much as me to express
2. be listened to and taken seriously	2. talk in a clear way, to listen to and take others seriously
3. set my own values, limits and priorities	3. ensure that my values, limits and priorities do not harm myself or others
4. have my own needs and wants which may be different to other people's	4. accept others' right to be different
5. ask for what I want	5. accept others' right to refuse, and accept them asking for what they want
6. say "No" without feeling guilty or "paying" for it	6. maintain others' right to dignity, and allow them the freedom to say "No" as well as "Yes"
7. maintain my dignity even if another person feels hurt or angry	7. accept others' feelings about a situation
8. be treated with respect	8. treat others with respect
9. make mistakes	9. acknowledge my mistakes, and learn from them
10. be the judge of my own worth and expertise	10. use information and feedback received from people I value
11. explain my position in the manner I think is most appropriate	11. accept how others see their position
12. not to have to make excuses for or justify my behaviour	12. accept others' right to not like or agree with my behaviour, and accept that they don't have to justify themselves
13. decide (if asked or manipulated) whether I am responsible for solving others' problems	13. take responsibility for solving my own problems and, if appropriate, solving others' problems
14. ask for information or clarification	14. use the information and act upon the clarification I receive. Provide information and clarification to others, when asked
15. say "I do not know"	15. accept others' right to say "I do not know"
16. get what I pay for	16. give what I am paid for
17. change	17. use my resources and abilities and allow others to develop and change

6. ASSERTIVE BEHAVIOUR FOR LEADERS (Contd)

From these definitions, it appears that the most desirable way to behave is assertively. However, we should remember that passive, assertive and aggressive behaviour are part of the same continuum. How people perceive us on this continuum will vary according to their age, their personality and their culture.

So, not only the way we behave but the way we perceive behaviour is linked to the core beliefs we hold about ourselves. These beliefs will have been influenced by our earliest experiences as individuals, as members of a family and members of a community.

Many thinkers and writers have questioned whether there is one 'best' style that fits all contexts. Hofstede[4] used the terms masculinity and femininity to refer to the degree to which a culture values assertiveness or nurturing and social support. The terms also refer to the degree to which socially prescribed roles operate for men and women.

Hofstede also rated countries and regions such as Japan and Latin America as preferring values of assertiveness, task-orientation, and achievement. In these cultures, there tend to be more rigid gender roles and a culture of 'live to work' as the accepted lifestyle. In countries and regions that Hofstede rated as feminine such as Scandinavia, Thailand, and Portugal, the values of cooperation, nurturing, and relationship solidarity with those less fortunate are more prominent. The ethic is more one of 'work to live'. Of course, it is important to remember that gender associations vary greatly across cultures, so that elements considered masculine in one culture might be considered feminine in another.

Discussion

WAGGGS - A FEMININE CULTURE - WHY AND HOW?

1. Do you agree with Hofstede in his thesis about different gender cultures?
    Give examples that underpin your opinion.

2. How do you practise assertiveness in your Girl Guide/Girl Scout activities, and in your role as a leader?

"To understand the heart and the mind of a person, look not at what he has already achieved, but at what he aspires to".   Kahlil Gibran (Lebanese poet and author)

"We don't receive wisdom; we must discover it for ourselves after a journey that no one can take us or spare us".   Marcel Proust (French writer)

"What progress, you ask, have I made? I have begun to be a friend to myself".   Hecato, (Greek philosopher)

"We only become what we are by the radical and deep-seated refusal of that which others have made of us".   Jean-Paul Sartre (French philosopher)

Learning Log

[4] Geert Hofstede is an organizational anthropologies from the Netherlands who did research with large multinational organizations.

7. PERSONAL COMPETENCE & EMOTIONAL INTELLIGENCE

In today's working world, people are hired not just on the basis of technical skills and expertise, but also by how well we behave and interact with each other. We now recognise, among others, two key kinds of intelligence – intellectual and emotional. Increasingly, those who aspire to top positions in their chosen field need to demonstrate as high a level of emotional intelligence as the technical skills, knowledge and experience required.

The table below lists the behaviours associated with emotional intelligence.

THE TEN HABITS OF HIGH EQ PEOPLE[5]

High EQ (Emotional Quotient) people:

1. Label their feelings, rather than labelling people or situations	"I feel afraid" versus "You are driving like a maniac"
2. Distinguish between thoughts and feelings	Thoughts: I feel as if .... Feelings: I feel + feeling word
3. Take responsibility for their feelings	"I feel undervalued" versus "You make me feel undervalued"
4. Use their feelings to help them make decisions	"How will I feel if I do (don't do) this?
5. Show respect for other people's feelings	They ask: "How will you feel if I do (don't do) this?"
6. Feel energised, not angry	They use what others call "anger" to help them feel energised to take productive action
7. Validate other people's feelings	They show empathy, understanding and acceptance of other people's feelings
8. Practise getting positive value from their negative emotions	They ask themselves: "How do I feel?" and "What would help me feel better?"
9. Don't advise, command, control, criticise, judge or lecture to others	They realise it doesn't feel good to be on the receiving end of such behaviour, so they ignore it
10. Avoid people who invalidate them, or don't respect their feelings	As much as possible, they choose to associate only with other people with high EQ.

Identifying and learning to apply the essentials of emotional intelligence are, therefore, important in terms of developing a leader's self-awareness and acting as a positive role model to others. There are many definitions of emotional intelligence; here are two to consider:

> *"The emotional awareness and emotional management skills that provide the ability to balance emotion and reason in order to maximise our long term happiness."*
>
> *.... in other words:*
>
> *"Knowing what feels good, what feels bad, and how to get from bad to good."*

[5] Daniel Goleman

Emotional intelligence is associated with personal and with social competencies. The group exercise below will help you to consider whether the competencies you most value are linked to EQ.

Carrots, Eggs and Coffee

A carrot, an egg, and a cup of coffee…You will never look at a cup of coffee the same way again.

A young woman went to her mother and told her about her life and how things were so hard for her. She did not know how she was going to make it and wanted to give up. She was tired of fighting and struggling. It seemed as one problem was solved, a new one arose.

Her mother took her to the kitchen. She filled three pots with water and placed each on a high fire. Soon the pots came to boil. In the first she placed carrots, in the second she placed eggs, and in the last she placed ground coffee beans. She let them sit and boil; without saying a word.

In about twenty minutes she turned off the burners. She fished the carrots out and placed them in a bowl. She pulled the eggs out and placed them in a bowl. Then she ladled the coffee out and placed it in a bowl. Turning to her daughter, she asked, ' Tell me what you see.'

'Carrots, eggs, and coffee,' she replied.

Her mother brought her closer and asked her to feel the carrots. She did and noted that they were soft. The mother then asked the daughter to take an egg and break it. After pulling off the shell, she observed the hard boiled egg.

Finally, the mother asked the daughter to sip the coffee. The daughter smiled as she tasted its rich aroma. The daughter then asked, 'What does it mean, mother?'

Her mother explained that each of these objects had faced the same adversity: boiling water. Each reacted differently. The carrot went in strong, hard, and unrelenting. However, after being subjected to the boiling water, it softened and became weak. The egg had been fragile.

Its thin outer shell had protected its liquid interior, but after sitting through the boiling water, its inside became hardened. The ground coffee beans were unique, however. After they were in the boiling water, they had changed the water.

'Which are you?' she asked her daughter .'When adversity knocks on your door, how do you respond? Are you a carrot, an egg or a coffee bean?'

Think of this: Which am I? Am I the carrot that seems strong, but with pain and adversity do I wilt and become soft and lose my strength?

Am I the egg that starts with a malleable heart, but changes with the heat? Did I have a fluid spirit, but after a death, a break up, a financial hardship or some other trial, have I become hardened and stiff? Does my shell look the same, but on the inside am I bitter and tough with a stiff spirit and hardened heart?

Or am I like the coffee bean? The bean actually changes the hot water, the very circumstance that brings the pain. When the water gets hot, it releases the fragrance and flavour. If you are like the bean, when things are at their worst, you get better and change the situation around you. When the hour is the darkest and trials are their greatest do you elevate yourself to another level? How do you handle adversity?

Are you a carrot, an egg or a coffee bean?

May you have enough happiness to make you sweet, enough trials to make you strong, enough sorrow to keep you human, and enough hope to make you happy.

The happiest of people don't necessarily have the best of everything; they just make the most of everything that comes along their way. The brightest future will always be based on a forgotten past; you can't go forward in life until you let go of your past failures and heartaches.

When you were born, you were crying and everyone around you was smiling.

Live your life so at the end, you're the one who is smiling and everyone around you is crying.
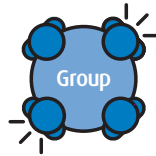
GO TO   **Group Exercise 7.A**   Group   **EMOTIONAL COMPETENCE FRAMEWORK**

The Consortium for Research on Emotional Intelligence in Organizations EI Framework
(www.eiconsortium.org) has developed this Emotional Competence Framework:

Personal Competence

SELF - AWARENESS

Emotional awareness: Recognising one's emotions and their effects. People with this competence:
- Know which emotions they are feeling and why
- Realise the links between their feelings and what they think, do, and say
- Recognise how their feelings affect their performance
- Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are:
- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humour and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities. People with this competence:
- Present themselves with self-assurance; have presence.
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

SELF - REGULATION

Self-control: Managing disruptive emotions and impulses. People with this competence:
- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:
- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular

Conscientiousness: Taking responsibility for personal performance. People with this competence:
- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organized and careful in their work

Adaptability: Flexibility in handling change. People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

Innovativeness: Being comfortable with, and open to, novel ideas and new information. People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

SELF - MOTIVATION

Achievement drive: Striving to improve or meet a standard of excellence. People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Commitment: Aligning with the goals of the group or organization. People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfill the group's mission

Initiative: Readiness to act on opportunities. People with this competence:

- Are ready to seize opportunities
- Pursue goals beyond what's required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilise others through unusual, enterprising efforts

Optimism: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to a manageable circumstance rather than a personal flaw

Social Competence

SOCIAL AWARENESS

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspectives
- Help out based on understanding other people's needs and feelings

Service orientation: Anticipating, recognizing, and meeting "customers" needs. People with this competence:

- Understand customers' needs and match them to services or products
- Seek ways to increase customers' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer's perspective, acting as a trusted adviser

Developing others: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development
- Offer useful feedback and identify people's needs for development
- Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

Leveraging diversity: Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse world views and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

Political awareness: Reading a group's emotional currents and power relationships. People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read situations and organizational and external realities

SOCIAL SKILLS

Influence: Wielding effective tactics for persuasion. People with this competence:
- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages. People with this competence:
- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

Leadership: Inspiring and guiding groups and people. People with this competence:
- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

Change catalyst: Initiating or managing change. People with this competence:
- Recognise the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

Conflict management: Negotiating and resolving disagreements. People with this competence:
- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help defuse
- Encourage debate and open discussion
- Orchestrate win-win solutions

Building bonds: Nurturing instrumental relationships. People with this competence:
- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals. People with this competence:
- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

7. PERSONAL COMPETENCE & EMOTIONAL INTELLIGENCE (Contd)

Team capabilities: Creating group synergy in pursuing collective goals. People with this competence:

- Model team qualities like respect, helpfulness, and co-operation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit

Discussion

Discuss how Girl Guiding/Girl Scouting activities influences the development of elements of the Emotional Intelligence.

Learning Log

8. LIVING VALUES

8.1 Definitions

In approaching this aspect of personal development for a leader in WAGGGS, a useful first step is to confirm our understanding of the following key terms:

- Values
- Beliefs
- Attitudes
- Morals
- Ethics
- Principles

Discussion

Look at the definitions below. Remember that there are many definitions and these are just one set of ideas. Discuss how these definitions compare with your own understanding.

VALUES are principles or ideas in which groups and individuals may believe strongly and which guide their respective behaviours. Values refer to moral, political and social preferences. Some examples are: honesty, respect for others' rights, equality of opportunity, peace and justice.

BELIEFS are states or frames of mind in which trust or confidence is placed in some person, thing or principle. Although values and beliefs are closely linked, beliefs tend to be more specific than values. For example, if you place a strong value on the concept of "liberty", then that will affect your beliefs about such issues as the role of government. Beliefs are somewhat more changeable than values.

ATTITUDES are the feelings, emotions or pre-dispositions we have towards a fact or situation. Attitudes are related to values and beliefs but tend to be more generalised and diffuse. For example, a caring attitude towards the environment can generate many beliefs and values.

MORALS relate to the principles of right and wrong in behaviour. The term morality is used to refer to particular moral principles or rules of conduct. Problems of morals and morality are generated in part by the fact that there is no single pattern of approved action in human society.

ETHICS are largely based on what society condones and prohibits, on individuals' conscience and moral values developed in the course of a lifetime. These are all significant influences on the development of an individual's code of ethics. It is also important to note that ethical behaviour is not the same as legal behaviour: actions may be legal but unethical, and vice versa.

PRINCIPLES are moral rules or beliefs about what is right and wrong, that influences how you behave. A principle can also be defined as the basic idea that a plan or system is based on. e.g. the basic principles of training in WAGGGS.

8. LIVING VALUES (Contd)

8.2 The importance of values

We all need values to help give meaning and purpose to our lives.   Values are not "rules", but the fundamental principles that motivate, energise, inspire and guide us. They act as a route map to help us take some of the most important decisions of our lives.

Values are individual and personal. However many corporate businesses talk about group values and organizational values as equal to personal values. Group and organizational values can be developed in co-operation by the group members, or they are often defined by the decision-making body in an organization and implemented afterwards.

8.3 Universal values

Across all the major faiths and belief systems throughout the world, there is one universal value which is:

> *"Treat other people in the same way*
> *as you would want them to treat you"*

As a leader in Girl Guiding/Girl Scouting, an organization that has at its heart a set of values originally developed by the Founder, it is essential that your own values align with those of the organization.   Use the next exercise to identify and prioritise your own values.

GO TO   **Individual Exercise 8.1**   Individual   **PRIORITISING VALUES**

Discussion

LEADER METAPHOR

How do your personal values connect to your family, employer or to WAGGGS as an organization?

GO TO   **Group Exercise 8.A**   Group   **VALUES – THE ROOTS OF THE ORGANIZATION**
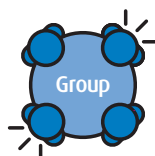
8.4 Aligning our values

WAGGGS Values

The fundamental values of Girl Guiding/Girl Scouting has remained constant. However, the way in which they are expressed has evolved to remain relevant to each succeeding generation of girls and young women. In this sense, the values are progressive, and it is this mnemonic that we use to describe them today

P rogressive
R ecognition of spiritual dimension
O pen to all
G lobal commitment
R esponsibility
E qual Opportunities
S ervice – mindedness
S ustainability
I ntegrity
V oluntary Commitment
E nvironmentally conscious

Discussion

Look at your own top five values generated during previous exercises and compare them with WAGGGS values. How closely do they align?

Learning Log

9. BUILDING AND MAINTAINING TRUST AND RESPECT

Establishing and maintaining a relationship based on trust is an absolute essential for credible and effective leadership. Building trust is an ongoing process that begins right at the outset of any relationship.

Here is a model for you to consider as you begin to build and maintain trust with those whom you lead

Trust consists of five components:
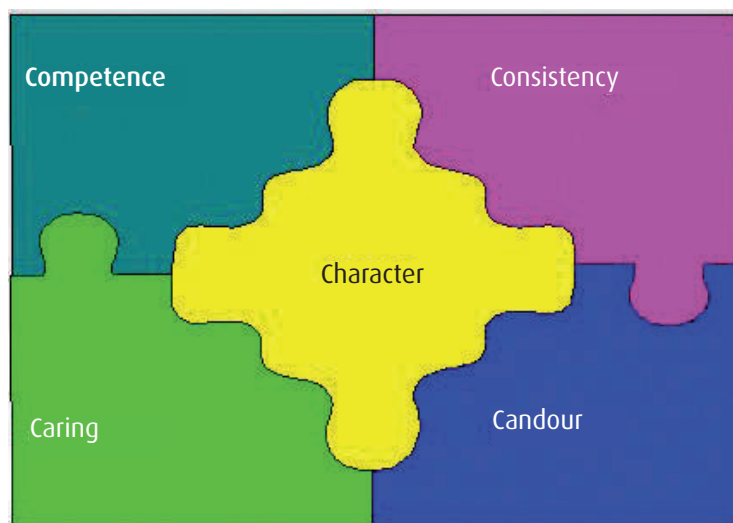
Using this model, you can consider the following questions to identify the kind of actions and behaviours you can demonstrate in order to build a strong trusting relationship with your team.

Competence: "an ability to do things well"

- To what extent do I demonstrate skills, knowledge and the behaviours of an effective leader?
- How professional is my approach to leadership?
- What evidence do I have that others respect my leadership?
- What actions do I take to ensure I keep my leadership skills up to date?
- How committed am I to seek feedback from others to reflect on my leadership effectiveness?

Consistency: "being reliable, even predictable!"

- To what extent do I demonstrate a consistent level of high performance as a leader?
- How do I ensure that I do not let personal problems or other pressures detract from my leadership performance?
- How confident am I that I treat all members of my team, irrespective of their backgrounds, with an equal amount of respect and recognition?
- What actions do I take to ensure that I provide all members of my team with access to high quality advice, guidance, encouragement and support?

9. BUILDING AND MAINTAINING TRUST & RESPECT (Contd)

Caring: "thinking from another perspective"

- In what ways do I demonstrate empathy with my team?
- How patient am I with my team?
- To what extent am I able to suspend judgment when team members tell me they have made mistakes, etc?
- How sensitively do I respond to the diverse backgrounds and cultures of the individuals in my team?

Candour: "being honest and open"

- How open am I with my team?
- What are the actions I take to ensure clarity of understanding in my communications with my team?
- How effective are my listening skills?
- How effectively do I deal with issues which have potential for conflict within my team?

Character: "demonstrating integrity"

- How sure am I that I always follow-through on agreed actions?
- How much do my actions and behaviour reflect my own personal values based on equal respect for all?
- How effectively do I deal with conflict situations that arise within the team?
- What evidence do I have that other people trust me?
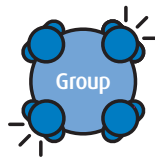
GO TO **Group Exercise 9.A**   Group   **CAN I HAVE YOUR CARD, PLEASE?**

Learning Log

Personal Development

10. PERSONAL AND PROFESSIONAL GOAL SETTING

> *"You have the brains in your head*
> *You have the feet in your shoes.*
> *You can steer yourself in any directions you choose.*
> *You're on your own and you know what you know.*
> *And you are the one who'll decide where to go."*
>
> *Dr. Seuss*

10.1 Why set goals

Goal setting, if undertaken with rigour, can be a challenging and, sometimes, an uncomfortable experience – deciding to do one thing may mean deciding not to do another.   So why should you, as a leader, set goals?

Start your thinking process by summarising the previous chapters and exercises when completing

GO TO **Individual Exercise 10.1** **Individual** **WHERE AM I?**

Discussion

Why is it important for us to use goal setting as a tool for personal and professional development?

Write down your ideas.

Irrespective of your role in Girl Guiding/Girl Scouting, you may have identified the following as being sound reasons for setting goals:

- Having a goal gives a sense of direction
- Goals keep us moving forward
- Goals can help to determine what we should do next
- Goals can help us to prioritise tasks and activities in order of their importance and urgency
- Goals can help to clarify thoughts
- Goals provide standards for which we can aim
- Goals are essential when we come to evaluate achievement

Whatever our role, however, it is unlikely that we can avoid setting goals.

These points are well summarised in the following quotation:

> *"Would you tell me please which way I ought to go from here?" asked Alice*
> *"That depends a good deal on where you want to go to" said the Cheshire Cat.*
> *"I don't much care where" said Alice*
> *"Then it does not matter which way you go" said the Cat*
> *"So long as I get somewhere" Alice added as an explanation*
>
> **(Lewis Caroll: Alice in Wonderland)**

Sometimes people feel uncomfortable about setting goals because:
- It seems like tempting fate
- If they don't reach them, they feel they have failed
- If they're a success, they don't know what to do next
- They would rather just let life happen to them
- They would rather act on the spur of the moment as they go along
- They are too busy
- They don't have enough confidence to commit to the process

GO TO   **Individual Exercise 10.2**   *Individual*   **GOAL SETTING FOR MY ROLE AS A LEADER**

There are many methods for setting goals, but they all begin with the same questions:
- Where am I now?
- What are my strengths, weaknesses, opportunities and threats (uncertainties)?
- Where do I want to be?
- When do I want to get there?
- How am I going to get there?
- How will I know when I have arrived?

Compare these questions with the planning of a day hike!

The series of tasks in exercise 10.2 will help you to think about your starting point.

10.2 Setting SMART Objectives

Much has been written about objective setting. You will find different terms and definitions being used.

It really doesn't matter too much how you define the terms used; the important thing is that you use the terms consistently and that you understand that any objective fits into a hierarchy, beginning with a broad purpose, and narrowing to specific short terms tasks and activities.

The following table shows one set of terms that describe a hierarchy of objectives.

Term	Definition	Timeframe
Goal or Aim	The broad, overall purpose or intent of a programme, a project or enterprise	Longer term The end of the journey
Objective	An achievable and measurable statement of what will be achieved	Medium term Milestones
Immediate Targets	Priorities or special tasks short term shifts in performance	Shorter-term steps on the way

To create a real example to demonstrate the use of these terms within a hierarchy: my goal might be to be able to play the piano, my objective is to employ a suitably qualified piano teacher before the end of the year; my target in the short term to place an advertisement for a piano teacher in the local newspaper for the next four weeks.

Of all the tools in goal setting, the ability to set SMART objectives is the most useful and one which you will be able to use when setting your own objectives, and agreeing objectives with your team.

These objectives are called SMART to remind us that if objectives are framed in this way, it will be easier to assess the extent to which they have been achieved.

SMART Objectives are:

S	**Specific**	*What is it?*
M	**Measurable**	*How much?*
A	**Agreed/acceptable**	*Do others agree?*
R	**Realistic**	*Is it possible?*
T	**Time-bound**	*When will it be done?*

*In considering the "R", you need to look at the relationship between the "M" and the "T".
– is it possible to achieve the desired level within the time frame you have set?*

These next tasks will help you develop your skills in framing SMART objectives.

GO TO   **Individual Exercise 10.3**   Individual   **SETTING SMART OBJECTIVES**

When you have developed the skill of writing objectives in the SMART format, you will see how useful they can be for enabling us to see to what extent we have achieved them. For example, if your objective is to lose some weight, you will be able to set objectives which will enable you to monitor your progress, make adjustments, and celebrate success. Such an objective could look like this:

Goal: To become fit and active

Objective: To lose weight   (specific)
                   To lose 5 kilos   (measurable)
                   My family supports me   (agreed/accept)
                   5 kilos is the right amount to lose   (realistic)
                   I will achieve the weight loss within 12 weeks   (time bound)

GO TO   **Individual Exercise 10.4**   Individual   **FUTURE GOALS**

10.3 Using targets to improve performance – as a leader

Targets are priorities or special tasks which need to be reached on the way to achieving our objectives. Targets are set to:

- Monitor progress along the way
- Act as "yardsticks" for judging acceptable performance
- Ensure results
- Provide a challenge and a sense of achievement

In other words, setting targets helps to answer the question: *"How am I doing?"*

Targets may be set to:

- Set or raise a standard of performance
- Achieve a project
- Innovate
- Broaden skills
- Develop individuals
- Implement a new approach
- Develop a new way of working
- Change priorities due to changed circumstances
- Set new challenges

When setting targets for others, it is important to consider the following questions:

How precise?
Targets should be precise enough to avoid conflict over whether they have been achieved, but not so precise that they state the method by which the target is to be attempted as well as the goal itself.   People need to know what is required, the deadline and what is the priority in relation to other targets. However, there should be enough scope for the person involved to use her initiative in deciding how to meet the target.

For what period of time?
Targets are the most short term in the hierarchy of goals.   There is no time limit for targets (it will depend on the nature and time frame of the goal itself). However, it is important to vary deadlines if more than one or two targets have been set.

How difficult?
If targets are to provide genuine opportunities for growth and development to the individual (and motivate them), there is no point in making them too easy. They should be challenging enough to develop a person and give them a real sense of achievement. They must also be realistic, otherwise the individual may not commit herself to the achievement of the goal. When setting targets, it is essential that these are negotiated and agreed with the person involved.

How much can targets be changed?
Flexibility is important as there is always a danger when setting targets that other factors may change their priority. Frequent monitoring is essential, so that you can identify any actions which may need to be taken to amend or adjust the targets which you've set.

How to monitor targets?
The inevitability of change and its effect on targets which have been set means that the process must be monitored; indeed, there is little point in setting a target unless there is some means of checking progress. In monitoring and evaluating targets, you may find the following questions useful:

- Have the targets been achieved and if so, what can be learned from them?
- If any targets have not been achieved, is this due to:
    - Poor time management?
    - Insufficient information or resources?
    - Unforeseen circumstances?
- If the target has not been met, should the deadline be extended, alternative methods adopted, or has the target become irrelevant?

Before you set targets as a component of goal setting, you will find it essential to ask yourself the following questions:
1. How significant is this target in terms of the overall goal and SMART objectives?
2. How urgent is this target?
3. To what extent is the target measurable?
4. How clearly is the target described? Does it precisely describe the end results expect?
5. What should the target completion date be?
6. To what extent is the target challenging as opposed to being routine? To what extent does it stretch those involved in meeting it?

10.4 Tools for goal setting

This short section will help you to begin to apply your learning to your professional and personal life. You should use the record sheets to help plan for the immediate, medium term and longer term future.

Use personal action planning sheets to help you identify specific targets and to keep track of your progress. These action plans may be adapted for any aspect of your personal or professional life; in this case, stay with the three goal areas you have already identified.

GO TO   **Individual Exercise 10.5**   Individual   **PERSONAL ACTION PLANNING**

The last pages will have helped you to identify goals, and plan objectives to achieve them.

In order to keep them useful and current, you will need to review them at regular intervals.

When you review your goals and objectives, you may find the following "Four R" test useful:

Revise: I still want to achieve this goal, but not quite in the way I had planned

Remove: I'm not interested in achieving this goal any longer, so I'll delete it

Re-schedule: I still want to do this, but I haven't time, so I'll set a more realistic deadline

Reward: I did it – time to celebrate!

Finally, remember these two sayings:

> *"A goal is a dream with a deadline"*

> *"Goal setting changes people from Wishers to Achievers"*

10.5 Ten steps to goal setting

At the beginning of this section we identified reasons why goal setting can be a challenging activity for some people; if you have used the goal setting and action planning sheets in the previous section, you will probably agree that it requires you to be think long and hard about what you really want to achieve for your life.

We will finish off the section with ten steps to goal setting. This should motivate and encourage you as you apply the principles and techniques of goal setting and action planning to every aspect of your life.

1. Make a decision! DECIDE to be in control of yourself and your future, or to regain control of it if you're out of control. Look critically at your perceptions of your future options – are you sure you have not imposed some artificial barriers? Begin by asking yourself the question: **"Where do I want to be in 1 or 3 or 5 years' time?"**

10. PERSONAL AND PROFESSIONAL GOAL SETTING (Contd)

2. Determine your desire level. How badly do you want to achieve your goal? Brainstorm your dreams and discard those things which aren't really important. Look out for inspirers – those ideas, people and things which will "light your fire"!

3. Write your goals down, those things you dream about achieving, write them down. In a survey of successful business leaders in the USA, 90% had written or pictorial goals which they carried around with them.   Then share your goal with someone who will encourage you to achieve what you set out to do.

4. Select a primary objective and the first steps you need to take on the way to achieve your goal. These should be far enough away to excite and challenge us. They should be just beyond our reach at the moment. They need to be achievable, but challenging. Remember the SMART objectives.

5. Clearly define your goal – don't be vague, be specific and build that picture in your mind.

6. Set a deadline. If you have a specific date and time, you will be able to make a step-by-step plan and build in those important targets.

7. A plan is essential. If you don't have one, you won't get there. You need a plan to see how things are working out. If they don't work out as you hope, you have two choices: you can change the plan or change your goal.

8. Imagine what it will be like to achieve your goal.   What we can perceive, we can achieve.

9. Don't lose your belief in your ability to succeed. Find role-models to inspire you. Become a role model for those who will follow you.

10. Take ACTION! Decide to do something NOW. Remember that "the journey of 1000 miles begins with the first step". Ask yourself if you are prepared to pay the price of committing yourself totally to the achievement of your goal.

Learning Log

APPENDIX 1
INDIVIDUAL EXERCISES

Individual

Individual

PERSONAL DEVELOPMENT MODULE	Exercise 2.1
MY SELF AS A LEADER	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE
- To assess personal leadership experiences
- To discover personal potential – seen from a different and systemic perspective
- To be aware of our own competences and those of or peers

EXERCISE

What core characteristics do you attribute to your "coherent self" and how well do they align to the eight principles of leadership?

METHOD

1. In column 1 list your key roles in life – for example mother, daughter, teacher, Girl Guide/Girl Scout.
2. In column 2 and against each role, list up to three characteristics you think you most exhibit in this role
3. In column 3 list the up to three characteristics that you think others who know you in this role would use to describe you.
4. Highlight the three characteristics from either column 2 or 3 that you think best sum you up.
5. Draw a line between your highlighted characteristics and the principle to which you think it is most closely linked.

	Life Roles	The characteristics I see	The characteristics I think others see
1			
2			
3			
4			

PRINCIPLES

vision   trust   participation   learning

diversity   creativity   integrity   community.

PERSONAL DEVELOPMENT MODULE	Exercise 2.2
MY FIRST EXPERIENCE AS A LEADER	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE
- To discover our own experiences of leadership
- To train our skills in story telling
- To train our skill in spotting competences – personal and in others

EXERCISE
Think of your life from early childhood until now.

METHOD

1. When did you first act as a leader for others of your own age at that time?

2. Describe the story of your first leadership below. What happened, who were involved, how did they and you react, and how did the situation end?

3. Reading your story aloud. Which leadership skills can you identify? Do these skills still appear as part of your personality?

Personal Development

PERSONAL DEVELOPMENT MODULE	Exercise 3.1
MY POTENTIAL - STATUS AND DEVELOPMENT	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVES
- To collect information about personal potential
- To express and describe personal strengths

EXERCISE

Think of the questions below and write down your answers. Then follow the instructions.

METHOD

1. What are your gifts and talents? List your top five talents.
2. Your goal in life: Do you know what you really want to do with your life? If so, can you put it into words?
3. Do you have a plan for your life? If so, can you write down the path you intend to take?

Score Your Answers

Now it is time to look at what you wrote and see what it reveals about you. For each question, give yourself:

- 2 points if you wrote anything down
- 5 points if you wrote a few words
- 15 points if you wrote several meaningful sentences
- 25 points if you wrote specific, detailed answers
- 33 points if you wrote comprehensive and complete answers

Next, add up the scores from all three answers (0 to 99). Write this total score in the space below.

Total Score: _____

Now choose the option below completes the sentence. Based on your score and your own gut feelings, which option best expresses how well you know your potential?

"I Have _____ What My Potential Is!"

Options:

- No Idea: score of 1 - 24
- A Vague Idea: score of 25 - 49
- Some Idea: score of 50 - 74
- A Detailed Idea: score of 75 - 100

Personal Development

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

PERSONAL DEVELOPMENT MODULE	Exercise 3.1
MY POTENTIAL - STATUS AND DEVELOPMENT (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

Interpreting Your Score

- I Have **No Idea** What My Potential Is

There are many reasons why you may have had trouble answering these questions. The good news is you have the most to gain from discovering your potential. Like many people, you probably have never had the opportunity to discover who you are and who you could become.

- I Have **A Vague Idea** What My Potential Is

You have some idea of who you could become, but your answers could be more detailed and defined.

- I Have **Some Idea** What My Potential Is

You wrote down some detailed answers which probably included...

- what other people have suggested you are good at
- a list of occupations you want to have
- what you think you might be great at
- school subjects you did well in or liked
- ideas of what you would do if you won the lottery

Since you have some idea of what your potential is, consider thinking about:

- How Much Have I Developed My Potential?
- How Much Do I Use My Potential?

- I Have **A Detailed Idea** What My Potential Is

If you feel confident that you described exactly who you can become and how to do it, that is terrific!. You are ready to think about:

- How Much Have I Developed My Potential?
- How Much Do I Use My Potential?

Personal Development

PERSONAL DEVELOPMENT MODULE	Exercise 3.1
MY POTENTIAL - STATUS AND DEVELOPMENT (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

Instruction: First write down your top 5 - 10 gifts and talents. Then use the list below to identify the level you have taken each skill to. Assign a score from zero to ten for each skill and write the number next to each skill.

Level of Development and Score

- No Development: 0
- Novice or Hobbyist: 1
- Apprentice or Amateur: 4
- Craftsman or Professional: 7
- Master or Expert: 9

My Top 5-10 Gifts & Talents   Score

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Score Your Answers

Now it is time to add up all your scores and write your total below.

Total Score: _____

Next, choose which option below best describes how much you have developed your set of gifts and talents.

"I Have _____ My Gifts and Talents"

- **Not Developed Any Of**: score of 0 - 9
- **Developed A Few Of**: score of 10 - 49
- **Developed Some Of:** score of 50 - 79
- **Fully Developed All Of:** score of 80 - 100

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

PERSONAL DEVELOPMENT MODULE	Exercise 3.1
MY POTENTIAL - STATUS AND DEVELOPMENT (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

Interpreting Your Score

- I Have **Not Developed Any** Of My Gifts and Talents

Most people focus on learning the skills and abilities taught in school instead of developing their natural talents. These general skills are recognised by parents, communities and cultures as necessary abilities to succeed in life. But by only focusing on what everyone in the society needs to learn, you can often leave school without ever developing many of your unique gifts and talents.

The good news is that you have lots of gifts and talents to discover and develop!

If you have a very short list of gifts and talents, then consider finding more of yours by using the publication 'Find Your Gifts and Talents Guidebook' (download at **www.manifestyourpotential.com**) If you need to develop the ones you already have, we suggest exploring the reasons why you have not already done so. What do you lack? Is it the big picture of who you are, skills training, inspiration to take your skills to the next level, a job that will pay you to do it, or a career that will reward you with a higher salary when you do?

- I **Have Developed A Few** Of My Gifts and Talents

You have some idea of your gifts and talents and have started to develop them. But you have lots of opportunities to further develop your skills.

Think about the five aspects of work you love and their key ingredients to see if they can inspire you to further develop your potential, natural gifts and talents.

If you feel that you want to develop the natural gifts and talents you already know about, think about what level you want to take them to and the training, practice methods and experience you need to achieve that level. Write out your goals and a quick plan for how you want to achieve them.

- I **Have Developed Some** Of My Gifts and Talents

You have either developed some of your gifts and talents to a very high level or many of them are at the level of a professional.

If you feel that you want to further develop the skills you already have, think about the level you want to achieve and the training, practice methods and experience you need. Sketch out a quick plan that outlines your goal and how you can achieve it.

- I **Have Fully Developed All** Of My Gifts and Talents

Congratulations! You described that almost all of your gifts and talents are at the level of a master or expert .

PERSONAL DEVELOPMENT MODULE	Exercise 3.2
MY INTELLIGENCES	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVES
- To assess personal strengths as linked to intelligences according to Howard Gardner
- To be aware of and able to express personal strengths

EXERCISE

Intelligences are like muscles – they need training to be developed. Where do you train your intelligences, and what do you use these for?

METHOD

Think of your daily use and development of each of the ten intelligences that have been described: Give examples of for what you use each intelligence for – in your job/education, in your Girl Guide/Girl Scout life, and in your private life.

Put a tick for each intelligence in the box where you feel you have gained most of the intelligence development.

	Girl Guiding/ Girl Scouting	Job /education	Private /family life
Linguistic			
Musical			
Logical- mathematical			
Spatial			
Bodily-Kinestethic			
Interpersonal			
Intrapersonal			
Naturalistic			
Spiritual			
Experiential			

PERSONAL DEVELOPMENT MODULE	Exercise 4.1
SELF-ESTEEM QUIZ - IN A POSITIVE WAY!	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVES
- To be aware of your own level of self esteem
- To give ideas of elements of self esteem, for yourself and others
- To assess yourself and support the increase of self esteem in others

METHOD

Most of us will have come across a 'self-esteem quiz', perhaps during training or in a magazine. Below is a typical example. Such quizzes can make us feel worse about ourselves than we did before. Can you find ways of asking these questions that are positive rather than negative and might therefore boost confidence?

An example of a very negative set of statements:

Statements	Yes	Sometimes	No
1. I feel that no matter what I do, it isn't quite good enough			
2. I feel my worth lies only in helping others			
3. I feel unlovable			
4. I worry about being wrong			
5. I was criticised as a child			
6. In relationships, people leave me or I leave before they do			
7. I avoid trying for a better job because I fear I won't get it			
8. I believe I'm a "fake", and that no matter what people say now, they'll find out sooner or later			
9. People in my school or community ridiculed me for being "different" in some way			
10. My parents criticised each other or themselves			
11. My family kept a secret that made me feel ashamed or embarrassed with outsiders			
12. I am uncomfortable in a group of people			
13. I feel awkward asking others for positive feedback			
14. I feel the things I own aren't adequate or up-to-date			
15. I feel unhappy with my body			

PERSONAL DEVELOPMENT MODULE	Exercise 4.1
SELF-ESTEEM QUIZ - IN A POSITIVE WAY! (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

Write more positive versions of these statements here:

	Positive Statement
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

PERSONAL DEVELOPMENT MODULE	Exercise 4.2
BUILDING AND SUSTAINAING SELF-ESTEEM	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

• To increase personal CV descriptions

METHOD

1. Note down all your strengths or "good points" everything you like about yourself. Try to think of at least 20 items; add to this list every time you discover or recognise a new strength.

2. Go through your strengths, and for each consider:

     - How can I make better use of this?

When you have completed the points above, reflect on your answers and identify further personal qualities you wish to acquire or develop.

Good Points	How can I make better use of this?
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	

Other personal qualities I would like to develop:

PERSONAL DEVELOPMENT MODULE	Exercise 5.1
FULFILLING MY NEEDS	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

- To express personal needs and expectations for a development process, whether for yourself or within a group

METHOD

1. Think of your expectations for your development through working with the WAGGGS Leadership Development Programme.

2. List what you would like to achieve during this period.

3. Look at your goals. Can you put them into the five levels of Maslow's hierarchy of needs?

4. Categorise your achievements into your personal categories of importance, i.e.

    - Cannot live without
    - Need to have
    - Nice to have
    - Nice to share
    - My dream

5. Reflect on other ways of achieving the listed goals – alternative routes!

PERSONAL DEVELOPMENT MODULE	Exercise 5.2
MY DRIVE - MY MOTIVATION IN GIRL GUIDING/GIRL SCOUTING	
INDIVIDUAL WORK	GROUP WORK

OBJECTIVES
- To express personal attitudes
- To discover personal ways of work and good practice

METHOD
Follow the instructions below and find out of your most possible personal drive

Rank the circumstances below according to the importance to your **personal well-being** in your Girl Guiding/Girl Scouting position (1 – very important, 5 – not important at all)

A. ___ that you get good feedback and appreciation for your work
B. ___ that your organization is strong and steady
C. ___ that you belong to a "good" group
D. ___ that you have the feeling of using your skills fully
E. ___ that you have the opportunity to think and act independently

Rank the following circumstances according to the importance for your **satisfaction** when carrying out your Girl Guiding/Girl Scouting work (1 – important, 5 – not important at all).

F. ___ that you are allowed to carry out your tasks independently/individually
G. ___ that your Girl Guiding/Girl Scouting fellow leaders are your friends
H. ___ that you get special benefits and feel safe
I. ___ that you can feel proud of your results and achievements
J. ___ that you meet challenging tasks to increase your personal development

Rank the following circumstances according to the importance to your **choice** of Girl Guiding/Girl Scouting unit, position or leader category (1 – important, 5 – not important at all.

K. ___ to achieve personal development and get new knowledge
L. ___ to achieve prestige and respect from others
M. ___ to feel free and work independently
N. ___ to work together with others
O. ___ to feel safe and secure

Rank the following circumstances according to their **importance to you** in Girl Guiding/Girl Scouting (1 – important, 5 – not important at all).

P. ___ that it is in a nice and friendly environment with co-operation
Q ___ that you can decide on your own and plan your work independently
R. ___ that your work is interesting and meaningful
S. ___ that changes are few and you know where you are
T. ___ that your work is regarded meaningful by others

PERSONAL DEVELOPMENT MODULE	Exercise 5.2

MY DRIVE - MY MOTIVATION IN GIRL GUIDING/GIRL SCOUTING (Contd)

INDIVIDUAL WORK	GROUP WORK

Rank the following circumstances according to their importance for your **personal performance** in Girl Guiding/Girl Scouting. (1 – important, 5 – not important at all)

U. ___ that the environment is steady and well arranged
V. ___ that the work is meaningful and gives room for development
W. ___ that you achieve appreciation when you have done a good job
X. ___ that you experience freedom and independence
Y. ___ that you feel you belong to a community

Below, note which rank you gave to the different circumstances, represented with the letter at the beginning of the sentence.

For each column note the sum total of your ranking

Letter	Rank	Letter	Rank	Letter	Rank	Letter	Rank	Letter	Rank
D		E		A		C		B	
J		F		I		G		H	
K		M		L		N		O	
R		Q		T		P		S	
V		X		W		Y		U	
Sum		Sum		Sum		Sum		Sum	
Need for self-actualisation	Esteem needs		Belonging needs		Safety and security needs				
	Intravert - Need for confidence and self-respect	Extravert - Need for respect and appreciation from others							

This exercise could indicate your reasons for your current level of well-being, your Girl Guiding/Girl Scouting position and the reasons for your present drive and energy in your position.

As a volunteer leader, your Girl Guiding/Girl Scouting position is probably not directly dependant on a salary. Therefore circumstances relating to your physiological needs are not included in the questionnaire, although they can be very important to your present existence.

PERSONAL DEVELOPMENT MODULE	Exercise 6.1
DEFINING AGGRESSIVE, PASSIVE AND ASSERTIVE BEHAVIOURS	
INDIVIDUAL WORK	GROUP WORK

Complete the following:

Aggressive behaviour is:

Passive behaviour is:

Assertive behaviour is:

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

PERSONAL DEVELOPMENT MODULE	Exercise 6.2
ASSERTIVE RIGHTS AND RESPONSIBILITIES	
INDIVIDUAL WORK	GROUP WORK

OBJECTIVES
- To consider your own opinion on rights and behaviour
- To assess yourself on communication preferences

METHOD
What do you consider are your rights as an assertive individual?   And what are your responsibilities?
List your ideas below.

Rights	Responsibilities

PERSONAL DEVELOPMENT MODULE	Exercise 7.1
ASSESSING EMOTIONAL INTELLIGENCE	
INDIVIDUAL WORK	GROUP WORK

OBJECTIVE

• To assess individual levels of emotional intelligence

METHOD

Read through the following statements and assess how much you agree with the statement from 'Don't agree' to 'Agree fully'.

	Don't agree 1	2	3	4	5	Agree fully 6
Empathy skills I can easily relate with and understand other people?						
Self-understanding I know and understand my feelings and where they are coming from when I interact with others.						
Emotional self-control and self-empowerment I deal well with strong feelings of anger, depression, rejection, fear, worry or uncertainty. My emotions don't get "out of control", so that I later wish I hadn't said or done things that were harmful to myself or to important relationships.						
Harmonious, productive interpersonal relationships I handle feelings in relationships. I don't ever 'lose control' or say things that are counter-productive because I am emotionally upset.						

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

PERSONAL DEVELOPMENT MODULE	Exercise 8.1
PRIORITISING VALUES	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE
- To create a hierarchy of personal values

METHOD

Look at the list of values and select whether they are **ALWAYS VALUED (AV), OFTEN VALUED (OV), SELDOM VALUED (SV), or LEAST VALUED (LV)** by you. Tick the appropriate column

(You can also write each value on a card and sort the cards as below)

	AV	OV	SV	LV
Fairness				
Honesty				
Tolerance				
Courage				
Integrity				
Forgiveness				
Peace				
Environment				
Challenge				
Self-acceptance				
Knowledge				
Adventure				
Creativity				
Personal growth				
Inner harmony				
Spiritual growth				
Belonging				
Diplomacy				
Teamwork				
Helping others				
Communication				
Friendship				

Personal Development

PERSONAL DEVELOPMENT MODULE				Exercise 8.1
PRIORITISING VALUES (Contd)				
INDIVIDUAL WORK				**GROUP WORK**
	AV	**OV**	**SV**	**LV**
Consensus				
Respect				
Tradition				
Security				
Stability				
Self-control				
Perseverance				
Rationality/Logic				
Health				
Pleasure				
Play				
Prosperity				
Family				
Appearance				
Emotional intimacy				
Aesthetics				
Community				
Competence				
Advancement				
Achievement				
Intellectual status				
Recognition				
Authority				
Power				
Competition				

PERSONAL DEVELOPMENT MODULE	Exercise 8.1
PRIORITISING VALUES (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

Once you have selected your values, take those from the first two columns and re-rank them until you have a final list of the five key values for your life. List them here.

My 5 top values are:

1

2

3

4

5

Now write down how a specific example of how you express each of your five top values in your life (at work, in your relationships, or in your Girl Guiding/Girl Scouting role).

1

2

3

4

5

PERSONAL DEVELOPMENT MODULE	Exercise 10.1
WHERE AM I?	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE
- To help individuals think through their position and strengths as a basis of moving towards their goals

METHOD
Reflect on your current situation to complete the following tasks:

TASK 1:   Where am I now?

Where am I now with my **WORK** (studies or career)?

Where am I now with my **RELATIONSHIPS**?

Where am I now with my **GIRL GUIDING/GIRL SCOUTING**?

PERSONAL DEVELOPMENT MODULE	Exercise 10.1
WHERE AM I? (Contd)	
INDIVIDUAL WORK	GROUP WORK

TASK 2: As a person, I ...
Score the following statements, using 1 to indicate frequently, 2 for occasionally and 3 rarely

As a person, I...	1	2	3
Feel in charge of my life			
Have clear life goals			
Take risks			
Find it easy to establish and maintain relationships with others			
Sustain an open, positive attitude			
Deal effectively with my feelings			
Express myself positively			
Can say no to requests			
Can say yes to personal enjoyment			
Have a positive self perception			
Am generous to myself			
Associate with people who inspire me			
Believe in myself			
Enjoy presenting my point of view			
Feel at ease in a group			
Use self-help strategies			
Accept compliments and praise			
Demonstrate my emotions freely			
Acknowledge my achievements			
Love myself			

PERSONAL DEVELOPMENT MODULE	Exercise 10.1
WHERE AM I? (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

REVIEW

Total your score and compare them with the analysis below:

20 – 30   You are full of confidence, and ready to "go places"

31 – 40   You are fairly positive about life, but have things to learn

41 – 50   You should try to feel good about your strengths and work on your weaknesses

51 +   You need some help and support to prevent being left behind in life

From this exercise, you may be able to identify some personal development goals to work towards. You will have the chance to develop this goal later.

The second set of questions in goal setting helps us to assess our own capabilities and areas for development. Use the familiar format of the SWOT to help you work through the next task.

Personal Development

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

PERSONAL DEVELOPMENT MODULE	Exercise 10.1
WHERE AM I? (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

TASK 3 : A personal SWOT analysis

OBJECTIVE

- to reflect on, describe, and tell stories of good practice

Use the diagram to reflect on your Strengths, Weaknesses (development areas), Opportunities and Threats (Uncertainties).

STRENGTHS	WEAKNESSES
OPPORTUNITIES	**THREATS/UNCERTAINTIES**

REVIEW

When undertaking a personal SWOT analysis, it is important to remember that:

- This is a "snapshot" of how your perceive yourself to be now.   It will be different every time you do it.
- Everyone has the capacity to grow and develop
- Other people may have a different perception of you, and may recognise strengths, weaknesses, opportunities and threats that you have not taken account of.
- It is important to develop and sustain a positive mental attitude; this is one of the key requirements to help you to achieve your goals.

You will be able to use this exercise when we move on to Personal Goal Setting later in the module.

PERSONAL DEVELOPMENT MODULE	Exercise 10.2

GOAL SETTING FOR MY ROLE AS A LEADER	

INDIVIDUAL WORK	GROUP WORK

OBJECTIVE

- To create a hierarchy of personal values

METHOD

Consider the kinds of activities which your specific role requires and identify situations in which you would need to set goals.

Record your ideas below.

My role as a .... requires me to set goals in the following situations:

Personal Development

PERSONAL DEVELOPMENT MODULE	Exercise 10.3
SETTING SMART OBJECTIVES	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE
- To create a hierarchy of personal values

TASK 1: The hierarchy of goals

This exercise is designed to test your understanding of the hierarchy of goals.

a. Consider a professional or personal goal which is important for you to achieve. Write down what that goal is.

My goal is:

b. Now identify an objective which will support the achievement of your goal.

My objective is:

c. Finally, identify a target which you will need to reach if you are going to achieve the objective.

My target is:

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

PERSONAL DEVELOPMENT MODULE	Exercise 10.3
SETTING SMART OBJECTIVES (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

TASK   2: Setting SMART objectives

Look at the objective you have identified in the previous task. Decide whether you have written it as a SMART objective.

Rewrite it, using the acronym as your guide.

My objective is:

Specific:

Measurable:

Agreed/acceptable:

Realistic:

Time bound:

TASK 3: This task will enable you to apply the skill of framing SMART objectives to your leadership role in Girl Guiding/Girl Scouting.

a. Reflect on your role as a t Leader in Girl Guiding/Girl Scouting and select one or two specific projects in which you are currently involved.

b. Select four key objectives associated with these projects and write them as SMART objectives.

My SMART objectives

1.

2.

3.

4.

PERSONAL DEVELOPMENT MODULE	Exercise 10.3
SETTING SMART OBJECTIVES (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

TASK 4: Setting targets

For this task, you should return to the task of setting SMART objectives in your Girl Guiding/Girl Scouting role.

Consider each of the four SMART objectives and identify two targets which you will need to set to support the achievement of each objective.

Use your responses from Tasks 1-3 in Exercice 10.3 to help define your targets.

Targets in Objective 1

Target 1a

Target 1b

Objective 2

Target 2a

Target 2b

Objective 3

Target 3a

Target 3b

Objective 4

Target 4a

Target 4b

PERSONAL DEVELOPMENT MODULE	Exercise 10.4
FUTURE GOALS	
INDIVIDUAL WORK	**GROUP WORK**

TASK 1: Future goals

OBJECTIVE

• to reflect on, predict, express and describe future goals and situations

In each of the three areas below, define some specific goals for the next twelve months. Make some decisions now about what you want out of life and what is important to you. Record at least one goal for each of the three areas.

My goals

	What do I want to achieve?	Why do I want to achieve this?
In my work		
In my relationships		
In my Girl Guiding/ Girl Scouting		

PERSONAL DEVELOPMENT MODULE	Exercise 10.4
FUTURE GOALS (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

TASK 2: Now, write a SMART objective for each one of your goals for the next twelve months.

Remember, a SMART objective:

Specific	Does it define a clear, precise outcome?
Measurable	How will you know when you have achieved the objective?
Agreed	Have you the support of others who are involved?
Realistic	Is it achievable within the time, and resource constraints?
Timebound	Have you identified a date by which time you intend to achieve it?

My goal is:

In my work:

In my relationships:

In my Girl Guiding/Girl Scouting:

My SMART objective is:

Personal Development

PERSONAL DEVELOPMENT MODULE	Exercise 10.4
FUTURE GOALS (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

TASK 3: Finally, for each goal and objective, use the following tool to help you identify helping and preventing factors

In my work

Goal:

Factors which will help me in achieving my goal are:	Factors which will prevent me in achieving my goal are:
Action I can take to increasing helping factors includes:	Actions I can take to decrease preventing factors includes:

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

PERSONAL DEVELOPMENT MODULE	Exercise 10.4
FUTURE GOALS (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

In my relationships:

Goal:

Factors which will help me in achieving my goal are:	Factors which will prevent me in achieving my goal are:
Action I can take to increasing helping factors includes:	Actions I can take to decrease preventing factors includes:

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

PERSONAL DEVELOPMENT MODULE	Exercise 10.4
FUTURE GOALS (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

In my Girl Guiding/Girl Scouting

Goal:

Factors which will help me in achieving my goal are:	Factors which will prevent me in achieving my goal are:
Action I can take to increasing helping factors includes:	Actions I can take to decrease preventing factors includes:

PERSONAL DEVELOPMENT MODULE	Exercise 10.4
FUTURE GOALS (Contd)	
INDIVIDUAL WORK	GROUP WORK

TASK 4: Summarise your plans below.

In my work

What?
    Skills/knowledge I need
	How?
	    How I can acquire them

My goal:

Where? Where can I go for information and advice?	Who? Who can offer help/support?

Why?
The benefits of my goal are:

To me

To others

When?
I will start to take action by:

I intend to complete the action by:

Personal Development

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

PERSONAL DEVELOPMENT MODULE	Exercise 10.4
FUTURE GOALS (Contd)	
INDIVIDUAL WORK	GROUP WORK

In my relationships:

What?
    Skills/knowledge I need

How?
    How I can acquire them

My goal:

Where?
Where I can go for
information and advice?

Who?
Who can offer
help/support?

Why?
The benefits of my goal are:

To me

To others

When?
I will start to take action by:

I intend to complete the action by:

PERSONAL DEVELOPMENT MODULE	Exercise 10.4
FUTURE GOALS (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

In my Girl Guiding/Girl Scouting:

What?
   Skills/knowledge I need

How?
   How I can acquire them

My goal:

Where?
Where can I go for
information and advice?

Who?
Who can offer
help/support?

Why?
The benefits of my goal are:

To me

To others

When?
I will start to take action by:

I intend to complete the action by:

PERSONAL DEVELOPMENT MODULE		Exercise 10.5
PERSONAL ACTION PLAN		
INDIVIDUAL WORK		**GROUP WORK**

In my work
My goal: what I want to achieve and why

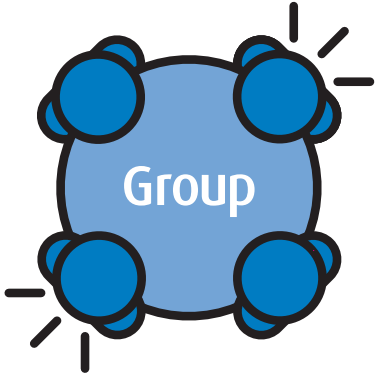| My objective	Key actions to take (targets)	Who can help	Target start date	Completed

In my relationships
My goal: what I want to achieve and why

My objective	Key actions to take (targets)	Who can help	Target start date	Completed

PERSONAL DEVELOPMENT MODULE	Exercise 10.5
PERSONAL ACTION PLAN (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

In my Girl Guiding/Girl Scouting
My goal: what I want to achieve and why

My objective	Key actions to take (targets)	Who can help	Target start date	Completed

APPENDIX 2
GROUP EXERCISES

Group

Group

PERSONAL DEVELOPMENT MODULE	Exercise 2A
SELF-KNOWLEDGE INTERVIEW	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

• To ensure that the participants can contribute to increased team perspective through increased knowledge about themselves.

The participants work in pairs, if necessary with an observer to summarise and support.

1. Each participant thinks of what she would be willing to say about herself, in three categories:

 - General questions about the person
 - Questions about needs
 - Questions about team working and co-operation

She writes down five questions relating to these categories and her information.

2. The pairs name each other A and B. A interviews B using the questions, and they reverse after a break.

3. There is no specific order for the questions – they can even be written on coloured cards to be drawn at random.

4. Each person should only ask questions she is willing to answer herself, and the answering person is allowed to refuse to answer a question.

5. Total confidence has to be accepted within the pairs.

6. After the interviews, the pairs should exchange experiences on any emotions that have appeared during this exercise.

General Questions – examples

1. What is your best skill?
2. If you won the lottery, what would you do?
3. Have you ever saved a person or an animal? If so, how?
4. Who have you been fond of?
5. When was the last time you cried?
6. What would your perfect day look like?
7. What can make you scared?
8. Which nicknames have you had?
9. How old do you think you become?
10. What would you really like me to say to you now?
11. What makes you really laugh?
12. If you could change anything about yourself – what would that be?

PERSONAL DEVELOPMENT MODULE	Exercise 2A
SELF-KNOWLEDGE INTERVIEW (Contd)	
INDIVIDUAL WORK	**GROUP WORK**

Here are some example questions about needs

Do you ever need/why do you need

1. Solitude
2. Company
3. Relaxation
4. Excitement
5. Risks
6. Quietness
7. To look good
8. To feel fit
9. To be healthy
10. To lead
11. To work alone
12. To give tenderness, love and care
13. To receive tenderness, love and care
14. To keep emotions to yourself
15. To be honest
16. To be respected
17. To be skilled
18. To be a part of a team

Questions about team working and co-operation

1. How satisfied are you in your current position/job?
2. How efficient are you in your current position/job?
3. What is your next step in your professional or Girl Guiding/Girl Scouting career?
4. What is your main strength?
5. What could prevent you from using your strength?
6. What weaknesses prevent you from achieving more?
7. What do you wish never had happened to you?
8. What would you really like to happen to you and your team?
9. What should be the aims and objectives for your group?
10. Describe the leadership within your group
11. What do you think I think of you?
12. What was your first impression of me?
13. What have you discovered about me since we met?
14. Which barriers to your personal development do you expect?
15. How do you react to pressure?
16. How do you prioritise the group in relation to other parts of your life?
17. What is your main contribution to your group?
18. What are your main concerns?

MATERIALS 1 sheet of each question hand out to each participant.

PERSONAL DEVELOPMENT MODULE	Exercise 3A
YOUR JOHARI WINDOW	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

• To discover what is known and unknown to yourself about own personality elements.

Fill out a Johari Window for yourself as far as you can

Ask other members of your patrol, team or family to fill out a Johari Window for you

Compare the windows in your working group – and make your new window them.

If you don't understand some descriptions of you, ask for some explanations.

What do you think of this?
Did you have any blind spots that are now revealed?
Did your group know any of your characteristics which you thought would remain private?

Johari Window

	Known to self	Not known to self
Known to others	Arena	Blind Spot
Not known to others	Facade	Unknown

PERSONAL DEVELOPMENT MODULE	Exercise 4A
THE UGLY DUCKLING	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

- To experience the use of metaphors in story telling
- To discover personal opinions about group dynamics and mocking behaviour
- To describe self esteem elements and the development of these

Read the Fairy Tale *"The Ugly Duckling"* by Hans Christian Andersen, and discuss

- How can this be compared with the life of a person?
- Have you had experiences with similar attitudes and behaviour?
- What will you do to make people feel like swans?

PERSONAL DEVELOPMENT MODULE	Exercise 5A

DIFFERENT NEEDS - DIFFERENT MOTIVATION - DIFFERENT PEOPLE

INDIVIDUAL WORK	GROUP WORK

OBJECTIVES
- to discover the diversity of motivation for different people
- to experience and discuss the use of Maslow's theory
- to assess personal motivation factors

METHOD

1. All group members think of goals they want to achieve during the learning session, and list each goal on a sticky note.

2. Flipchart papers with large Maslow Hierarchy of needs are placed in the room. One flipchart has the word 'EXPECTATIONS' written on top, the other has the word 'ACHIEVED'

3. The group members place their sticky notes on the first flipchart in the level of needs related to their goals.

4. Allow five minutes to observe and reflect on the goals. Consider:
    a. Can the need can be fulfilled at work/school?
    b. Can the need can be fulfilled in Girl Guiding/Girl Scouting?
    c. Can the need can be fulfilled, working alone?
    d. Can the need can be fulfilled at home?

5. The group shares their reflections.

PERSONAL DEVELOPMENT MODULE	Exercise 5B
PEAK PERFORMANCE	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

- To allow group members to identify a specific activity or incident that was a Peak Performance
- To encourage setting team goals for excellent performance

METHOD

In a discussion of excellence or quality service (or other relevant topics), comment that we've all experienced those special moments of a peak performance.

Tell members to think of a peak experience that they are willing to share with the rest of the group.

Ask for volunteers to share their peak experiences. Tell them to limit their comments to one minute each.

DISCUSSIONS QUESTIONS

1. What are the common themes that emerged?
2. How did various people view a peak performance?
3. What can this group do to facilitate a peak performance experience for themselves and others?

TIP

Collecte some industry stories of exceptional customer service. Tell a few stories (e.g. the delivery person who rented a helicopter to get an important package delivered on time) to set the tone for the session.

MATERIALS

None

PERSONAL DEVELOPMENT MODULE	Exercise 6A
MARKET DAY	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE
- To introduce personal development skills of assertiveness and building trust ending with a personal reflection to build self esteem

METHOD

Market day (Bartering role play)

1. Participants split into groups of market sellers and shoppers.
2. Each seller must decide what they are selling and the price.
3. Shoppers agree how they are going to behave but do not share this information with the sellers. About a third must bargain on price and get angry if they can't get 50% off (aggressive); the next third will buy at full price but be sad when doing so (passive) and the final third will barter but will be very happy with 25 % off the price as a fair bargain (assertive)
4. The sellers don't know what the behaviour is, they just need to ensure that they get a fair price for the goods.

    (15mins)

Discuss which behaviour was most appealing, according to participants' ownculture.
(15mins)

MATERIALS
If possible, it is useful to have props for the activity (food, bangles, baskets, scarves)

PERSONAL DEVELOPMENT MODULE	Exercise 6B
ASSERTIVE BEHAVIOUR	
INDIVIDUAL WORK	GROUP WORK

OBJECTIVE

- Introduce personal development skills of assertiveness and building trust ending with a personal reflection to build self esteem

TIME

1 hour approximately

METHOD

Market day (Bartering role play – see Exercise 6A)
Following the shopping trip on the previous day, participants split into groups of market sellers and shoppers. Price of goods 100 money

Each shopper is given a way of behaving:

1. Must bargain on price and gets angry if she can't get 50 per cent off (aggressive)
2. Will buy at full price but is sad when doing so (passive)
3. Will be very happy with 25 per cent off the price as a fair bargain (assertive)

The sellers don't know what the behaviour is, they just want a fair price for the goods. (15mins)

Discuss which behaviour was most appealing. Explain aggressive, passive and assertive behaviour. Mention that this may change according to culture. (15mins)

Building Trust (discussion)
Your journey to here: Why did you trust the taxi driver?
What made you trust him? His behaviour? The fact he was booked by the organiser of the event?

We trust people for different reasons, their link to us, their behaviour...

- Baden-Powell
- Your Chief Commissioner
- A close friend or family member

Note down why you would do something that these people asked you to do. Why would you trust them?

Those are the traits and behaviours which will make other people trust you. (20mins)
Give out personal reflection

MATERIALS

Props for the market (bangles, baskets, scarves)
Behaviour cards (printed on orange, blue and green)

PERSONAL DEVELOPMENT MODULE	Exercise 7A
EMOTIONAL COMPETENCE FRAMEWORK	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE
- To consider the value we place on personal and social competencies

METHOD

1. Create cards with one Personal or Social Competence from the list below on each and lay them out on the table or floor.

2. Divide the group into smaller groups of two or three and allow each group to study the cards and list the two personal and two social competencies which that they feel are most important.

3. Ask each group what they chose and collect together all the cards chosen and group them together to see what the whole group has chosen.

4. Facilitate a discussion about whether this is a good set of competencies, why they were chosen (what do people think they mean) and others not. Was leadership among the chosen competencies?

5. Ask which the group feels represent the strengths of WAGGGS as an organization.

6. Ask whether and how chosen competencies are linked to EQ.

If it helps, use the information provided on the pages 23-26 to elaborate on what each of the competencies means

Personal
- Emotional awareness
- Accurate self-assessment
- Self Confidence
- Self control
- Trustworthiness
- Conscientiousness
- Adaptability
- Innovativeness
- Achievement drive
- Commitment
- Initiative
- Optimism

Social
- Empathy
- Service orientation
- Developing others
- Leveraging diversity
- Political awareness
- Influence
- Communication
- Leadership
- Change catalyst
- Conflict management
- Building bonds
- Collaboration and co-operation
- Team capabilities

PERSONAL DEVELOPMENT MODULE	Exercise 8A
VALUES - THE ROOTS OF AN ORGANIZATION	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

• To consider how values are the foundation of our lives

METHOD

Draw a tree with roots, trunk, branches, leaves and fruits and an environment with air, sun, rain, soil and people around the tree.

The symbol of a tree as an Organization: leaves – activities (visible to others); branches – goals (have to be strong to carry the activities); trunk – mission (transporting the energy and keeping the organization standing); roots – values of the individuals (the nerves of the tree, have to be sound and cooperating); soil – culture; climate – surroundings; people – the stakeholders of the organization, mostly looking at the leaves.

Ask the participants to write three personal values on three pieces of paper and then share or negotiate your experiences and thoughts about these with your group

Prioritise the sum of values by consensus decision making.

Make a picture or drawing illustrating your group values and share it with other groups.

PERSONAL DEVELOPMENT MODULE	Exercise 9A
CAN I HAVE YOUR CARD PLEASE?	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

- To break the ice by asking people to introduce themselves in unusual and creative ways, using symbols and metaphors

METHOD

Ask each participant to describe herself creatively on one side of the card, using metaphors, symbols, drawings, and as few words as possible.

For instance ask her to describe

- A footprint she has made on Girl Guiding/Girl Scouting
- A skill or knowledge she feels respected for
- An unusual skill or interest she has
- A milestone in her life up until now

The card should express the uniqueness of this person.

Collect all the cards in a container.

Ask a volunteer who is chosen at random, to pick out a card and read out the description.

The volunteer and the audience can guess who is the cardowner.

The card owner can stand up and clarify, correct and complete the introduction of herself.

This person is the next to draw out a card and introduce another participant.

Continue the process until everyone has been introduced.

MATERIALS

A card business card size piece of card for each participant. Colourful pens

NOTE

If this exercise is used as an introduction game, then ask each participant to write her full name and the name she likes to be called at the other side of the card before collecting.

TIME

Depending on the number of participants
Allow three minutes to write/draw the descriptions on the cards
Allow one minute for the introduction of each person and another minute for the card owner to complete the introduction.
Allow five minutes for the group to discuss their observations and learning from the exercise.

APPENDIX 3
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Links

Golden Rules of Goal Setting. Five Rules to Set Yourself Up
See: www.mindtools.com/pages/article/newHTE_90.htm

SWOT Analysis. Discover new opportunities. Manage and eliminate threats
See: http://www.mindtools.com/pages/article/newTMC_05.htm