# LEADERSHIP CHAMPION

**Leadership Champion: Stage 3 "Leadership Master"**

**Toolkit for Participants**

## Content Page

# Introduction to Leadership Champion

# Stage 3 "Leadership Master"

The **Leadership Champion** programme consists of 3 stages, where girls and young women can learn at their own pace.

*Stage 1: Leadership Learner* kick-started in November 2021, followed by *Stage 2: Leadership Practitioner* in April 2022. For more details of the first 2 stages, refer to the Leadership Champion project page on The Hong Kong Girl Guides Association's website here.

Due to the pandemic situation, the format of *Stage 3: Leadership Master* has adjusted from a final presentation to a proposal submission. This is to provide more flexibility to participants in completing the entire Leadership Champion challenge. Details of *Stage 3: Leadership Master* are as follows:

### Who can participate?
All Brownies, Guides, and Rangers who have completed Stage 1 and Stage 2 may participate.

### Completion Requirements
- To complete *Stage 3: Leadership Master*, Participants are required to submit a **Community Service Project Proposal**.
- Participants can submit the proposal **individually or in groups (at most 5 members)**
- After submitting the proposal, the Organising Committee (Leadership Architects) will review the proposal and revert with **2 rounds of comments at most**. Participants are expected to revise and re-submit their proposal based on the comments received.
- Participants are also required to complete a personal reflection in their logbook. With the Leadership Architect's approval, participants will be able to officially complete *Stage 3: Leadership Master*.

Upon completion of this stage, participants will receive a pin and earn the title of **Leadership Master**. Outstanding performers of this stage will earn the title **Leadership Champion**. In the meantime, in order to encourage participants to complete *Stage 3: Leadership Master* and the entire Leadership Champion challenge, all participants submitting their proposal and reflection **on or before 31 December 2022** will receive a **badge**.

# How to use this Toolkit

This toolkit includes 5 tools for participants to learn and adapt in their proposals. Participants **must** apply **Tool #1: Leadership Mindsets** in their proposal, while the other tools in this toolkit are optional. However, we strongly suggest and encourage participants to apply different tools to complete their proposal and strengthen their critical thinking abilities.

| 工具 | Proposal Content |
|---|---|
| Tool #1: Leadership Mindsets | ✅ Compulsory |
| Tool #2: Radar Chart | ❌ Not Compulsory |
| Tool #3: SWOT Analysis | ❌ Not Compulsory |
| Tool #4: SMART Goals | ❌ Not Compulsory |
| Tool #5: Needs Analysis | ❌ Not Compulsory |

# Proposal Reference Structure

There are no requirements in terms of word and page count for the proposal.

For more details of the expected proposal structure and content, please refer to the Proposal Reference Structure here.

# Tool #1: Leadership Mindsets

In 2018, WAGGGS published the WAGGGS Leadership Model Summary, where WAGGGS worked with the University of Exeter to design a new leadership model for girls and young women's leadership journeys. Through applying these mindsets to our proposal, we should be more aware of our leadership practices, and better understand our own values, perspectives and behaviours. Let's revise a bit on the 6 Leadership Mindsets.

**The WAGGGS Leadership Model includes the following 6 Leadership Mindsets:**



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

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

**LEADING FOR INNOVATION -** <span style="color:red">**Creative & critical thinking mindset**</span>

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

**LEADING FOR GIRLS' EMPOWERMENT -** <span style="color:purple">**Gender equality mindset**</span>

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

**LEADING IN CONTEXT -** <span style="color:green">**Worldly mindset**</span>

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

**LEADING FOR IMPACT -** <span style="color:orange">**Responsible action mindset**</span>

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

# Tool #2: Radar Chart

Before you start writing the proposal, reflect on how regularly and consciously you are practising each of the WAGGGS leadership mindsets in your everyday life. On the radar chart below, make a dot on the line for each mindset, with the centre = not regular/conscious at all, and the outer ring = very conscious/regular. Then join the dots up to make a ring.

After you completed your proposal or implemented your community service project, come back to this radar chart and reflect again. Is there any change?

"By consciously practising the leadership mindsets, we get into the habit of taking different aspects of context into account in any situation. As a result, we adjust our choices and actions. Over time, as we keep practising the six mindsets in different roles and situations, they become a part of us and our leadership changes for the better." (extracted from Leading For Her World - Girl Guide and Girl Scout Leadership Model Summary)
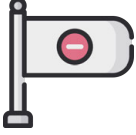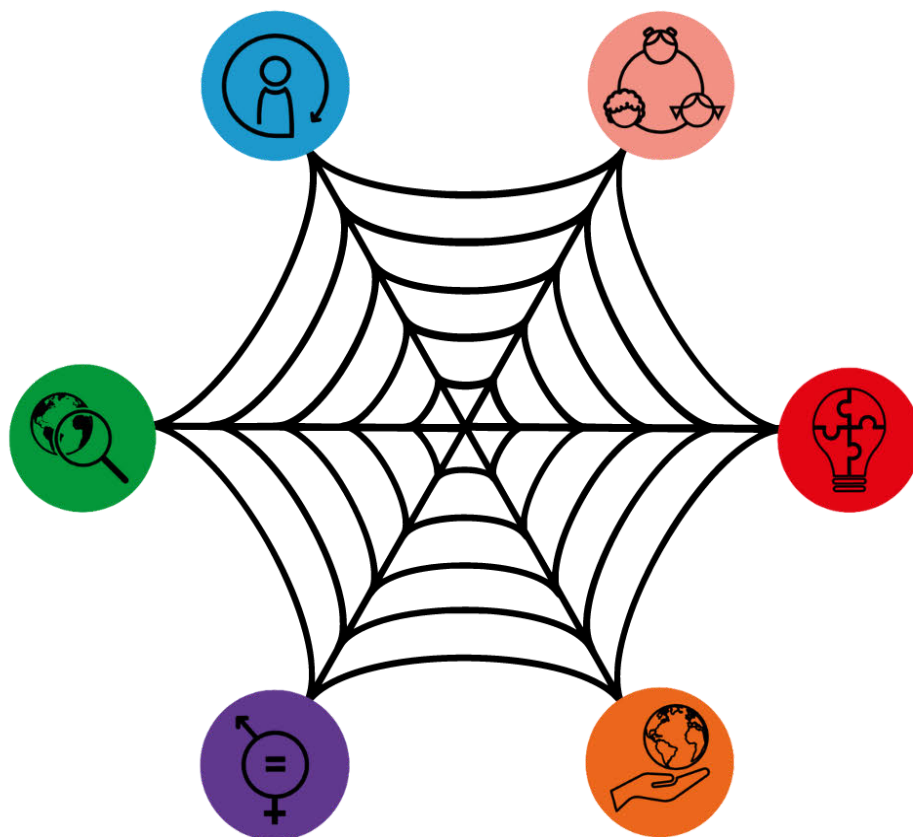
# Tool #3: SWOT Analysis

Planning a project is like a journey. A simple tool to help you develop a start point is SWOT analysis. **SWOT** is an acronym for **Strengths**, **Weaknesses**, **Opportunities** and **Threats**. The SWOT analysis looks at an organisation from four different angles, where strengths and weaknesses are related to the internal present status of the organisation, and opportunities and threats are referring to the future external impacts on the organisation.

| STRENGTHS | WEAKNESSES |
|---|---|
| 👍 | 🚩 |
| OPPORTUNITIES | THREATS |
| 🚪💡 | ⚠️ |

## Guiding Questions

**Strengths:** What kind of internal resources do you and your teammates have that will help the project succeed?

**Weaknesses:** Is there anything that puts you, your team and your project at a disadvantage? Eg. time commitment, lack of financial resources, etc.

**Opportunities:** What external factors can you find that will help your project? Eg. the awareness of sustainable development goals, etc.

**Threats:** What external factors could put your project at risk, or make it harder for you to succeed?

# Tool #4: SMART Goals

Have you set a goal/ goals  for your community service project? A clear goal allows you to understand and plan schedules wisely, so you can achieve the plan with a clear direction.

Raised by Peter Drucker, a famous management consultant in 1954, SMART goals is an important referencing criteria that assists us in setting goals,  in order to achieve work efficiency.  The  "S", "M", "A", "R", "T" in the SMART goals represent five components:

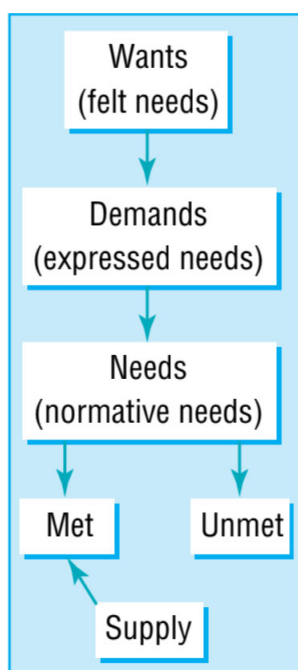| | **Explanation** |
|---|---|
| **S**pecific | **State the expected accomplishment of your project clearly. Do not leave anything unclear.**<br><br>❌ The project aims at raising students' interest on reading (What age group(s) of students are targeted? How to define "interest"?)<br>✅ The project aims at helping Form 1-3 students in Yau Ma Tei to maintain reading habits of reading a book per month. |
| **M**easurable | **Provide specific data or index to support.**<br>❌ The project encourage residents to actively recycle old clothes (No data to support the goal)<br>✅ The project increase the recycling rate of old clothes in Shatin by 10%. |
| **A**ttainable | **Set goals which your team is capable of, based on the ability of yourself and your teammates.**<br><br>❌ The project aims to provide free lunchbox to 30,000 HK residents (30,000 may be unachievable based on the limited resource)<br>✅ The project aims to provide free lunchbox to 500 grassrooted residents in Sham Shui Po |
| **R**elevant | **Is your goal responding to current social status or focusing on a social issue?**<br><br>❌ The project aims at encouraging 50 primary school students to eat more vegetables (Not responding to social status)<br>✅ The project aims to improve the habits of picky-eating among 50 primary school students |
| **T**ime-bound | **Set a targeted deadline for your project and plan the to-do items each week. It helps to maintain everything on track.**<br><br>❌ The project aims to provide basic tutorial on using smartphones to 30 elderlies<br>✅ The project aims to provide a 2-month basic tutorial on using smartphones to 30 elderlies (1 hour per week) |

# Tool #5: Needs analysis

Sometimes, it is difficult to brainstorm ideas for community services out of the blue. What if there is no issue I am particularly concerned about? What if I want to make a REAL impact to solve ACTUAL problems? A needs analysis would be what you need.

Answer these questions to identify what actions are NEEDED in your community!

*Find the unmet needs*

| | **What is the target?** |
| --- | --- |
| *Find the unmet needs* | Sometimes we want to be ambitious, but more often it is more practical to start small. Look for a target population of suitable **accessibility** (you can find them easily!), **size** (not too many, not too few), and **background** (age, gender and educational level are some key considerations.) If you are working on this project with your company, a good starting point would be your **school** or **community centre**. |

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**What is the problem?**
Identify the problem the target population is facing now. Look for the unmet needs.

**What is the size and nature of the problem?**
Assess the seriousness of the problem. Is it something you are ready to take on now?

**What solutions are in place now?**
What has been done before, and are they helpful?

**What solutions are wanted, demanded or needed?**
What does the target population want? How about other stakeholders?

**What resources do I need?**
Be realistic, don't go bankrupt!

**How can I implement the solutions?**
The practical steps and the fun part!

# Acknowledgments

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| Leadership Architects (Organising Committee) | |
|---|---|
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