

Contents

Introduction	2
About Leading and Managing People	2
How to use this toolkit	2
Managing change and the Five Essentials	2
Aim and objectives of sessions delivered with this toolkit	3
Guidance for Trainers	3
Supporting information	4
Leadership and management	4
We change as the lives of girls change	4
A voice in the change	5
Key elements of managing a change in your area in Girlguiding	5
Leadership skills for understanding and managing change in Girlguiding	6
Supporting others who are struggling with change	7
Activities	9
Introductory activities	9
We change as the lives of girls change	9
Managing a change in Girlguiding	10
Supporting others who are struggling with change	12
Participant feedback form	14
Useful resources	15
Handout 1: Examples of changes in Girlguiding	16
Handout 2: A voice in the change	17
Handout 3: Key elements of managing a change in your area in Girlguiding	18
Handout 4: Top tips for communicating change	19
Handout 5: Top tips for supporting others who are struggling with change	20
Appendix 1: Examples of change in Girlguiding	21
Appendix 2: Change themes, 1910 to the present day	23
Appendix 3: Examples of resistance to change	24
Appendix 4: Soap opera scenarios	25
Appendix 5: Change scenarios	26

Introduction

About Leading and Managing People

The Leading and Managing People Trainers' Toolkits have been developed for Trainers to use to support all members who may have to lead and manage other adults within their role, or who wish to develop these skills in the future. This includes, but is not limited to, participants who are:

- Unit Leaders
- Advisers at any level
- Trainers
- Commissioners at any level.

This training is designed to help give participants the skills and confidence to engage and work with other adult members in order to achieve their shared goals. The experience gained will help the participants both in Girlguiding and beyond.

Trainers delivering sessions using Leading and Managing People toolkits should hold or be working towards Module 2 of the Trainer Qualification.

How to use this toolkit

The purpose of this toolkit is to support Trainers to deliver training on managing change to adult volunteers in leading and managing people roles, such as Unit Leaders, Advisers and Commissioners.

The material in the toolkit can be adjusted to suit sessions of differing lengths and for different groups of participants. A number of activities and scenarios are provided, which cater for a variety of leading and managing people roles in Girlguiding, but as a Trainer you may find your own activities and scenarios that are more appropriate to the needs of the group.

Managing change and the Five Essentials

Girlguiding provides fun, friendship and adventure, and empowers girls and young women, as outlined in our vision, mission and values (see below). In order to do this the organisation has to be mindful of the need to change: 'we change as the lives of girls change'. This may mean small local changes to meet the different needs of girls and young women, or could involve wider changes that reflect developments across the whole of Girlguiding.

Part of Girlguiding's distinctive Method is caring for the individual. All young members and adult volunteers have individual needs, and the diversity this brings is one of the great strengths of the organisation. It also means that as new members join the organisation, Girlguiding must adapt to ensure it is meeting everyone's needs and making guiding accessible to all girls. Changes that care for individuals' needs can range from flexible guiding at a local level, such as Saturday units or flexible Leadership Teams, or changes to the programme to reflect the current concerns of girls and young women.

Girlguiding is committed to giving girls and young women a voice, and our Method encourages self-government and decision-making among both young members and adult volunteers. As young and adult members develop, and the world they are living in alters, they will direct the organisation both nationally and locally to reflect this.

Finally, members of Girlguiding are committed to a common standard. Sometimes things will change at a national level to ensure this. For example, updates to the Promise, or the focus of the programme, are implemented across the organisation; this ensures that all members are committed to the same common standard and values embodied in the Promise and Law.

Managing change, large or small, can be a difficult experience for teams of volunteers in Girlguiding. How the organisation develops, at both national and local level, will be subject to many individual interpretations, ideas and approaches, and may lead to conflict within teams or on a larger scale. It is important that volunteers with leading and managing people roles within Girlguiding are equipped with the skills to manage these situations. However, a time of change can also be an opportunity to use and develop the strengths of volunteers and teams to achieve even better guiding for girls and young women.

Girlguiding's vision

An equal world where all girls can make a positive difference, be happy, safe and fulfil their potential.

Girlguiding's mission

Through fun, friendship, challenge and adventure we empower girls to find their voice, inspiring them to discover the best in themselves and to make a positive difference in their community.

Girlguiding's values

- Empowering
- Inclusive
- Inspiring
- Caring
- Challenging
- Fun

Aim and objectives of sessions delivered with this toolkit

Trainers using this toolkit should include the following aim when planning a session or series of sessions.

Aim

To help adult members to be able to manage change positively and effectively within Girlguiding.

Objectives

The following objectives are examples that could be included when designing a training session about managing change in Girlguiding. Each activity in this toolkit is linked to at least one of these training objectives.

You may like to use these objectives to run a general session on managing change. You can also create your own objectives or add to those below according to the needs of your group of participants. See *Training* (Useful resources, page 15) for more information on aims and objectives and creating a training plan.

Examples

Participants will have the opportunity to:

1. discuss the importance and positive impact of change in Girlguiding
2. identify essential skills and processes to manage a change within their area
3. discuss processes by which change happens in Girlguiding, including how members, parents and external bodies are consulted
4. discuss how and why people might find change difficult
5. develop skills and techniques to support others with change in Girlguiding.

Guidance for Trainers

Participants' past experiences of change may make discussion about managing change a sensitive subject, and the training session may be an opportunity for participants to be supported by you in discussing sensitive current or past issues in Girlguiding.

There could be current changes on a national or local level which participants disagree with, or are struggling to implement in their local areas. As a Trainer, you need to be aware of this both when planning your training session and during the session itself. Activities in this toolkit have been designed to be mainly scenario-based to ensure that issues can be discussed without participants feeling forced to share personal experiences.

This does not mean that participants should not feel free to share their own experiences or opinions appropriately. Trainers must ensure that all participants understand that any local issue raised during the training session should be considered confidential and not discussed elsewhere.

Trainers should also guard against the training becoming a negative session of sharing experiences. Whenever possible, each section of the training should finish positively with solutions, ideas and ways to move forward as appropriate. Trainers should also remind participants that as adult volunteers

they are all spokespeople for Girlguiding as an organisation, and highlight the importance of using consultation opportunities to get involved in the development of Girlguiding and challenge decisions around change positively (see below for examples of this). Trainers may also find some of the supporting information and techniques outlined in the *Managing challenging behaviour in adults* toolkit useful as additional preparation for helping to support participants who may be experiencing change as personally challenging (see Useful resources, page 15).

Supporting information

Leadership and management

A member with a leading and managing people role has a vital part to play in managing change in Girlguiding. This will include day-to-day team management and providing leadership.

It is important that a distinction is made between leadership and management.

Management involves organising, coordinating and following processes. This will include:

- planning and coordinating local change effectively
- changing processes and ensuring change is embedded across a team or area
- delegating tasks and roles involved in a change.

Leadership is about inspiring and motivating. This will include:

- promoting Girlguiding's key message that 'we change as the lives of girls change'
- communicating change effectively to team members and others
- supporting team members who may find change difficult.

We change as the lives of girls change

A change is defined as an act or process through which something becomes different. Change has been a significant and important part of Girlguiding over the history of the movement. As the lives of girls and young women have changed from 1910 to the present day, the movement has evolved to continue to empower and inspire them.

For example, changes in Girlguiding's history have included:

- the Promise, which has changed 11 times, most recently in 2013 with the new 'Promise for all'
- programme updates, such as the Look Wider programme for The Senior Section in 1994, Go For Its! for Guides in 2000 and the Brownie Adventure programme in 2003
- the introduction of new sections: Rosebuds (later renamed Brownies) in 1914, Rainbows in 1987, and the merging of Land, Sea, Air and Cadet Rangers to be the Ranger Guide Service Section in 1967.

More examples are included in Handout 1 (page 16).

In Girlguiding, the term 'change' can cover a whole range of areas on many different levels. Given this, volunteers who are required to lead and manage people in Girlguiding will need to manage a variety of changes that may occur.

Examples of areas that could change could include:

- **processes** - how things are done
- **volunteers** - the people in different roles
- **governance** - decision-making for the organisation
- **programme** - activities and events organised for young members.

These changes can be instigated at different levels in the organisation, and volunteers will be asked for different amounts and types of input to decisions about change.

Some examples could include:

- **Unit Team** - a change in the unit meeting time or place
- **District or Division** - a change in how Commissioners communicate with local Leaders
- **County/Island** - a change in how training is planned and organised
- **Country/Region** - a change in how development opportunities are offered
- **Girlguiding as an organisation** - a change to policy or guidance.

For a volunteer in a leading or managing role, change can come in two forms.

1. Change they have planned and instigated themselves.
2. Change they have not planned and instigated but need to manage in their team.

Although these situations are different, the principles of good practice in change management are relevant to both types of change, and aspects of both management and leadership outlined above will be needed in both cases.

A voice in the change

Girlguiding believes in taking a consultative approach to change; this means members can have a voice in changes in the organisation in a variety of ways. For example, 44,000 people were consulted about the Promise change in 2013, and for the 'Being our best' plan which was launched in 2015, over 23,800 people were consulted.

Girlguiding members can give their views in different ways at different levels. For example:

- **Unit** - girls have a voice in a change in unit meetings, through small groups such as Sixes and Patrols, or the whole unit, such as Brownie Pow-wows
- **District or Division** - local meetings can provide opportunities for team members to give input into changes and bring thoughts from their own Leadership Team and unit
- **County/Island** - local events can be used to consult young and adult members on changes
- **Country/Region** - consultation can be done through representatives, such as Commissioners and Advisers, who can collect feedback from their local areas.

For national changes in Girlguiding there are further opportunities, including:

- feedback on social media and the Girlguiding website
- National Lead Volunteer roles (for example, the National Outdoor Team or the Advocate panel)
- Country/Region networks of volunteers in specific roles, eg Trainers or Outdoor Activities Advisers
- Task and Finish Groups on specific projects
- specific consultation on projects, such as qualifications and resources, through online surveys
- resource review and development with units and Leaders invited to participate.

See the Girlguiding website for current consultation opportunities.

Key elements of managing a change in your area in Girlguiding

Sometimes you may need to instigate a change in your local area, for example with your team of volunteers in a District or Division. The following are key elements of a successful process of change that you may find helpful.

- **Identify a need for a change in your area and what the benefits could be** - this may have come from feedback.
- **Build a team to support implementing a change** - this could be your established local team, or you may need to bring in other local volunteers.
- **Consult on what the change should look like** - this could be with your team, but also more widely in your area, with young members, and you may need to seek permission from your Commissioner.
- **Establish a clear vision** - communicate what precisely is changing and how will it make things different.
- **Remove barriers to a change happening** - do you or members of your team need to develop new skills and learn new processes? Do you have the resources you need to implement the change?
- **Continue to embed new ways of doing things** - making a change can take a long time, so ensure the change is embedded in processes, communications and ways of working locally.

Leadership skills for understanding and managing change in Girlguiding

Personal responses to change

People respond to change in different ways and some can find change difficult to cope with for various reasons. Given this, some members may struggle with change in Girlguiding, whether the change happens across the organisation or specifically affects their role. For lots of people, Girlguiding has also been an important part of their lives for many years, which means they may approach accepting or supporting a change differently.

Top tips for communicating change to your team

In a time of change, effective communication is a vital leadership skill. It is essential to ensure that everyone is in the best position to understand and embed new changes. This could apply to a change that you and your team have instigated, or decisions that have been made at national or Country/Region level that you need to communicate to your team of adult volunteers.

1. **Communicate positively.** Enthuse your team by using subjects or approaches that motivate them. For example, explain the benefits to local guiding and the possibilities in this change, such as making life easier for Leaders or removing barriers to adventure for girls. Speak positively about the change, whether it is your initiative or someone else's.
2. **Communicate with everyone.** As far as possible, give people a voice in change. Make it clear how the decision has been made and how people have been consulted. If people feel they aren't involved at all, they will find the change harder to accept. (See Handout 2 (page 17) for examples of consultation opportunities for national level changes.)
3. **Communicate the reasons behind the change.** If people don't understand the reason for a change, they may struggle to accept or support it. Show why the change is justified. This will in turn help volunteers in other roles with their own communications (eg to parents and young members) about the change.
4. **Discuss and clarify individual roles before, during and after the change process.** If team members know what is expected of them, and what kind of time and effort it will entail, they can plan for and support the change better.
5. **Explain the benefits of a change.** Show others what you can achieve together if everyone supports the change, and what the impact on local guiding might be if other volunteers do not support it.

Active listening

Helping your team to understand and accept change can involve having some difficult conversations in order to find out how other members of your team are feeling. It is vital that you listen properly and find out what the world looks like from the other person's point of view.

These top tips will help with active listening.

Time: Give the other person time to form sentences about how she is feeling and to express herself. Don't be afraid of silence; sometimes people need time to process and order their thoughts, especially when upset about something. Don't interrupt.

Concentration: Concentrate on what the other person is telling you and ignore the narrative inside your own head. Try to avoid immediately linking what you are hearing to your own experiences, feelings and opinions.

Non-verbal cues: Pay attention to the other person's non-verbal communication and what that tells you about her feelings and experiences. Use your own non-verbal communication to encourage the other person (eg leaning forward, smiling, nodding, making positive eye contact).

Open questions: Encourage the other person to express herself further by asking open questions (eg 'How did you feel about this?').

Reflection: Respond to the other person by summarising what you have heard her telling you. This can help her to understand her own feelings and actions, and she can correct you if you have misunderstood.

Difference: Be aware that people have different backgrounds and abilities. A person may need more or less time to think about what they want to say, or might use different words.

Supporting others who are struggling with change

Some team members may struggle with change for a number of reasons.

1. Individual circumstances.
 - People may be used to doing things a certain way, and don't want this to change.
 - They may be concerned that they will not have the skills, experience or time to manage the impact of a change.
 - They may personally disagree that the change will be a good thing.
2. Issues with the process of change or how it is communicated.
 - People may not be able to see the reason behind or the suggested benefits of a change.
 - They may not have confidence in those who have made the decision to change something.
 - They may feel they have not been consulted about a change.
3. Concerns that the change will make things worse, not better, in the future. For example, people might be concerned about:
 - relationships with other volunteers, including Unit Leaders/Commissioners
 - having less fun and fewer opportunities in their current guiding role
 - expectations and general conditions of volunteering in their role.

Negative reactions to a change from members of your team could have a serious impact on local guiding, including negating the benefits of intended changes or affecting other local volunteers negatively. It is therefore essential to support your team with change and respond to resistance to change. You may know of other volunteers' concerns about change and be able to predict how and when best to intervene to offer support.

One model that was originally developed for understanding bereavement is the Kubler-Ross model. It has more recently been applied to individuals managing a range of changes in their lives. In this model each stage follows in order, and it may be helpful for understanding how to support others with change during the different stages.

1. **Shock and denial.** Girlguiding members were not expecting this change and are shocked. They disagree with the change and deny that it will happen or that they will be part of it.

Top tips to support others at this stage:

- **Preparation.** Give people warning about upcoming changes, so they have time to discuss and understand what these will mean for them individually.
 - **Prevention.** Try to predict what might come up in terms of resistance, and be prepared with strategies to support other volunteers. Talk about tricky issues directly rather than avoiding them.
2. **Anger and fear.** Team members are worried what might happen, and may be scared of how the changes will affect themselves and local guiding. They may be angry that changes have been brought in.

Top tips to support others at this stage:

- **Communication.** Be open and willing to talk about the changes and what they will mean. Encourage appropriate feedback and discuss how people's views can be taken into account.
 - **Learning and development.** What support and training opportunities are available that will help team members to accept change more readily? Consider both formal training and facilitating informal learning, such as through peers.
3. **Exploration and acceptance.** Team members begin to explore what the changes might mean in reality for them, and to think about the benefits as well as challenges. People start to accept that the change is going to happen.

Top tips to support others at this stage:

- **Enable action.** Encourage others to put changes into action in their roles, and provide them with the information and resources they need to do this.

- **Be patient and persistent.** Be prepared to go through things more than once or have the same conversation about the change in different contexts. You may hear concerns voiced for a long time after something has changed, but in time the change will become part of normal guiding life.
4. **Rebuilding and commitment.** Team members are committed to the change and to making it a reality in the long term.

Top tips to support others at this stage:

- **Be realistic.** Accept that however well you manage change within your local area, whether it was instigated by you or someone else, there will probably still be some resistance. Try not to take it personally, but accept that some things take a long time to become established.
- **Celebrate success.** Recognise when volunteers have tried hard to accept a change, and celebrate the progress the team has made.

Activities

Introductory activities

Design a house

Purpose: For participants to begin thinking about how a change is communicated and introduced, and how this can affect personal responses to change.

Objective: 4 - discuss how and why people might find change difficult

Time: 10 minutes

Equipment: Paper, pens

Give each participant a piece of paper and some pens. Tell them that you have won the lottery and would like them to design a house for you. They can use their creativity as much as they like.

Give them five minutes to start designing and then say you now don't need a house, but would like them to design you a boat instead.

Give them another five minutes doing this, and then tell them you would actually like a house so they should design that.

Ask the group to stop and discuss their responses in the activity.

- What did people feel about the nature of the changes?
- How did people react?
- What would have helped them to react more positively?

What can you change?

Purpose: For participants to think about different kinds of change, and the possibilities and importance of change.

Objective: 1 - discuss the importance and positive impact of change in Girlguiding

Time: 15 minutes

Equipment: Flipchart, pens, Examples of change in Girlguiding if needed (Appendix 1, page 21)

Ask participants individually to think of as many answers as possible to the following questions.

Name something you can change:

- in life generally
- within Girlguiding locally
- within Girlguiding nationally.

What can change outside your control...

- in life generally?
- within Girlguiding locally?
- within Girlguiding nationally?

Ask participants to work in pairs to compile their answers together and discuss the differences. You can then ask them to look at their answers in small groups and discuss their responses.

You may like to display these lists during the session as examples to use for other activities (more examples can be found in Appendix 1, page 21).

We change as the lives of girls change

Past to present

Purpose: For participants to look at changes in the world and those relevant to Girlguiding in particular.

Objectives: 1 - discuss the importance and positive impact of change in Girlguiding
3 - discuss processes by which change happens in Girlguiding, including how members, parents and external bodies are consulted

Time: 25 minutes

Equipment: Pictures on your chosen theme covering the time period of 1910 to the present day, or theme examples on cards (Appendix 2, page 23), paper, pens

Ask participants to work in small groups.

Pick a theme, eg music, food habits, transport or a particular type of technology. Distribute pictures relating to this theme. Alternatively, hand out theme examples from Appendix 2.

Ask participants to create a timeline of how things have changed in this theme between 1910, when guiding began, and the present day. Discuss why these changes happened, and the challenges and benefits of them.

Next, ask groups to create a parallel timeline of how the lives of girls and young women have changed in that time. Can they find any links between their two timelines? Discuss what effects this may have had on guiding and changes this may have prompted.

Participants can then make a third timeline of changes in Girlguiding, how these have come about and how they are linked to the first two timelines.

Journeys in Girlguiding and change

Purpose: For participants to explore the changes in their own Girlguiding journey and their attitudes to these.

Objective: 1 - discuss the importance and positive impact of change in Girlguiding
3 - discuss processes by which change happens in Girlguiding, including how members, parents and external bodies are consulted

Time: 20 minutes

Equipment: Large pieces of paper, pens, Examples of changes in Girlguiding (Handout 1, page 16)

Ask participants to draw a horizontal line across the page to represent their time in Girlguiding.

Now ask them to mark the timeline with important events for them during their time in Girlguiding. These could be personal decisions (for example, beginning their Leadership Qualification), local events and changes, or national events and changes. You may like to have a list of relevant organisational changes in recent years as a prompt (Handout 1, page 16).

Participants mark each positive event above the timeline with a vertical line. They mark negative events below the timeline with a vertical line. Some events may have had positive and negative sides to them, in which case they go both sides of the line. Participants can also vary the length of each line according to how positive or negative they found each event.

You may like to do the activity twice from two different perspectives:

1. how participants felt at the time
2. how participants feel looking back from today's perspective.

Discuss these questions in the group with those who are happy to share.

- Which events do participants have in common?
- Which are different?
- Which changes did participants have control over?
- Were there changes that seemed negative or positive at the time, but looked different later?

Managing a change in Girlguiding

Why change?

Purpose: For participants to begin discussing approaches to, and practical aspects of, instigating and managing a change.

Objective: 2 - identify essential skills and processes to manage a change within their area

Time: 15 minutes

Equipment: Key elements of managing a change in your area in Girlguiding (Handout 3, page 18)

The group discuss how they might go about instigating a change in their local team, and what skills and processes would be important. Issues to focus on could be:

- why there is need for change
- the form the change might take
- what you hope to achieve by it
- the implications for resources - time, money, equipment etc
- what tasks need to be done in order to achieve change
- who will do each task
- the timescale of the changes.

Planning change

Purpose: For participants to explore how they would plan and manage a change effectively in their area.

Objective: 2 - identify essential skills and processes to manage a change within their area

Time: 30 minutes

Equipment: Examples of change in Girlguiding (Appendix 1, page 21), Key elements of managing a change in your area in Girlguiding (Handout 3, page 18), Top tips for communicating change (Handout 4, page 19)

Participants work in pairs and decide on a change they could implement locally - it can be large or small.

Participants use the tips from Handout 3 to plan how they will manage this change. They may need to answer these questions.

- What are the priorities of this change?
- How are you going to communicate this change?
- How will people feel ownership of this change locally?
- What resistance do you anticipate and how will you manage this?

Pairs swap plans and comment on the ones they are given, also discussing how things might differ in their areas.

A voice in the change

Purpose: For participants to explore how they can enable themselves and other volunteers to have a voice in changes in Girlguiding.

Objective: 3 - discuss processes by which change happens in Girlguiding, including how members, parents and external bodies are consulted

Time: 20 minutes

Equipment: Examples of change in Girlguiding (Appendix 1, page 21), Top tips for communicating change (Handout 4, page 19), examples of consultation methods used (Handout 2, page 17)

Participants work in small groups and decide on a local change and a national change in Girlguiding to discuss.

For both changes, participants discuss at what point volunteers in their teams and local areas can have a voice in the change, and what that might look like. Groups can list the differences between how to have a voice in a local change and in a national change.

The group can then discuss these questions.

- How can volunteers get involved in different changes in Girlguiding?
- How can young members get involved?
- How do people like to be consulted?
- How, in their leading and managing roles, can they encourage and facilitate others to have a voice in change?

Supporting others who are struggling with change

Change through someone else's eyes

Purpose: For participants to explore how change is experienced from different points of view, and how this affects the ways people respond to change.

Objectives: 4 - discuss how and why people might find change difficult

5 - develop skills and techniques to support others with change in Girlguiding

Time: 30 minutes

Equipment: Change scenarios (Appendix 5, page 26), paper and pens

Participants work in small groups. Distribute change scenarios and ask participants to do one of two activities.

Role play

Participants prepare a role play showing a change scenario and how different people in the situation are reacting to it. They then perform it to the rest of the group. Audience members can shout 'Freeze!' at any point and quiz different characters on how they feel about a particular change and how it is being managed.

Storyboard

Participants create a storyboard of the change scenario. On each scene on the storyboard they add thought bubbles to each of the people involved, outlining how they feel about the changes and how these are being managed.

With both activities, bring the group back together to discuss these questions.

- How does knowing how people are reacting to a change help with managing it?
- In the different scenarios, what was done well or could be done better to support volunteers with the change?

Stages of response to change

Purpose: For participants to explore the stages of personal responses to change.

Objectives: 4 - discuss how and why people might find change difficult

5 - develop skills and techniques to support others with change in Girlguiding

Time: 20 minutes

Equipment: Examples of change in Girlguiding (Appendix 1, page 21), Top tips for supporting others who are struggling with change (Handout 5, page 20), paper, pens

Participants work in small groups. Distribute examples of different changes that might happen in Girlguiding among the groups, along with Handout 5 (page 20).

Ask groups to pick a few changes and map out the different stages of change, thinking about the impact of the change and behaviour that volunteers might see from others at each stage in their teams or areas. Discuss these questions in their small groups or the wider group.

- Would there be any instances of challenging behaviour?
- Are some reactions more/less understandable when you look at it this way?

Managing resistance to a change

Purpose: For participants to explore and practise approaches to managing resistance to change.

Objectives: 4 - discuss how and why people might find change difficult

5 - develop skills and techniques to support others with change in Girlguiding

Time: 20 minutes

Equipment: Examples of change in Girlguiding (Appendix 1, page 21), Examples of resistance to change (Appendix 3, page 24), Top tips for supporting others who are struggling with change (Handout 5, page 20), paper, pens

Participants work in small groups. Give each group a change that might be implemented in their local area/team in Girlguiding. It could be a national or a local level change.

Each group should consider how team members might struggle to accept the change as it is introduced to the team and how they might express this as resistance to change. Make a list of statements or behaviours that could be seen.

The groups then swap lists and discuss ways to:

- prevent the expressed resistance to change or situations that the other group has listed
- counter the expressed resistance to change or situations that the other group has listed.

Bring the group together and discuss the different answers. You could work through one example together and see if the other groups have different strategies.

Fear of change

Purpose: For participants to explore fears behind change.

Objectives: 4 - discuss how and why people might find change difficult

5 - develop skills and techniques to support others with change in Girlguiding

Time: 10 minutes

Participants think of a change in Girlguiding or elsewhere and list:

- irrational fears about the change that people might have - make it as silly as they like
- rational fears about the change, such as damage to relationships, being asked to do things they don't have the skills for, etc.

Bring the group together and discuss how they, as volunteers in leading and managing people roles, can support others and allay fears over change.

Fear and overcoming

Purpose: For participants to explore and practise approaches to managing resistance to change.

Objectives: 4 - discuss how and why people might find change difficult

5 - develop skills and techniques to support others with change in Girlguiding

Time: 20 minutes

Equipment: Soap opera scenarios: video clips, pictures or Appendix 4 (page 25)

Participants look at some classic soap opera scenarios in small groups. For each one, discuss these questions.

- What are different people's reactions to change in these situations?
- How do these reactions to change affect themselves and their own position?
- How do they affect other people and their reactions to change?
- How do they affect the success of the enterprise overall?

Compare answers from different groups, and then move the discussion away from soap opera situations to change more generally.

- In what different ways could people respond to situations of change? What coping strategies could they employ that they don't use now?
- If they are comfortable sharing this, what would participants' reactions to change be in similar situations?
- Are there more serious change situations, including in Girlguiding, that they could apply these discussions to?

Participant feedback form

Name of the Trainer.....

Title of session.....

Date..... Location.....

Please take a few moments to consider the questions and give your views, to help us improve.
Thank you.

Question	Please circle the most applicable answer.			
Did you enjoy this session?	No - not at all	Some of it	Yes - most of it	Yes - all of it
Were the aim and objectives of the session met?	No - not at all	Partially	Mostly	Yes - fully
To what extent was the content of the training relevant to your role in guiding?	Not at all relevant	Not relevant	Relevant	Very relevant
Do you feel you would be able to apply what you have learned today in your guiding role?	None of it applies to my guiding role	I would be able to apply some of it	I would be able to apply most of it	I would be able to apply all of it
When do you expect to use what you have learned today?	Never	Need more time to think about how and when	Probably in the next few months	As soon as possible
Could the Trainer have done anything further to help your learning today?	Yes Please state how:		No	

Useful resources

Girlguiding resources

Search www.girlguiding.org.uk for the following resources and training and development opportunities.

The Guiding Manual

'Being our best: Girlguiding's plan for 2020'

Girlguiding Identity Guidelines

Participation on a Plate

Training

Leading and Managing People Toolkits:

- *Building a team*
- *Effective adult meetings*
- *Managing challenging behaviour in adults*
- *Managing conflict*

Current consultation opportunities

Further resources

Kotter, John. *The Heart of Change* (2002)

www.kotterinternational.com/the-8-step-process-for-leading-change

Bunker, Kerry. *Responses to Change: Helping People Manage Transition* (Center for Creative Leadership, 2008)

solutions.ccl.org/Responses_to_Change_Helping_People_Manage_Transition

Definition of change:

www.oxforddictionaries.com/definition/english/change

Handout 1: Examples of changes in Girlguiding

Changes to the Promise

- 11 changes in Girlguiding history
- 2013: most recent change with 'Promise for all'

Changes to the programme

Rainbows

- 2004: Rainbow Jigsaw introduced

Brownies

- 1955: Theme of global awareness becomes an integral part of the programme with the Brownie World Badge
- 2003: Brownie Adventure programme structure introduced

Guides

- 1968: Trefoil challenges introduced, with more programme flexibility
- 2000: Go For Its! launched

The Senior Section

- 1994: Look Wider scheme launched

Structural changes

- 1914: Rosebuds started
- 1915: Rosebuds renamed Brownies
- 1987: Rainbows started

The Senior Section

- 1916-17: formed as Senior Guides
- 1920: renamed Rangers
- 1927: three Senior groups brought together as Rangers, Sea Rangers, Cadet Rangers
- 1967: merging of Land, Sea, Air and Cadet Rangers to be Ranger Guide Service Section
- 2000: Young Leaders part of The Senior Section

Uniform changes

Rainbows

- 2004: new uniform introduced

Brownies

- 1917: brown tunic introduced
- 1930s: knitted cap introduced
- 1967: cotton dress introduced
- 1973: bobble hat introduced
- 1977: trousers permitted for first time

Guides

- 1911: introduction of the hat
- 1960s: beret replaced
- 1990: Jeff Banks redesign
- 2004: Ally Capellino redesign
- 2014: redesign 'inspired by Guides, designed by young women'

The Senior Section

- 1973: Young Leaders can wear The Senior Section uniform

National system changes

- 2009: Go! membership system introduced
- 2011: Join Us recruitment system introduced

Handout 2: A voice in the change

Girlguiding believes in taking a consultative approach to change; this means members can have a voice in changes in the organisation in a variety of ways. For example, 44,000 people were consulted about the Promise change in 2013, and for the 'Being our best' plan, which was launched in 2015, over 23,800 people were consulted.

Girlguiding members can give their views in different ways at different levels. For example:

- **Unit** - girls have a voice in a change in unit meetings, through small groups such as Sixes and Patrols, or the whole unit, such as Brownie Pow-wows
- **District or Division** - local meetings can provide opportunities for team members to give input into changes and bring thoughts from their own Leadership Team and unit
- **County/Island** - local events can be used to consult young and adult members on changes
- **Country/Region** - consultation can be done through representatives, such as Commissioners and Advisers, who can collect feedback from their local areas.

For national changes in Girlguiding there are further opportunities, including:

- National Lead Volunteer roles (for example, the National Outdoor Team or the Advocate panel)
- Country/Region networks of volunteers in specific roles, eg Trainers or Outdoor Activities Advisers
- Task and Finish Groups on specific projects
- specific consultation on projects, such as qualifications and resources, through online surveys
- opportunities provided on social media and the Girlguiding website
- resource review and development with units and Leaders invited to participate.

See the Girlguiding website for current consultation opportunities.

Handout 3: Key elements of managing a change in your area in Girlguiding

- **Identify a need for a change in your area and what the benefits could be** - this may have come from feedback.
- **Build a team to support implementing a change** - this could be your established local team, or you may need to bring in other local volunteers.
- **Consult on what the change should look like** - this could be with your team, but also more widely in your area, with young members, and you may need to seek permission from your Commissioner.
- **Establish a clear vision** - communicate what precisely is changing and how will it make things different.
- **Remove barriers to a change happening** - do you or members of your team need to develop new skills and learn new processes? Do you have the resources you need to implement the change?
- **Continue to embed new ways of doing things** - making a change can take a long time, so ensure the change is embedded in processes, communications and ways of working locally.

Handout 4: Top tips for communicating change

1. **Communicate positively.** Enthuse your team by using subjects or approaches that motivate them. For example, explain the benefits to local guiding and the possibilities in this change, such as making life easier for Leaders or removing barriers to adventure for girls. Speak positively about the change, whether it is your initiative or someone else's.
2. **Communicate with everyone.** As far as possible, give people a voice in change. Make it clear how the decision has been made and how people have been consulted. If people feel they aren't involved at all, they will find the change harder to accept.
3. **Communicate the reasons behind the change.** If people don't understand the reason for a change, they may struggle to accept or support it. Show why the change is justified. This will in turn help volunteers in other roles with their own communications (eg to parents and young members) about the change.
4. **Discuss and clarify individual roles before, during and after the change process.** If team members know what is expected of them, and what kind of time and effort it will entail, they can plan for and support the change better.
5. **Explain the benefits of a change.** Show others what you can achieve together if everyone supports the change, and what the impact on local guiding might be if other volunteers do not support it.

Handout 5: Top tips for supporting others who are struggling with change

1. **Shock and denial.** Girlguiding members were not expecting this change and are shocked. They disagree with the change and deny that it will happen or that they will be part of it.

Top tips to support others at this stage:

- **Preparation.** Give people warning about upcoming changes so they have time to discuss and understand what these will mean for them individually.
 - **Prevention.** Try to predict what might come up in terms of resistance, and be prepared with strategies to support other volunteers. Talk about tricky issues directly rather than avoiding them.
2. **Anger and fear.** Team members are worried what might happen, and may be scared of how the changes will affect themselves and local guiding. They may be angry that changes have been brought in.

Top tips to support others at this stage:

- **Communication.** Be open and willing to talk about the changes and what they will mean. Encourage appropriate feedback and discuss how people's views can be taken into account.
 - **Learning and development.** What support and training opportunities are available that will help team members to accept change more readily? Consider both formal training and facilitating informal learning, such as through peers.
3. **Exploration and acceptance.** Team members begin to explore what the changes might mean in reality for them, and to think about the benefits as well as challenges. People start to accept that the change is going to happen.

Top tips to support others at this stage:

- **Enable action.** Encourage others to put changes into action in their roles, and provide them with the information and resources they need to do this.
 - **Be patient and persistent.** Be prepared to go through things more than once or have the same conversation about the change in different contexts. You may hear concerns voiced for a long time after something has changed, but in time the change will become part of normal guiding life.
4. **Rebuilding and commitment.** Team members are committed to the change and to making it a reality in the long term.

Top tips to support others at this stage:

- **Be realistic.** Accept that however well you manage change within your local area, whether it was instigated by you or someone else, there will probably still be some resistance. Try not to take it personally, but accept that some things take a long time to become established.
- **Celebrate success.** Recognise when volunteers have tried hard to accept a change, and celebrate the progress the team has made.

Appendix 1: Examples of change in Girlguiding

New programme

New system for recording membership details

New process for qualifications and/or mentoring

New ways of doing flexible guiding

New units opening

Units closing or merging

New ways of using unit/District/Division/County funds

New uniform

Discontinuing roles

Changing how volunteers report to others

Changing how volunteers manage others

Changing how decisions are made locally

Changing how decisions are made nationally

New processes for events, projects or training

New technology and how it is used

New branding

Changing physical spaces, such as selling or developing residential sites or unit meeting places

Change to local schools, meaning lots of new girls in the area or girls moving away

Change in volunteers in the area

Lots of new volunteers in the area

Change in the structure of the sections

New ways of communicating

Change in the demographics of the area

Appendix 2: Change themes, 1910 to the present day

Fashion

Hairstyles

Transport

Communication technology

Popular music

Eating habits

Jobs

Civil rights

Education styles

Travel opportunities

Socialising habits

Healthcare

Appendix 3: Examples of resistance to change

'I don't like the new uniform - it's not smart enough for church parade.'

'I don't know why they have to keep changing things - now they are changing the Brownie programme. My Brownies like the current one and there is nothing wrong with it.'

'Go! doesn't work. Why can't we go back to paper forms?'

'Why can't we go back to District meetings on a Tuesday? That worked way better for me.'

'My unit liked the Division camp we did last year. Why do we need to do something different this year?'

'I don't get this whole "holiday Brownies" thing. It's not fair on volunteers to be doing guiding in the school holidays.'

Appendix 4: Soap opera scenarios

A new family moves into the square/village/street and starts to cause trouble.

Someone comes back from the dead to reclaim their pub/fish and chip business/wayward spouse.

Someone announces to their child that they were adopted and they've never told them.

Someone turns out to be someone's brother/sister/mother/father/child after having known them in a different capacity for many years.

Someone turns up as a long-lost child born from an affair in the Philippines/Cuba/Isle of Wight 18 years ago.

The bank reclaims someone's café/pub/laundrette business/house.

Someone has triplets without knowing they were pregnant.

Appendix 5: Change scenarios

Scenario A

After a wide consultation among young members and Leaders, a new programme resource is created for Guides which covers issues around healthy relationships. Local Leaders feel the programme is 'just not Girlguiding' and won't run it, even though some Guides were talking about having seen it on the website and thought it looked interesting.

Scenario B

A new housing estate has been built in your District, and lots of new families have moved into the area. The one nearby unit has been inundated with requests from girls wanting to join, and lots of them come from families where English is not a first language. This has led to some difficulties in communicating with parents about forms and programme.

Scenario C

Your County campsite is looking really run down and is not being used very regularly, but people disagree over the way forward. You find out that it has been decided that some funds earmarked for a fun day should be diverted to sort out some of the issues at the campsite.

Scenario D

Your Division has a great partnership with the local university and in the new term you get the contact details of lots of new student volunteers. They are only available at specific times of year, and you have had unreliable student volunteers in the past. The Division decides that everyone should take at least one student volunteer and do a rota for Leaders so that no one has to attend unit meetings every week.

Scenario E

Your Commissioner steps down from her role and no one in the area wants to take it on. Finally someone is found who is new to the area; she has moved from an urban area to your rural Division, and has lots of new ideas for how the Division should communicate and be organised, including lots of use of social media. Other Leaders are starting to say that she's not welcome in your Division.