

Impact case study (REF3)

Institution: University of Exeter		
Unit of Assessment: UoA 17 Business and Management Studies		
Title of case study: Transforming global leadership development for the World Association of Girl Guides and Girl Scouts (WAGGGS) to empower young women.		
Period when the underpinning research was undertaken: 2006-2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Dr Emma Jeanes	Senior Lecturer in Organisation Studies	1998-Present
Period when the claimed impact occurred: 2016- ongoing		
Is this case study continued from a case study submitted in 2014? N		
1. Summary of the impact		
<p>An effective way to address the globally recognised problem of gender inequality is through empowering young women. Utilising Jeanes' research on gender and teaching via mindsets, the World Association of Girl Guides and Girl Scouts (WAGGGS - the largest voluntary movement in the world dedicated to girls and young women) has transformed and extended their global leadership development programme for young women to meet the needs of their culturally diverse 150 member countries. Consequently, the reach of the programme has increased from a cohort of around 30 per annum to 469 in 2019, with an estimated knock-on effect of extending engagement to over 80,000 through project work. The programme's mindsets have been cited as enhancing young women's motivation and confidence to lead, tackle gender inequality and take on new opportunities, demonstrating significance. WAGGGS are now mainstreaming the model by embedding Jeanes' mindsets in their strategic plans, policies and recruitment processes, transforming WAGGGS' leadership, practices and opportunities.</p>		
2. Underpinning research		
<p>There are two strands to Jeanes's research underpinning the impact. First, is her work on mindsets and leadership. Second, is her research on gender equality.</p> <p>With regards to the first strand, Jeanes's work argues that leadership teaching under pedagogical methods aimed at young people, has been limited to traditional approaches whereby the educator imparts knowledge. Leadership actions or competencies are prescribed, assuming that a lack of experience means participants need to be 'instructed' in how to behave. Furthermore, she found that the leadership development literature typically stresses that this is of limited value and culturally dominated by certain literatures. Her work addresses these concerns by demonstrating the adaptability and efficacy of adult leadership development for the less experienced learner through a rethinking of mindsets. This was achieved by reassessing the pedagogical and andragogical (adult-learning) mindset approaches and demonstrating how these can be combined with recent thinking on leadership in complex situations [3.1]. Applied to leadership, her work suggests breaking down leadership capacity into distinct mindsets (in this case: Reflective, Worldly, Collaborative, Creative and Critical Thinking, Responsible Action and Gender Equality) and orientating it to ways of being and thinking in the world, fostering leadership and its development as a lifelong journey of daily practice, learning and capacity building. Thus, her work extends scholarship on the pedagogical 'growth mindset' – a model generally utilised in traditional (adult) educational contexts – by applying it to younger learners. Overall, Jeanes's conceptual work [3.1] sets out how the essential capacity for 'growth' common to both approaches enables andragogical mindset approaches to be used across all age/experience levels. Her work also shows that the approach is particularly relevant for context specific learning, such as leadership. This enables educators to reimagine how to approach leadership development in diverse contexts for all ages in a way that does not rely on adult life experience for effective learning [3.1].</p>		

The second strand entails research on gender and sets out the challenges of tackling sustained gender inequality [3.2], the enduring and intractable perceptions of women as less capable than men [3.3] and their own self-confidence in seeking opportunities for their personal advancement [3.4] and thus the importance of a 'gender orientated mindset' when seeking gender equality.

The Worldwide Association for Girl Guides and Girl Scouts (WAGGGS) is the largest voluntary movement in the world dedicated to girls and young women (12-30), seeking gender equality for over 10 million girl guides and scouts in 150 countries. However, WAGGGS' leadership programme was not fulfilling their ambitions and reaching only a tiny fraction of participants per year (circa 30 in each cohort prior to the changes). Their challenge was finding a coherent approach that enabled WAGGGS to serve their values and purpose: achieving gender equality and the empowerment of their members, utilising non-formal educational methods. This needed to work across the 150 culturally diverse member organisations (MO; each MO is a separate country), with a model that could be rapidly cascaded to a large number of trainers, to extend the reach of the programme. WAGGGS initially approached Jeanes in 2015 for her research expertise to ensure their leadership programme was contemporary and relevant for its participants.

3. References to the research

3.1 Jeanes, E. 'A meeting of mind(sets). Integrating the pedagogy and andragogy of mindsets for leadership development' (forthcoming, published online 11/2020) *Thinking Skills and Creativity*, <https://doi.org/10.1016/j.tsc.2020.100758>

3.2 Jeanes, E. L., Knights, D., and Martin, P.Y. (2011) 'Introduction (to Gender Work and Organization)' in *Gender, Work and Organisation Handbook*, eds. E. L. Jeanes, D. Knights, and P. Y. Martin, Oxford: Blackwell. This 'state of the field' overview in a well-cited Handbook sets out the main themes and concerns regarding gender and gender inequality and stresses the need for awareness and action to tackle gender inequality in different contexts and cultures. *Available on request.*

3.3 Gregory, A., Jeanes, E. L., Tharyan, R., Tonks, I. (2013) 'Does the stock market gender stereotype corporate boards? Evidence from the market's reaction to directors' trades' *British Journal of Management*, 24: 174–190. <https://doi.org/10.1111/j.1467-8551.2011.00795.x>

3.4 Presentation from leadership survey, given at the ESRC funded event, 2017 (funded by an ESRC IAA Co-creation grant: Overcoming gender barriers to leadership experienced by school-leaving girls, 1 Jan 2017-30 Sept 2017). *Available on request.*

4. Details of the impact

4.1 Transforming WAGGGS Leadership Development Programme:

In 2015/16 Jeanes reviewed WAGGGS' leadership development materials and interviews with previous participants. Based on her expertise, Jeanes identified several challenges in their current model, including: **a) cultural bias in their teaching materials, b) lack of reference to gender, and c) their training model** - based on extensive training manuals - **prevented them reaching many of their potential 10 million girl guides and scouts**, as only a few were trained to deliver the material.

Instead of refreshing their current offering, Jeanes proposed a more fundamental rethink of their programme based on her mindset analysis. Jeanes secured ESRC funding to run workshops based on a process of co-creation with WAGGGS, in which she presented and explained the mindset approach and its value as a flexible training tool that a) can be adapted for culturally diverse contexts and, b) facilitates an easily shared training framework. In these workshops she worked with WAGGGS' senior leadership (board members and leadership development staff) to hone the cascade model to be suitable for their purposes.

The outcome was the creation of the six core mindsets (Reflective, Worldly, Collaborative, Creative and Critical Thinking, Responsible Action and Gender Equality) [3.1; 5.1]. These mindsets are relevant to the experiences of the young women participants, enabling a culturally appropriate leadership development programme, which can be adopted in any MO [5.2].

Empirically, these ideas were then tested in Oct-Dec 2016 in an ESRC Economic Development & Welfare Scheme (EDWAS)-funded study working with Girl Guides in India, at SOS Villages, Delhi. This study demonstrated that the conceptual idea [3.1; 5.1] could be translated into a 'cascade' training model, readily adopted by trainers, and that it was suitable for young girls.

4.2 Reaching young women with leadership development training

Through the cascade model, a core ambition of Jeanes' mindset framework, WAGGGS has dramatically increased the number of young women involved in the programme through a) the 'train the trainers' method, which has extended the number of qualified trainers delivering the programme in MOs worldwide, and b) the expectation that each participant then works with 100 girls in their own MO.

The impact of this model is demonstrated by the Juliette Low Seminar (JLS) run in 2019. It was the first major event utilising the new leadership development programme [5.3]. WAGGGS members from 107 countries took part across 18 hubs [5.3] (compared to 30 in one hub prior to the new model). The event had 469 young women participants and over 100 facilitators.

A survey of participants [5.4] across all of their leadership events found that 7/10 participants who had completed their training programme project had already reached more than 10 additional young women and had given mindset training to an average of 7 girls already, to extend its reach. An evaluation of the seminar suggests that, based on current '100 girls' projects underway [5.3], WAGGGS predicted over 80,000 'train the trainers' beneficiaries worldwide supporting the 10million girl guides and scouts [5.5]. The process of roll-out started in 2019 but was halted by the coronavirus pandemic in early 2020 [5.5], and final numbers were not able to be collected.

4.3. Impact on facilitators

Resonance of the model with facilitators

According to WAGGGS' evaluations, the evidence suggests that the global body of facilitators find resonance with the model (e.g. "*practising the leadership model has helped me reflect on how my leadership journey is shaped by my past experiences, shaped by new and diverse perspectives*" - (Facilitator, Grenada) [5.6]. Interviews with facilitators stressed the value of the mindsets. For example, one used the Worldly and Reflective mindsets to educate girls and women in Ugandan tribes about gender equality. Another talked about how the Responsible Action mindset gave her the motivation and confidence to tackle a problem at her new workplace [5.4].

Cultural applicability

WAGGGS found it appropriate for young girls and different cultures (e.g. "*girls need to be highly adaptable and agile to deal with diverse cultures, needs and challenges. The WAGGGS leadership model allows leaders to broaden their leadership styles and be highly adaptable, being better role models for girls*" – (Facilitator, Singapore) [5.6]. Interviews with facilitators revealed the model builds cultural understanding [see also a facilitator blog: 5.3; 5.7], giving "*space in your mind to be open and receptive to different cultures*" [5.4].

4.4 Impact on Young Women – Empowerment and understanding

An account from a JLS facilitator states: "*It was incredibly rewarding to see the women grow in confidence and feel empowered over the course of the training*" [5.7]. A facilitator from Rwanda explained how more proposals were submitted by participants to an

entrepreneurship programme and more applied for leaderships positions after the training [5.4]. Participants themselves stated *“I hope that every girl just like me will be able to get this chance because it is definitely life changing”* [5.3]. Participants were impacted in many different ways.

Leadership understanding.

WAGGGS new mindsets made girls view leadership as a more inclusive, accessible notion. For example, the model *“brought it out as anyone can be a leader; you don’t have to be in a leadership position”* [5.4]. This laid the foundation for changes in belief and confidence that underpinned their subsequent actions: *“The WAGGGS leadership mindsets have helped me feel more confident as a leader because I can identify what is lacking in my leadership style and be reflective using the leadership mindsets”* (participant, 2018) [5.1].

Model Relevance

WAGGGS report that 72% of JLS participants found it highly relevant to their everyday lives [5.5]. Interviews found similar effects, for example: *“The bottom line is you don’t have to have certain skills; it’s having a way of thinking which you can develop from a very young age”*. And *“Creating new tools, new ways of thinking, new ways of seeing the world, and be enabled and that was really amazing...because I think that was the first time that I was seeing these creative and critical aspects in a leadership program.”* [5.4].

Changes in behaviour

Jeanes’ evaluation found that it encouraged changes in behaviour: e.g. *“They have pushed me forward to do things”* [5.4]. Participants also reported changes in their working lives from utilising the mindsets: *“Others are more excited to work with me”* [5.4]. There was evidence that new-found confidence enabled them to take action. For example, one participant talked about how the mindsets helped her challenge the throwing rubbish culture in her town [5.4].

Evidence of leadership

WAGGGS’ JLS report states that 76% strongly identify as a changemaker who knows they’ll make the world a better place (30% increase from before JLS) [5.5]. In the team’s interviews one participant stated she had *“got a lot of self-confidence to bring back to my own leadership.”* She subsequently applied for and became *“a policy advisor for the New Zealand government.”* [5.4]. A survey of participants across all the leadership events found that nearly 8/10 participants reported having applied for formal leadership roles because of the mindset training. At the start only around half saw themselves as potential leaders [5.4].

Gender equality

WAGGGS report that of their 2019 JLS participants, 63% felt confident to talk about gender equality in their community, 68% in their professional lives and 89% in the guiding movement (an average increase of 22% in each area). Furthermore, 92% would prioritise putting time into taking action to tackle gender equality after the JLS [5.7]. This was reflected in interviews. For example, one participant talked about setting up a network/group at her university to help challenge issues of gender equality and advocate for women studying STEM subjects. She credited the gender equality mindset with *“really push[ing] me to set it up”* [5.4].

4.5 Transforming WAGGGS’ strategic plans, policies and practices.

Organisational leadership

WAGGGS ambition was to ensure the mindsets operated at multiple levels, namely: for leaders of the WAGGGS movement, leaders of member organisations, leaders of girls, as well as the girl guides and scouts [5.8]. Nominations for their World Board and CEO positions now evaluate candidates through their engagement with Jeanes’ model, requiring them to *‘be able to demonstrate that they are able to work in a way which reflects these leadership qualities’* [5.9].

Policies and practices

An unexpected impact of Jeanes' research was that resulting from their positive reception, the mindsets have been mainstreamed into the organisation more widely, and embedded into policies of many MOs: "As we review and refresh our policies, we are incorporating the mindsets" (MO leader) [5.4].

Opportunity

WAGGGS report that the leadership model has also attracted interest from other organisations who want to fund their new leadership work. As one senior leader notes "it has given donors something tangible to support". A few new funding sources have been secured as an outcome of adopting Jeanes' mindset approach [5.10].

In addition to adopting it internally, WAGGGS believe their **new leadership development model to be impactful, culturally applicable, promoting gender equality and reaching significantly more of their members in a sustainable format.**

5. Sources to corroborate the impact (indicative maximum of 10 references)

5.1 Evidence of the mindsets in WAGGGS programme on publicly available website:

<http://web.archive.org/web/20210111134144/https://www.waggs.org/en/what-we-do/lead/waggs-leadership-offer/>

5.2 Letter endorsing the process / WAGGGS testimonial, written by Head of Innovation and Leadership Development, WAGGGS.

5.3 WAGGGS YouTube video from JLS links the leadership model to their learning, and to Sustainable Development Goals: <https://www.youtube.com/watch?v=eD2mUf2DVmM>

References in 4.2 at 4.20mins (utilising the mindsets in action), 5mins (international hubs) and 1.34mins (gender equality projects). Quote at start of 4.4 at 5.40mins. The international diversity is reflected throughout.

5.4 University of Exeter report combining anonymous survey results and independently collected interview data assessing the reach, significance and usability of the model based on evidence from WAGGGS MO leaders, facilitators and participants. - CONFIDENTIAL - available on request

5.5 Juliet Low Seminar 2-month report, 2019. Feedback from participants on the mindset model and anticipated impact from their project work; sets out cascade model

5.6 Testimonials from facilitators – 50 supporting statements from facilitators.

5.7 Publicly available blog by facilitator on the impact of the new leadership development model: <http://web.archive.org/web/20210111134243/https://nfpsynergy.net/blog/leadership-in-the-charity-sector-and-beyond>

5.8 Leadership Outcome Framework (setting out how the model is used at different levels in the organisation).

5.9 World Board Nominations pack March 2020 indicating their requirement for applicants to engage with their leadership model.

5.10 Testimonial from Board member in WAGGGS setting out the impact on the organisation and its future plans for the mindsets. CONFIDENTIAL – available on request