

GGA People Management Framework

Our People and Culture

Girl Guides Australia is committed to supporting and encouraging **our people** – volunteers and staff – in their work performance and development. We recognise and value the capability and dedication of **all** our people, which is fundamental to achieving the vision and mission of Guiding in Australia.

We believe that having the highest standards for the support and management of our people means that they are better able to provide high quality services to the girls and young women of our Australian community. We value transparency and believe that regular feedback and the open discussion of priorities are essential to effective performance and development for individuals and teams, and to fostering a positive organisational culture.

People Management Framework

This Framework is designed to support our volunteers in the implementation of the GGA People and Performance Management Policy.

People Management Practice

- Is a requirement in Australian Girl Guiding and supports GGA and SGOs to ensure the safety of all girls and adults in our care
- Promotes regular feedback, encouragement, coaching, mentoring and guidance to help people successfully fulfil the requirements and expectations of their role
- Is always respectful, inclusive, fair and transparent
- Is a requirement for all managers at all levels of the organisation
- Focuses on strengths and skills, fosters leadership capability, empowerment and engagement at all levels of the organisation
- Includes informal feedback and support, formal performance management processes, development discussions and procedures for managing underperformance and/or behaviour which is out of alignment with organisational values or goals.

Effective People Management

Managing people is about providing support, encouragement and guidance to help volunteers successfully fulfil the requirements and expectations of their role.

Managing our diverse range of volunteers is not always easy and in Guiding we often find we are managing our friends. This makes the process of providing feedback more difficult. We believe effective learning will be enhanced through taking regular opportunities to discuss the volunteer's role in providing a quality guiding experience for our girls.

Feedback is our Friend

As a manager, we need to recognise that providing feedback in a useful and helpful manner is part of our responsibility. It is not an optional extra. We need to support our volunteers by letting them know specifically what they do well and supporting them to achieve agreed measurable standards. Otherwise, how will they know whether they are meeting the expectations associated with their role and achieving the desired outcomes?

We want all volunteers to understand that feedback is their friend, as it will help us to develop leaders and managers who are better able to provide high quality services to the girls in our care. .

As a Manager, feedback:

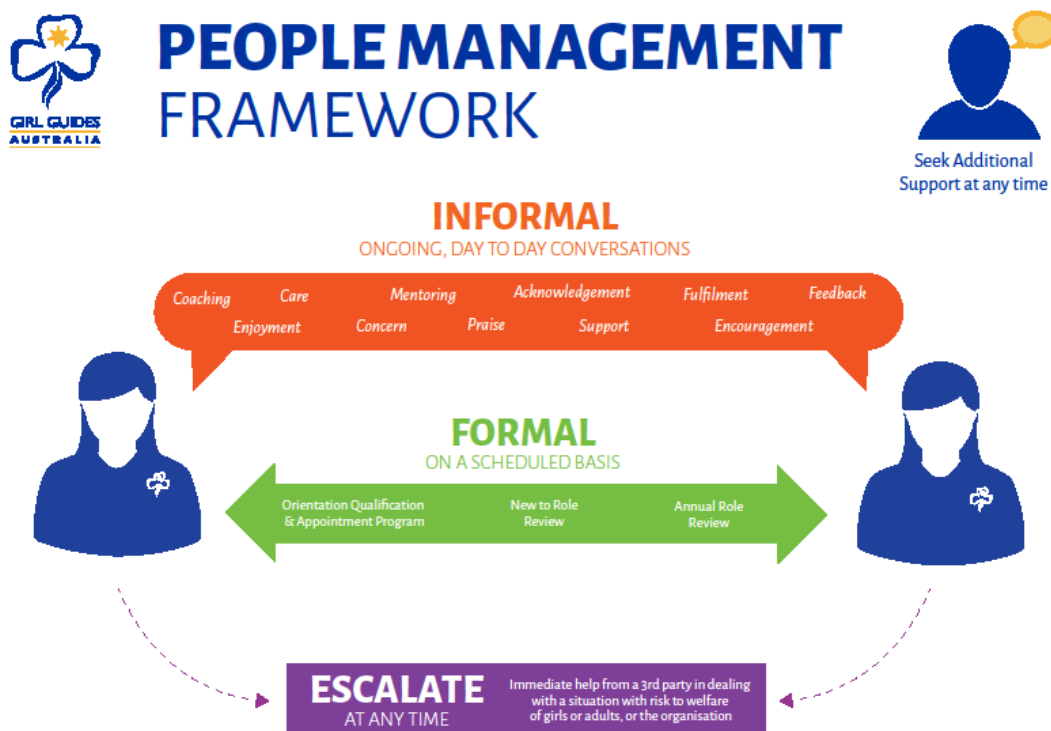
- Is one of the most powerful tools in your kitbag
- Enables you to provide ongoing encouragement, guidance, mentoring and support to members of your team
- Allows you to check that your observations (of behaviour/actions) are the same as your team member's perceptions, including an understanding of the required standards
- Allows you to check that what you say is understood and interpreted correctly

As a Team Member, feedback:

- Helps you to recognise your strengths and what you are doing well
- Is a great support mechanism enabling you to seek guidance and ask questions to ensure you are doing what is expected
- Allows you to check that your understanding of the required standards is correct
- Encourages you to check that what you heard was actually what your manager said

People Management Framework

Below is a visual representation showing the three elements of people management used by Girl Guides across Australia. This framework highlights the importance of feedback in this process.



GGA People Management Framework

PART 1: INFORMAL FEEDBACK

What exactly is informal feedback? It is feedback that is:

- Provided in the moment
- Generally not attached to a structured meeting
- Based on a single observation of action or behaviour

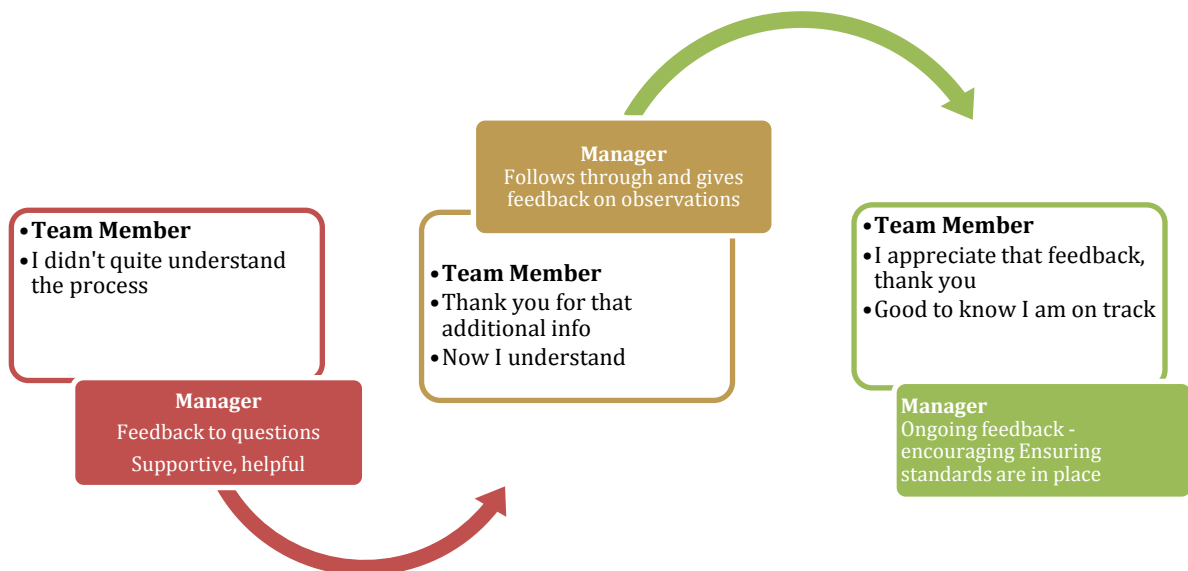
As a manager, you are accountable for the performance of your team. One of your most useful skills lies in your ability to be observant. The art of observing the actions and behaviours of your team members is a great habit to develop. It means that you will be able to effectively support, encourage and guide your team members to meet and exceed the expectations of their role.

The most effective feedback is:

- | | | |
|-------------|--------------|---------------------|
| ✓ continual | ✓ honest | ✓ supportive |
| ✓ specific | ✓ fair | ✓ encouraging |
| ✓ useful | ✓ consistent | ✓ always respectful |

In Guiding we say, “**Catch it in the moment!**”

Where appropriate, give feedback as soon as you see the action or behaviour that needs acknowledging or discussing. Be aware of timing and the audience (obviously not in front of girls or parents if it is not positive etc) but ideally we want to make giving feedback a part of our ‘norm’ i.e. a healthy habit. Once feedback is delivered you need to allow team members time to respond:



Building Strong Respectful Relationships

Regular one-on-one conversations, providing informal feedback, helps a manager establish and build good working relationships with their team members. These conversations also provide a platform to:

- ✓ promote personal development
- ✓ provide support and encouragement
- ✓ give tailored advice
- ✓ prevent problems arising
- ✓ diffuse potential conflict
- ✓ build trust
- ✓ establish a consistency of standards
- ✓ develop a healthy respectful culture

Below are some examples of informal feedback being delivered and the potential outcome.

Action/Behaviour Observed	Feedback	Benefit/Outcome
1. Leader is engaging really well with her unit – well planned activity is evident.	<i>That activity was great and I could see that the girls really enjoyed it. (Be specific about what was done well and what the girls enjoyed if you can) Well done.</i>	Leader is encouraged to continue her good work and knows that you noticed and cared enough to comment.
2. Leader is behind in her paperwork - records are not organised.	<i>Your paperwork is not up to date. You need to get cracking and get it to me immediately! Also your hut/hall needs a damn good clean-up!</i> Note: This was done in front of two parents and the Unit girls.	Leader is embarrassed and humiliated, parents are uncomfortable. Note: Leader knows her paperwork is behind. She has never felt comfortable asking her Manager for help.
Alternative # 2	<i>Just wondering if we could have a chat over here (away from others). I notice your paperwork is a little behind, is there a reason for this? Is there anything I can do that would help you get back on top of this? It's pretty urgent we get this into State Office asap.</i>	Away from others is helpful; the point is made clearly and there is no embarrassment. You may discover she is out of her depth and needs your help.
3. Leader explaining to a parent why her daughter (a Guide) must not continue that type of behaviour.	<i>That was a hard conversation to have with a parent. You explained that really well. Congratulations.</i>	Leader feels supported by her Manager and knows that her Manager cares and appreciates her efforts.

- The first and third examples illustrate how easy it is to provide conversational feedback. Keep the feedback specific and give it as soon as you can. It's always more effective if you can “**catch it in the moment**”.
- The second example shows the poor choices made by a manager and the possible impacts of disrespectful actions and communication.
- The alternative example shows how it might have been managed with better results.

Feedback: Make It Happen

Managers should create opportunities to have an informal discussion with a Leader if they don't arise naturally. This is particularly important for new and inexperienced Leaders or for Leaders who appear to be struggling with aspects of their role. This could be a coffee catch up or a phone call if face-to-face cannot be arranged (e.g. if impacted by distance or time). This informal session should be arranged *at least twice a year*. Try and limit email conversations though, as this type of communication can be easily misinterpreted.

PART 2: FORMAL FEEDBACK

Providing formal feedback is similar in nature to informal feedback, but with more structure, using a template or tool to assist. There are three formal feedback mechanisms: the Australian Learning and Qualification Program; the New-To-Role Review (otherwise described as the six-month-post-new-appointment Review); and the Annual Role Review. This structured and scheduled process creates the basis of a regular and consistent approach to providing feedback.

Formal Feedback Milestones

Australian Learning and Qualification Program (ALQP)	Regular and consistent feedback provided by both Learning Partner and District Manager to enable sign off on qualification.
New-To-Role Review	Conducted 6 months after appointment to ensure expectations of the role are being met, and the required support is being received.
Annual Role Review	Ideally conducted annually to provide feedback and acknowledge the good work that has been achieved across the preceding period. It is also an opportunity to give feedback on the person's capacity to achieve the expectations and required standards of the role and a conversation on succession planning and mentoring activities is included.

Giving the occasion specific time and attention, these discussions will:

- Provide an opportunity to reflect on, and share, both experiences and effectiveness in the role
- Clarify what is working well, and identify learning opportunities
- Enable reflection on how to continue evolving, developing and perhaps adapting her leadership approach
- Provide motivation, encouragement and support in assisting her to deliver the Mission of Girl Guides
- Explore the learning options available for her (as appropriate)
- Clarify the reappointment process and discuss future direction (as appropriate)

These discussions are not intended to be taken lightly and it is expected that both parties will come to this discussion prepared. It is also expected that through this process both parties will feel respected, supported and valued and the work is validated.

Regularity is Key

A key to conducting successful feedback session is regularity. This is because regular informal conversations, giving consistent and useful feedback enable the opportunity to celebrate achievements, identify areas requiring further development and to discuss career aspirations without long delays in between.

PART 3: Escalation

There is a clear obligation for all volunteers and staff to report serious misconduct of any kind or any behaviour that has the potential to compromise the safety of girls and adults in the care of Australian Guiding. **All concerns must be acted on immediately.** Our Code of Conduct sets the standards of behaviour expected of all adults participating in Girl Guiding and individuals who don't meet these standards in a single major incident or on an ongoing basis need to be worked with respectfully and urgently.

Escalation means to alert someone of higher authority of a concern so that they can help ensure a proper course of action is taken to resolve the issue early and address it in the most appropriate way.

How does this work? Contact the person in your Region/State who has the appropriate authority to address the concern. If you can't get a response or you have reason to believe the issue has not been addressed, raise it with your State Commissioner or her delegated authority in the State for such issues, or with the State Office.

PART 4: ADDITIONAL SUPPORT

If, as a Manager, you are uncomfortable giving feedback or simply want some extra assistance or advice on how to manage a particular situation then contact someone with experience who can help you. Having additional options is essential in ensuring everyone knows that they have the ability to ask for help at any time.

For example, there may be a one-off incident which needs urgent action, for example if disrespect is shown to girls, parents or other adults. Additional help may also be required if there is an ongoing issue that continues without improvement (despite feedback being delivered). And if you feel uncomfortable providing this feedback yourself you may wish to ask for assistance from the Region Manager, or someone else in your State with expertise in this area.

Don't forget to also consult or reference any written documentation that helps support your feedback e.g. Code of Conduct, Guide Lines, Policies and Procedures at State/National level.

Additional support options do not necessarily involve handing the matter over to someone else but rather having a sounding board or obtaining the right advice. Help is available from a variety of sources, for example:

District Manager	Region Manager
Region Manager of an adjoining Region	State Risk Manager
State Commissioner	HR Committee
Board member	Assistant State Commissioner

How does this work? Call/text/email the person you want to seek assistance from, request a time to talk about the issue and how it can be handled. If you can't get a response, then feel free to contact someone else. Ultimately allowing the issue to go on unresolved is not treating others respectfully and may be leaving volunteers and Girl Guides at risk.

What happens when it doesn't work?

When delivering any feedback it is always hoped that learning and improvements will result, however sometimes this is not the case. Escalation options may be required in these instances to discuss alternative ways to resolve the issue. For example, if a leader is showing signs of consistently low performance, when feedback is given and questions are asked we may find that her performance is being impacted by family issues, role burn out, or any number of other reasons. From here we are able to identify possible solutions and ways forward that work for everyone.

The key is to ask questions to find out what's really going on, acting at all times with respect and care. Perhaps in the circumstances a temporary fix can be found (another leader takes over, leave of absence is offered etc.) so that the performance issue is resolved, and the leader feels supported in her temporary (or permanent) decision. It is important to consider the care of the volunteer as well as the solution to the identified issues so we can ensure that the leader and Girl Guides are not at risk and that Guiding can continue positively.