WORLD SCOUTING

Consultants toolbox

A practical guide to consultancy skills for WOSM Consultants

© World Scouting
March 2026

World Scout Bureau
Global Support Centre
Kuala Lumpur

Suite 3, Level 17
Menara Sentral Vista
150 Jalan Sultan Abdul Samad
Brickfields
50470 Kuala Lumpur,
MALAYSIA

worldbureau@scout.org
scout.org

Reproduction is authorised to National Scout Organizations and Associations which are members of the World Organization of the Scout Movement. Credit for the source must be given.

Made possible through funding from Messengers of Peace, supported by the Kingdom of Saudi Arabia via the World Scout Foundation, and in partnership with World Scouting.

CC BY NC

Introduction

Welcome, dear WOSM Consultant,

You are about to embark on an extraordinary adventure. An adventure made up of encounters, discoveries and learning about others but above all about yourself! Being a member of WOSM's pool of consultants in any of WOSM's departments involves cross-cutting skills. This toolbox has been carefully pieced together by our magnificent team of trainers to give you a quick reference on the main topics related to your consultancy skills, such as the DISC profiles, logical levels, coaching and motivational interviewing, stages of change, pillars of consulting, and more.

This toolbox aims to equip you with all the necessary knowledge and practical tips required for a successful consultancy practice within WOSM. We hope that by reading it, you will:

- have a basic understanding of the most important concepts and tools related to consultancy;
- feel prepared to apply the tips and advice in practice;
- reflect on how each concept will help you support NSOs in a meaningful manner.

You will also find further reading advice, to deepen your knowledge on each topic. If you have any further questions or wish to share your feedback on this toolbox, contact us at services@scout.org with your opinion.

We wish you an enjoyable reading!

CC BY NC

Table of contents

OVERVIEW 1

INTRODUCTION 3

1. PRESUPPOSITIONS 5

2. BUILDING RAPPORT 9

3. THE DISC MODEL 11

4. LOGICAL LEVELS 15

5. MOTIVATIONAL INTERVIEWING AND THE 4 PILLARS OF CONSULTING 21

6. MOTIVATIONAL INTERVIEWING AND THE 6 PHASES OF BEHAVIOURAL CHANGE 22

7. CHANGE MANAGEMENT (ORGANISATIONAL CHANGE) 30

8. ASKING GREAT QUESTIONS 34

9. COACHING AND THE GROW MODEL 36

10. STAKEHOLDERS 41

11. CULTURAL DIFFERENCES 44

12. LISTENING LADDER 53

13. CHECKLIST 54

14. ANNEX 1: LOGICAL LEVELS - FLOOR CARDS 55

CC BY NC

1. Presuppositions

As a consultant, one likes to get communication flowing. When communication with a NSO gets stuck - how do you as a consultant start it again? Here is a tool that can help you with that.

To get communication flowing again, a consultant needs to work on their "perceptual filter" - their attitude, bias, point of view, perspective or set of assumptions or presuppositions about the object,person or situation.

This attitude "colours" all perceptions of the object. Know that there will be exceptions to all of these assumptions, but they are a very useful starting basis for communication and a very effective way to increase your awareness of your personal perceptual filters (aka personal biases).Every consultant has biases, as they are human.

In Neuro Linguistic Programming (NLP), these assumptions are called **presuppositions**. Some people call them the rules of the game that support you when making contact with others. Experience has shown that they should be more of a "state of mind" and each consultant should want to behave in the spirit of these principles.

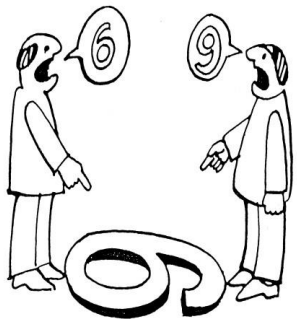
But obviously the practical use of these principles is more important. They allow you to keep communicating and make it easier to make and maintain contact with others. They also offer waysto follow another person's thought process or understand their behaviour.

By accepting the principles listed below, you increase your chances of reaching your goals, achieving organizational targets, and motivating others. Presuppositions can unblock and improve communication between Consultants and NSOs, and here are the most useful ones:

1. The map is not the territory
2. If one person can do it, another can learn it
3. At some level, all behaviour is positively intended
4. The meaning of your communication is the reaction you get
5. In communication there is no failure, only feedback
6. Everybody is motivated for something
7. The person who has the most options, has the greatest chance of success
8. You cannot not communicate

You will find the explanation for each presupposition below.

1.1. The map is not the territory



The map is not the territory is the most famous quote from the book Science and Sanity, in which Korzybski described the main principles of the general semantics. The general semantics imply that there is always more than what we see, hear, feel or believe. In other words, the reality is not the same as our image of it. Selective observation, interpretation etc. cause us to have an incomplete and not entirely reliable perception or image of reality.

CC BY NC

The map is not the territory implies that humans create maps and the reality is the territory. This keeps us aware of how we use our words. The words which are used, relate to the map and not to the territory itself. Also, the same word may have different meanings to different people.

The presupposition that we act and feel based on our perception of the world, rather than based on reality, invites us to be more aware of our ideas, impressions and expressions. Thus, change is mostly a change of perception, formulation etc.

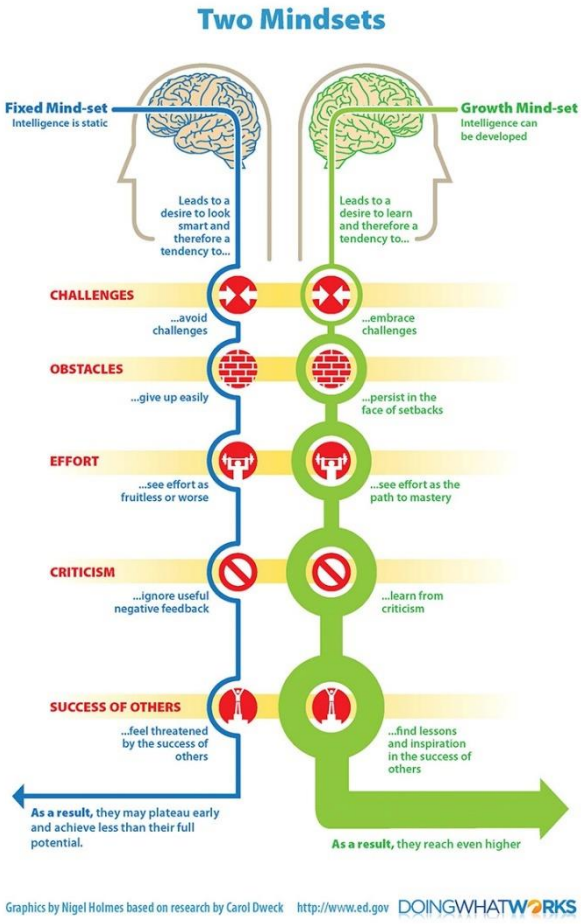
1.2. If one person can do it, another can learn it

Carol Dweck did research on the influence of self-confidence and motivation on performance. She distinguishes between two types of mindset, namely the 'fixed mindset'and the 'growth mindset':

Somebody with a fixed mindset subscribes to the view that intelligence and capacities are fixed and can't be developed any further.

The growth mindset, however, presumes that intelligence and capacities can be developed by working on them. The growth mindset focuses on learning and on the fun of learning, whilst the fixed mindset assigns more importance to accomplishments.

The mindset indicates how you see yourself, how you deal with your own learning, development and change. It also shows how you approach others from a management perspective, which expectations you have of others, and how that translates into communication about learning, development and change.



Research has shown that people can change their mindset. Change starts when you realize that the human mind can be shaped, and that youcan improve your abilities with focused efforts. Concentrating on effort rather than on accomplishment also stimulates a growth mindset.

Other research also acknowledges the importance of focused efforts. It isn't talent, but practice that enables one to learn new things. A core principle in NLP is that if you are close to something, you share its principles and values, you know and understand the strategy, and you also practise a lot, then you can learn new things. Similar to this is the 10.000-hour-rule formulated by American psychologist K. Anders Ericsson. Scientific research shows that high performers in any field tend to have a lot of experience. Practice does make perfect!

CC BY NC

1.3. At some level, all behaviour is positively intended

It is useful to distinguish behaviour from intention. Behaviours can be healthy, appropriate, constructive or problematic, careless or clearly unacceptable, but the intention behind them - at some level - always try to get to something valuable. An immediate example would be - a scout commissioner can refuse to include someone with talent into their taskforce because they have the positive intention to have only the best people on the team. Before we jump to conclusions, ask, 'What does someone want to achieve with this behaviour? What value (s) does this person fulfil with this? ' What can a WOSM Consultant do with this knowledge? We can use this to find a new application for the positive intention. Therefore, this person could explore new options that could fulfil the intention of being 'making the best team', without excluding people with talent.

1.4. The meaning of your communication is the reaction you get

This principle states that the other person's reaction defines your communication's meaning. Observing the reactions which your communication elicits, gives you the chance to adjust your communication until you have achieved the desired effect. For example, your choice of words influences if the other will talk about the problem or the goal. In the first case, you discuss what should be avoided, prevented, what is bothering you. In the second case you discuss what you want to achieve, the goals which you want to reach.

If you notice resistance to this in the other person, that is the feedback they are giving you.

1.5 In communication there is no failure, only feedback

Failure is a dead-end street, but feedback allows you to keep the goal in your sight. It gives you an opportunity to learn and consider other approaches, rather than to concede failure. You always have the possibility to revisit certain issues, to start the conversation again, and to reach a new agreement. This way you can elicit the desired reaction in the other person after all.

1.6 Everybody is motivated by something

Or in other words: everybody has an intrinsic motivation. The key to change is knowing what motivates others. It forces you to not just draw conclusions based on what you (don't) see and (don't) hear, but to be truly curious about what is important for the other person.

1.7 The person who has the most options, has the greatest chance of success

If a person allows their communication to be flexible enough to connect with others, then this person will have the greatest chance to be successful. The person or element with the most flexibility in a system will have the most influence.

This is the "Law of requisite variety" from the **Systems Theory**, proposed by W. Ross Ashby. This means that the person with the most options and behavioural choices will control the system. In any field, the top people in that field are those who have the most variety in their behaviour. They have choices of behaviour that their colleagues don't.

Any time you limit your behavioural choices, you give others the competitive edge. If you are able to respond to any situation in a variety of ways, you are more likely to get your desired outcome.

CC BY NC

1.8 You cannot not communicate

It's the same with making choices in life. I often hear people say they can't make a choice. So, I ask them what it is they are doing right now, and they'd say, "Not making a choice". Well, that is a choice too.

I once worked in Brazil, where children are not supposed to open a gift in the presence of the giver. I thought this was peculiar until an old man explained it to me. He said there is no way to hide your first facial expression, and he told me this example.

Imagine you are 7 years old, and your parents give you a bicycle for your birthday. You enter the room where the present is, all wrapped up, and you are happy. Even though the bike is wrapped, you can see that it's a bike. Every child (or adult) will immediately imagine what the bike looks like underneath the wrapping paper. I could remember the first bike that I got when I was a kid, and how I had hoped it would be a green one. I also remember that I had been a bit disappointed when my gift turned out to be a red bike. And that disappointment must have been visible on my face. And even though my parents know that I loved my bike and I rode it all day, my first facial expression was one of disappointment. You cannot not communicate!

Conclusion

As a consultant I cannot live without these assumptions or presuppositions. They guide me through every conversation I have. Now I internalized them and I am no longer aware that I use them. But how did I succeed?

Here's a little exercise. Take one (maximum two) of the above assumptions. An assumption that you think you really understand and can recognize immediately. Then for the upcoming 3 days, take a writing book with you wherever you go and start taking notes. It is only a trick until you utilise it yourself. During these 3 days, look at the world with a specific focus, an eagle-like focus. Wherever you can, recognize this specific assumption in action. Write that action down.
I found it easy to first recognize the assumptions in other people, but later I also saw them in art and culture and so many other things. I saw assumptions in movies, I saw that directors like to play with them to change a plot.

Know that you have been building assumptions from the very first day of your life. But once again, become well aware how they give direction to your life.

Further learning recommendation for all consultants:

- Steve Pete, "The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness"
- Robert Dilts, "Presuppositions, NLP Encyclopedia" – free online resource

CC BY NC

2. Building rapport

2.1 The principle of rapport is: pacing and then leading

Rapport is a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.

Building rapport is an emotional bond and is important in one's professional and personal life. NSO members are more likely to work with someone who will relate well with their current team. Having a closer connection and understanding between parties leads to greater rapport, better working relationships and help influence decisions.

Creating rapport at the start of a conversation with someone new will often make the result of the conversation more favourable and positive. It's important to stay calm, which helps decrease any possible tension and make communication easier. Applying these basics of rapport, building from your personal lives to your Scouting and NSO work, will enable you to develop mutual trust and attentiveness as a WOSM Consultant with your outreach and communication with NSOs.
Mutual trust assists in willingness to follow the consultant in the changes that need to occur.

When people are in contact with each other, both verbal and non-verbal communication improves. The more one individual appreciates the contact with another, the stronger the adjustment (connection) to the other will be. At the verbal level, this is expressed by the usage of similar words, phrases, speed of speech, volume, etc.

At the non-verbal level, this is expressed by adjusting and synchronizing facial expressions and gestures, positions of the arms and legs, entire sequences of gestures, breathing rhythm, etc. This may be used to your advantage because, if rapport is present, people are more inclined to appreciate and trust the other, and to be less critical of others. Research also reveals that people prefer to do business with like-minded people, because they tend to trust them more.

Humans possess the ability to create rapport from the moment they are born. The mirror neurons in the brain, which are receiving a lot of attention lately, may play a part in this process. Showing rapport is especially important in professional relationships as they require a high level of trust.

Probably the most important effect of rapport is that it focuses attention on the necessary points, and it increases the mutual ability to absorb information. This process can be influenced deliberately by pacing and leading.

In pacing (following), the consultant considers the current conditions and behaviour of their communication partner and describes them verbally in certain speech patterns. These speech patterns make it possible to interpret the content, which enables the listener to find their own experiences in these words. The goal is that the listener (internally) agrees with what is being said. Because of the agreement, the listener develops confidence in the speaker. Supplementing body language can also be helpful. The consultant goes along, and signals to the speaker that they and their needs are being recognized.

In leading (conducting), the consultant takes on the part of the initiating role, and can influence the listener, if they choose to go along, for example by slowing down their breathing frequency.

Pacing and leading can be a circular process, until rapport has been achieved.

CC BY NC

Other 'professional' relationships also use rapport that has been elicited on purpose. It allows for the fast establishment of efficient communication. Rapport is considered to be an important part of interpersonal communication and taught as such. If rapport can be built, it can also be lost. Rapport can be ended by recalcitrant verbal or non-verbal communication. One example would be to turn one's body away from the other person when communicating.

Rapport can be established in many ways, and some characteristics and variables are described below.

2.2 Characteristics:

- An atmosphere of harmony
- Respect for each other's view
- Mutual trust
- The willingness to follow each other

2.3 Tuning variables:

- Criteria (what he/she thinks is important in that context)
- Body posture
- Movements and gestures
- Breathing frequency, rhythm and depth
- Pitch, rhythm and speed of voice
- Choice of words (Be aware of predicates)
- Values (highly valued criteria)
- Beliefs (opinions, presuppositions)
- Culture (clothing, jargon)

Further learning recommendation for all consultants:

- Tony Robbins, "How to build rapport" – video
- Amanda Palmer, "The Art of Asking" – TED talk

CC BY NC

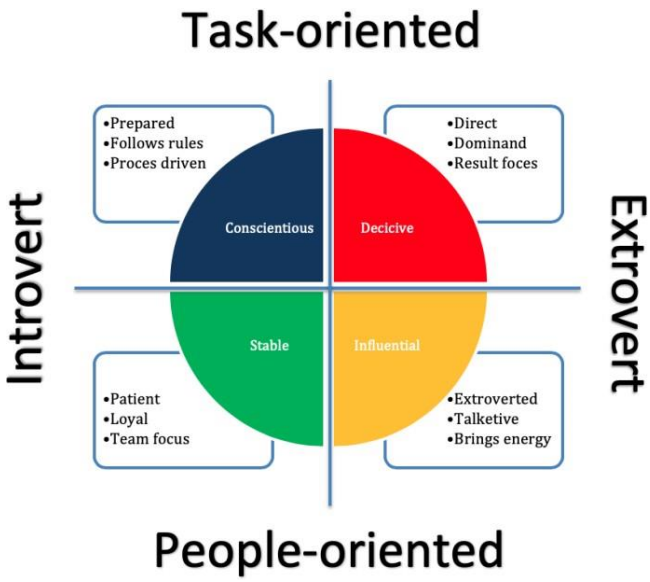
3. The DISC Model

3.1 Understanding the DISC model

Scouts may look alike when wearing our scarves and uniform, but they are also unique individuals. This also applies to our behaviour. One person may be direct and enthusiastic, while the other may be quiet and expectant; some work with precision, while others are messier. Too often a messier personality may come across to the conscientious personality as disorganized, whereas they themselves feel the environment stimulates creativity. We all do it in our own way. Your behavioural style leaves a mark oneverything you do. It leaves a mark on your strengths and weaknesses, your interaction with others and how they see and experience you, how you do your consulting, your communication etc.

The DISC model was developed by William Moulton Marston. He never put a copyright on the concept, nor did he create an assessment for it. Others have taken his model to build upon and create their own profiles.

Marston theorized that the behavioural expression of emotions could be categorized into four primary types, stemming from the person's perceptions of self in relationship to their environment. These four types were labelled by Marston as **Decisive (D), Influential (I), Stable (S),and Conscientious (C)**.



These four types stem from two specific axis on which Marston theory is based. These two axes are described in several other theories as well, which sometimes leads to misunderstanding of the DISC model or confusion with other models of behaviour.

One axis is the axis of extroversion (D&I) versus introversion (C&S). This is often the horizontal one. The vertical axis is task oriented (D&C) vs people oriented (I&S).

Extroverted people, (D&I) get energy from others and think by talking about things. Introverted people, (S&C) can get energy from themselves and often think first before they say something. These two extremes do not always appreciate or understand each other.

Task-oriented people get energy from the so-called achievement of objectives and tasks, and have a "goals first, then people" mindset. Those who are people-oriented get energy from interplay, harmony and others. A person-oriented person has a "people first, then goals" mindset. Here too, one can imagine that friction can happen.

As stated above, there are 4 main behaviour styles: **Decisive, Influential, Stable**, and **Conscientious**. Following below there are some handling tips.

CC BY NC

Note: throughout this course (and maybe in your further experience), you will encounter different terminology associated with the four behaviour models, for example:

- D = Decisive, Dominant
- I = Influential, Influencer
- S = Stable, Steady
- C = Conscientious, Compliant

3.2 Handling tips for the Decisive style (Ds)

Someone with a decisive behavioural style **(Ds)** likes to argue based on facts and will not avoid conflict.They take a position and enter into a discussion based on facts and arguments, not emotion. **Ds** like to:

- take the lead
- show what is achieved
- delegate

The consultant should recognise that **Ds** need the opportunity to **take the lead** and exert influence, however specify clear limits in this regard. Offer **Ds** the opportunity to share successes and acknowledge what they have achieved and offer the possibility to delegate as well. Provide professional support using someone who acts quickly and can think along.

Persons with a decisive behavioural style **like changes**. They like to create new opportunities and challenges, preferably challenges that involve risks. Therefore, ensure variation in their work and tasks. **Ds** want to determine things and make their own choices. Give **Ds** space and authorityto be able to decide (up to a certain extent). Make sure there are clear boundaries and ask for feedback.

Ds are **results oriented**. Make sure that you agree on concrete goals with each other. Support **Ds** if needed but walk with them and open the space forfeedback. Make sure not to restrict their thinking, or they will think they are micromanaged.

In general **Ds** only **want to know the big picture**. So be clear, short, and focused. Focus on the main points and stay business-like. People with a decisive behavioural style cannot handle vague language. Ds are in general logical thinkers. They collect facts and arguments and present them in a logical order. Someone with a decisive style always wants to win or be the best. Challenge **Ds** with achievable and certain goals. If he or she performs well, reward and acknowledge this.

3.3 Handling tips for the Influential style (Is)

Someone with an influential behavioural style **needs a lot of contact** with other people. Influentials make contact and enter a conversation. Show your involvement, show something of yourself andask questions. They will be happy to share their stories.

Influential behavioural style people **seek confirmation** and want to make a good impression. Expressyour approval and show appreciation for the work they are doing. But also show that you admire and like them on a personal level.

CC BY NC

People with an influential behavioural style want to live in the so called fast-lane. Don't be put off bythe enthusiasm with which they work, instead give space and go with the flow. Offer a lively environment with sufficient incentives.

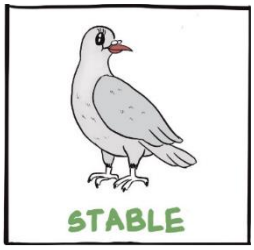
Influentials (**Is**) **have an optimistic outlook** on life and **like to dream** about what is possible. Try not to dampen this but go along with the optimism that comes with the influential style. Assume possibilities.

Influentials **like to receive compliments**. Express your sincere appreciation of the achievements, preferably in front of others. Someone with an influential style hates conflicts and will, if possible, avoid them. If there is a conflict or disagreement, do not raise your voice, talk calmly, do not become personal and focus on the facts.

For others, they are often quite chaotic. They have trouble getting things in order. They experience doing (all) things together with enthusiasm. Most of them think emotionally and this often gets them in trouble or at odds with others. Focus on emotions and ask questions that go into the feeling, in order to get their personal opinions and comments. Do not ask for the logic or for the truthfulness of their experience.

Is tend to focus on the broad lines. Avoid details, show the total picture. They like to be enthusiastic and inspired. Approach them with the same enthusiasm!

3.4 Handling tips for the Stable style (S)



Someone with a stable behavioural style **avoids taking risks** and prefers to take the safe path. Make clear how your approach or idea reduces or excludes certain risks. This offers them a sense of security. Above all, do not ignore the risks by, for example, putting things into perspective or simply mentioning the benefits.

People with the stable behavioural style (**Ss**) in general **are logical thinkers** and would like to know what the causes and/or consequences are. Ensure logical reasoning and good substantiation. Do not wander off topic as people with a stable head style will often experience this as chaotic.

Ss **want appreciation** for what they are doing but will not easily ask for this. Give compliments and show genuine appreciation. e.g. for their helpfulness. You will immediately notice that this has an effect! They prefer peace and tranquillity. Don't just drop-in unannounced but find the right moment. Avoid raising your voice but create a relaxed and friendly atmosphere.

Ss **are team players** and they do not like to come in to a conflict with peers, so ensure a pleasant team environment. Pleasant team environment for them is a team that offers stability and that appreciates them as a person.

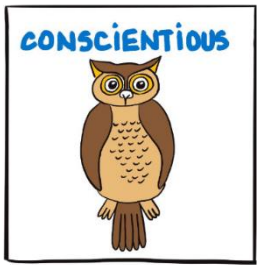
Please don't put such people in the spotlight, they **enjoy a role in the background** and will achieve more there. They feel comfortable and happy and find it very pleasant helping or supporting others in their team. Even when peers are NOT asking for help, those with a stable style may still offer it, which can be a potential pitfall.

Ss do not like conflicts or disagreements and will withdraw when put in such a situation. Avoid verbal aggression or raising your voice; focus on cooperation and on common interests. They want to be personally involved in what they do, so address them personally, **Ss** will appreciate it.

CC BY NC

Ss want to know what is expected from them. Therefore, give clear instructions and walk them through step by step. Don't expect someone with a stable behavioural style to take the initiative in this regard. They don't like being confronted with an accomplished fact or having to make a quick decision. Enable them to take time to prepare well and give them time to think when it comes to making decisions. For example, you can propose to them that it is okay to come to a decision tomorrow and not to make one today. In short, be patient.

3.5 Handling tips for the Conscientious style (Cs)



Someone with a conscientious behavioural style thinks **it is important to do things the right way**, without making mistakes. Give conscientious people time to investigate and analyse. Set limits / a timeline for them, because people with this main style tend to keep analysing.

People with a conscientious behavioural style (**Cs**) tend to be **rational and focused on logic**. The best way to convince them of something is with numbers and/or proven facts. Convincing on the basis of emotions will be counterproductive.

The **Cs want to analyse**. Provide as much relevant written information as possible so that he or she can judge for herself/himself or draw a conclusion. They would like to analyse themselves and will always question your opinion.

Conscientious people **are precise and recognize mistakes** and carelessness. Make sure you are organized and well prepared. Don't be late and pay attention to language errors when you write something down. They attach great value to monitoring quality. Emphasize that quality and things happening well, is also very important to you.

Conscientious people **like privacy** and in general separate work and private life. Choose a formal approach and don't get too close physically. Be especially wary of this when you first meet. This also applies to personal questions. Only when you know the **Cs** better, the time has come to become more personal.

The conscientious person is **primarily a thinker**. Give them time and space to think (preferably alone, or in a quiet place). Do not exert too much pressure. In their personal nature they are careful and thoughtful. They will experience a very direct approach as offensive. Choose a more indirect approach with a choice of words that is not absolute or definite. Show that you know what you are talking about and that you have thought carefully about what you say and do.

Cs try to **avoid conflict**. Avoid verbal abuse and do not become too personal. In the event of a conflict, use tact. Ask for explanation calmly, one on one, and try to find a solution together. Someone with a conscientious main style would prefer to do things themselves. Then they will know for sure that it is going well. Give someone with a C style a position in which they can check, or state clearly that you are checking yourself and that the quality and care are being closely monitored in all upcoming moments.

Further learning recommendation for all consultants:

- Merrick Rosenberg, Daniel Silvert: "Taking Flight! Master the DISC Styles to Transform Your Career, Your Relationships...Your Life"

CC BY NC

4. Logical levels

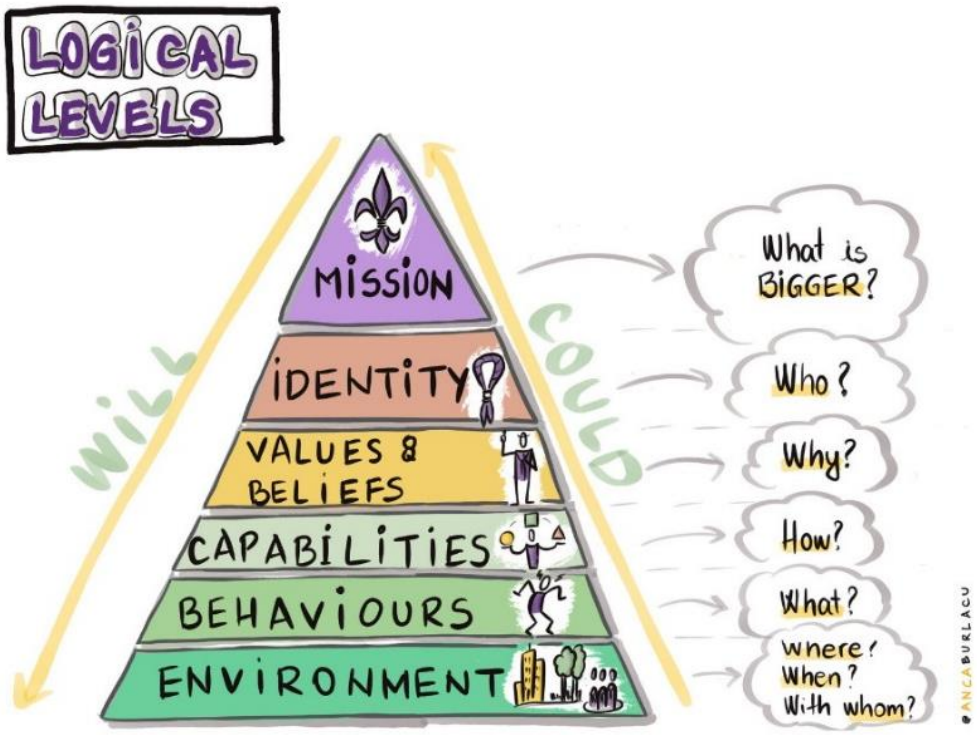
4.1 What are logical levels

Gregory Bateson, a British biologist, anthropologist and philosopher, introduced the idea that within human thinking and learning a hierarchy of neurological levels can be differentiated. Robert Dilts, an internationally respected developer, author, trainer and consultant in the field of leadership and change and a pioneer in the field of neuro-linguistic programming (NLP), further developed the model based on "Steps to an Ecology of Mind". Bateson thus provided the foundation for one of the most beautiful and simple models within NLP. When analysing situations and relations, it provides insight into your own and the other's worldview.

4.2 Mutual cohesion of the 6 levels

The mutual cohesion of the logical levels is defined by Bateson as follows:

- A higher logical level organizes the information in the levels below it;
- Changes and learning processes on a certain logical level require stability on the logicallevel above it;
- A change on a higher logical level **will** cause changes on the levels below it;
- A change on a lower logical level **could** cause a change on a higher logical level, but not necessarily.



The solution for a problem usually lies on a different (higher or lower) logical level than the problem itself. In each logical level the learning processes are different, and changes are realized in a different way.

CC BY NC

When analysing an issue, the model helps you to determine on which level the problem is, and also which level is not involved in this issue. Thus one can determine at which level change must start first.

If your behaviour and your capability (and your environment, if applicable) are in congruence with the goals which you aim for at the highest level, we call this an alignment; all logical levels are working together and support each other. Unfortunately, you will often notice that not all logical levels are working with and for each other. This can be the case not just for you or a team member, but even for the organization as a whole.

4.3 How aligned is the organization?

Example 1: During a conversation with a member of an NSO you are trying to convince him to start a new project, which he will have to coordinate. His reaction is not what you would have expected: he says he would prefer not to do this. His explanation: "I am just not that kind of person to take the lead". You try to convince him to accept the job after all and offer him a course to prepare him for the task.

This argument won't be effective. Why?
The fellow Scout indicates that his problem is at the ***belief*** level. You can tell this from his choice of words (I am not ***that*** kind of person who takes the lead). The tools which you offer him (a course to learn skills) are at the Capability level. These don't match. The conviction that he can't do it is established at a very high level. No number of courses or training will convince him that he will be able to do the job. To put it another way: the Scout's problem is not that he is not capable, but that he doesn't believe he is a leader as he beliefs he "is not a leader". The correct intervention should be one of 'support' and 'giving positive feedback' and 'showing trust' for things he already did as a leader.
The opinion of the Scout is established at a much higher level and will need to be changed at this level.

Example 2: I was walking through a camp and heard a 6-year-old girl say to her camp leader: "***I am*** really weird". But her camp leader answered: "No, you ***did*** some silly things, but you're not weird". Because the girl emphasized the word ***"I am"***, the issue got raised to the identity level.

Fortunately, the scout leader brought it back down to the behaviour level by pointing to what the girl was ***doing***. By stressing that it was her behaviour, she correctly identified that the issue was not at the identity level. Thereby she avoided forming a limiting-belief of herself.

Environment
The emphasis is on talking about what happened, with whom, when, where. In the first story, the subject places the causes outside of their control. A lot of energy is used to explain how something came to happen. Complaining is also part of this.

Behaviour
The emphasis is on what the subject did and thought, and what influence the subject hadon the situation. Reflections on any influence that the subject might have had to influence the situation, are also part of behaviour.

CC BY NC

Capability

When analysing their own influence, the subject talks about actions which they would have liked to perform, but which they were unable to. This concerns abilities which they would like to possess so they could get a better grip on the situation or themselves.

Belief

The subject reflects on the why of their behaviour, the norms and values behind it. Convictions manifest themselves in a recognizable pattern which emerges in various situations. Impeding convictions may prevent existing abilities from being used.

Identity

The subject explores issues of personal meaningfulness. Why am I so exhausted, what is valuable to me, what makes me feel good, what challenges me, what do I want to achieve. This level often comes into play during burn-out or stress.

Mission/spirituality

The subject sees links within the big picture. This is the level of wisdom. The meaning of life, responsibility for the world and future generations, profound religious or spiritual beliefs. This level needs attention in case of a (life) crisis.

The table below gives some examples of questions to ask at each behavioural level.

Environment	
• Which successful experiences did you imagine? • What did that situation look like? • Exactly what happened? • What consequences did this situation have for you?	• What is bothering you, what are you getting excited about? • Can you be more specific? • What exactly happens then? • What consequences does that have for you?
Behaviour	
• What did you do in that situation? How did you do it? • About which issue are you most satisfied with yourself? • What was your influence on the situation? • How could you have influenced it more? • When did you get a feeling of pride? • What do you think of when you summon that feeling of pride? • What do these situations have in common?	• What were you doing in that situation? • How do you do that? Does that help? • What would you have preferred to do? • What influence do you have on the situation? • What could you do to influence the situation?
Capability	
• Would you be able to use that sameinfluence in different situations? • Why are you able to influence the situation? • What would you need to be able to usethat influence in different situations? • How could you make that happen? • What should you be able to do or learn? • What do these situations have in common?	• Can you do that? Why not? • What would you need to influence the situation? • Why is it that you haven't done that yet? • How can you make that happen?

CC BY NC

Belief	
• What gave you that feeling of pride? • What do you think about that? • What is the nice part of it? Why is that good? • Which (similar) situations also give you that same proud feeling? • What do these different situations have in common? • So what you're saying is… • How would you describe your conviction? What is important for you to call it a success? • What benefit does this conviction have for you? • What do you think caused this conviction? • Do you think you can experience enough success with this conviction? • What does it mean for your work and your own development that you have aview of your conviction?	• What is your opinion of the situation? • What's so bad about that? • What could happen? • Why is that bad/worse/unbearable? • What is reinforcing this conviction? • Why is this conviction beneficial to you? • What's the purpose of maintaining this conviction? • What do you think caused this conviction? • Are you stuck with it for the rest of your life?
Identity	
• What makes you enthusiastic? What do you want to achieve? • How do you see yourself in this situation? Do you fit in? • Do you want to keep living like that? Does this suit you? • Is the most important to you? • Which new challenges do you see?	• What makes you enthusiastic? What doyou want to achieve? • How do you see yourself in this situation? • Do you want to keep living like that? • Does that suit you? • Is this most important to you?
Mission	
• Which connections do you see in life? • Which experiences have made you richer or wiser? • What are your lessons of life? • What's the point of it all?	• Which connections do you see in life? • Which experiences have made yourich? • What are your lessons of life? • Who or what will you allow into your thinking? Why?

4.4 Summary

A Consultant distinguishes logical levels to benefit from the following possibilities:

1. Make a personal of an NSO goal more achievable: it’s easier and faster to achieve a goal if it is more congruent with the logical levels above and under it.
2. Clarify conflicts between people or parts of the NSO organisation: if it takes a remarkable amount of time or effort to achieve a goal, then it is often in conflict with higher logical levels.
3. Find solutions that work: the solution for a conflict lies on another level than the conflict itself. “You can’t solve a conflict with the same kind of thinking that caused the conflict” – Albert Einstein
4. Estimate the consequences of a change for people or for an NSO: a change has more consequences if it affects a higher level. It also allows you to estimate the efforts that will be needed to achieve the change. The risk of complications and the resulting efforts will begreater if changes must be made at a higher level

CC BY NC

4.5 Exercise/Experiment: Logical Levels alignment

Whenever the logical levels are in a state of alignment with each other, they function better together. There is less internal friction, and their effectiveness is increased. In this exercise, the participants can investigate their own alignment with the help of another participant. It will also reveal if there is any ambivalence within the logical levels.

For this exercise you could find someone you like to work with together and try this exercise as an experiment. It will teach you to listen, to ask great questions, and to find out on which logical level there is an issue that prevents the participant from living their dream life. That could help them to identify what they need to change and at which level, but it could also help you to point out where your change is going to be. It could even save you years of change when you make the intervention at the right level.

The exercise is divided into 2 steps. You need to print out the floor cards which you can find in Annex 1; we use floor cards to make this exercise spatial, as working spatially makes it easier for you and your partner to distinguish better the different steps. Don't worry if this is not done right the first time; be curious to what it can bring you!

Step 1: walking forward

- Person A plays the part of the researcher, and at the end of the exercise checks if participants can see any discrepancies in their alignment, which may be points of attention for them.
- Person B guides person A step by step through the process. The 6 steps have been placed on the floor and person B guides person A during their walk from floor card to floor card.
- Person C observes and may take notes.

To start, B asks A what A's desired goal is.

- What would you still like to achieve?
- Where would you like to be a few years from now?
- What would the ideal work life balance look like for you?

Then B asks A: "Imagine that you have achieved all of that...?" (give A a little time to picture this in their mind). Now B will place A on the first logical level (environment) and asks what belongs to this level, and thus B leads A through all the levels in A's desired goal: Environment, Behaviour, Capability (if they are visible), Beliefs, Identity and, finally, Mission.

Together A & B summarise the results from this process and discuss A's observations.

At the end of step 1, it is okay to have a quick thee or coffee or a glass of water in between.

Step 2: walking back

In the next step B asks A:

- Now we know what you dream is, we want to look at how your life is now.
- How is your life now?
- (give them some time to reflect... and then move to the Mission floor card)

Then B will walk A back over the logical levels of the current situation, from Mission to Identity, to Beliefs and Capability, to Behaviour and finally to Environment.
Now A & B reflect on the route which A completed (but this time in reverse order). Then B asks:

- What do you notice?
- Where can you see any discrepancies?
- Do you know something now, that you didn't know before?
- (pause for a moment to reflect, then thank A)

To close off the exercise, B asks A:

- How was it?
- What did you learn through this walk?
- Looking over both ways we walked, the dream state forward and the present state back, what discrepancies between the two states do you see?
- or; when we look back at the exercise we just did, what do you notice and what do you want to share with me?

CC BY NC

To elicit change, ask the following:

- What are the first (small) steps you are planning to take now?
- Where do you need to change something to get closer to your dream state?
- What motivates you to start doing it now?

To work on relapse prevention, these questions might help:

- Who could help you with this?
- What would be a pitfall for you, when you look at this exercise, in not doing the steps mentioned above?
- What do you have to do to make sure you have a better chance of accomplishing these next steps?

This is the end of the alignment round. and the end of the exercise!
And what not change roles now? A takes the role of B, and B becomes A, and we can repeat this experiment a second time.

Note

When B notices that A is discussing a different logical level than the one in which A should be at that moment, B has to explicitly ask A to stay in the current level. If A fails to do so, then B should take A away from the maps to help A distance themselves (become dissociated), after which the exercise can continue.

Further learning recommendation for all consultants:

- Robert Dilts, "Visionary Leadership Skills: Creating a world to which people want to belong"
- Sergio Hernández Ledward, What are Logical levels? - video

CC BY NC

5. Motivational Interviewing and the 4 pillars of consulting

5.1 Definitions

The 4 pillars of great consulting come from Motivational Interviewing. Motivational Interviewing is a method based on cooperation, which focuses on the person, and which is characterized by a focused style of communication in order to evoke and reinforce the intrinsic motivation for change.

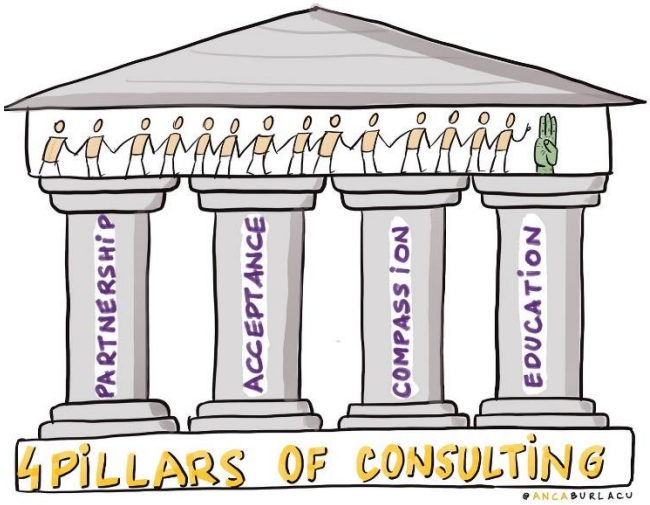
Motivational Interviewing has its roots in therapeutic settings, but turned out to be especially suitable for organizations which need to deal with change. Change can take the form of reorganizations, development plans, restructuring and innovation. It is suited for Scouting organizations where the principle of volunteer management is prevalent.

Motivational Interviewing is a style which focuses on cooperation, in this case cooperation between an NSO and a WOSM consultant. It is essential that any motivation to change comes from within the NSO. The willingness to change as needed is not just a given within the Scout Movement, but it is the result of the interaction between the Consultant and the NSO.

Motivational interviewing is more about guiding than about leading, more about dancing than about wrestling, and definitely more about listening than about talking.

5.2 PACE – the 4 pillars of consulting

The 4 pillars that Consulting and Motivational Interviewing rests on are summed by the acronym **PACE:**



Partnership
Focus on what is working, on what goes well. Pay attention to interchangeability, which will stimulate the trust and openness of the personyou're talking to.

Acceptance
Investigate what the worries, values, andmotivations of the dialogue partner are.
How do they experience the current situation?
What reasons do 'they' have to change?

Compassion
Sincerely try to understand what the dialogue partner means. Listen more than you speak orgive information.

Evocation
Instead of telling dialogue partners to change,elicit from them reasons to change. What theyhear themselves say, has a stronger influence.

CC BY NC

6. Motivational Interviewing and the 6 phases of behavioural change

6.1 Introduction

The choice to change is a combination of:

- The willingness to change;
- The ability to actually change;
- The readiness, the right moment to change.

Willingness to change is about the REASON and WILL. To realize the importance of change, it is important that the NSO or the Scout members see a difference between what they believe to be important and the behaviour which they exhibit. If they can't see a difference, then the NSO or Scout member won't consider changing.

What is important are values and goals, and how these things relate to each other. What do you want? What do you want to replace the problem with? Not wanting something usually doesn't energize people and doesn't provide direction. It doesn't motivate people, or at best, only for a short time.

The ability to actually change is about the CAPABILITY. The extent to which the employee feels the goal is achievable? If people believe that it's important to change, then that doesn't automatically mean that they know how to go about it. When people say things like "The problem is with her rather than with me" or "Well, it's not really that bad", this is often interpreted as a lack of motivation, but they can be all about fear, shame, or a lack of faith that they will be able to change at all. So why try to change?

The starting point is to improve the personal effectiveness and to create a vision of the steps to take. The trick is to find out when the problem is not a problem for a while. When looking for a solution, this is the search for the so called 'exception'. When can you do this a little? What are you doing differently then? And how can you do this 'differently' more often? For most people the goal is often (too) large and far away. This may prevent them from getting started at all. Ask: "What would/could be the first step on the road to the goal?".

The readiness, the right moment to change, considers the question whether the NSO or its members can or want to change NOW. There may be issues that right now demand a lot of energy from the NSO, which can't coincide with a change of behaviour, and which may doom any chance of change. This is a motivated choice. To postpone is not the same as to fail.

In short, motivation can be compared to a bank vault: only if all four locks have been unlocked, can somebody be ready to change. If one or more locks remain closed, then that person is not ready to change. There is no use in trying to force the matter but try to find out WHICH lock is still closed and listen to what the other does say.

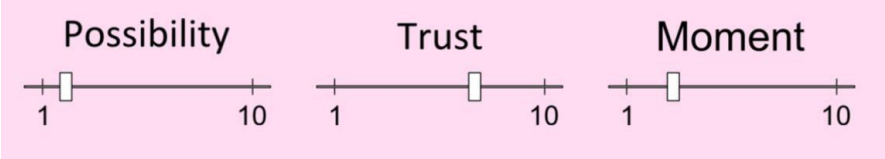
CC BY NC

6.2 Identify and solicit change statements

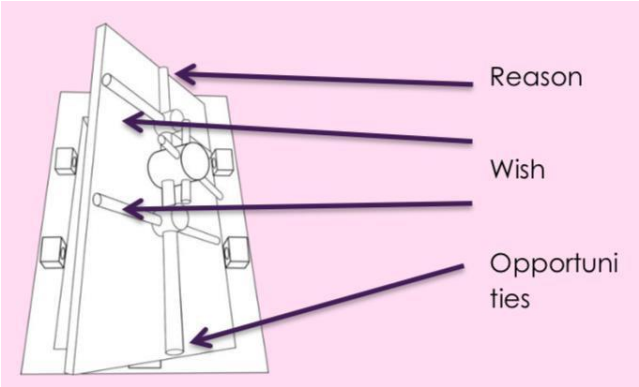
Examples of questions to ask:

1. What rating would you give yourself (or the NSO if you work with a team) on the possibility to change?
2. What rating would you give yourself in trust on getting this change done?
3. How likely is it that this is the right moment to start?

All of the 3 questions above are on a scale from 1-10. It is interesting to do this questionnaire standing up. You and the team will see where people stand and how far they still need to develop. You will see the discrepancies and people will give you hints on what they have to do to take one step forward.



With these questions you can see which lock is locked of the vault.
This imaginary vault represents things that might be locked inside people who 'must' start to change. It's up to you as a consultant to see which lock is locked. This allows you to focus on their needs and saves you time because you won't work on 'open' locks. Instead you only work on the locks that need opening.



Be aware that as long as a single lock is closed, the door to change won't open. And even once you open a particular lock, another one may have closed again, even if it appeared to be open earlier on.

It is up to you to show determination and become in tune with the other. Not only will this establish rapport, but it will accelerate the entire change process of acceptance and willingness.

It is up to you to pick each lock one at a time, like a professional safecracker. Only then the safe door to change will open. But always remember that you can only influence the safe (the other person); it is up to the other to eventually change.

Prochaska and DiClemente did research on people who managed to change their habits. Based on this research, they charted the six phases of behavioural change. The phases of behavioural change of Prochaska and DiClemente can be used as a foundation during Motivational Interviewing. By connecting an intervention to the phase in which the person is at that moment, you can move with the resistance and avoid wasting energy.

CC BY NC

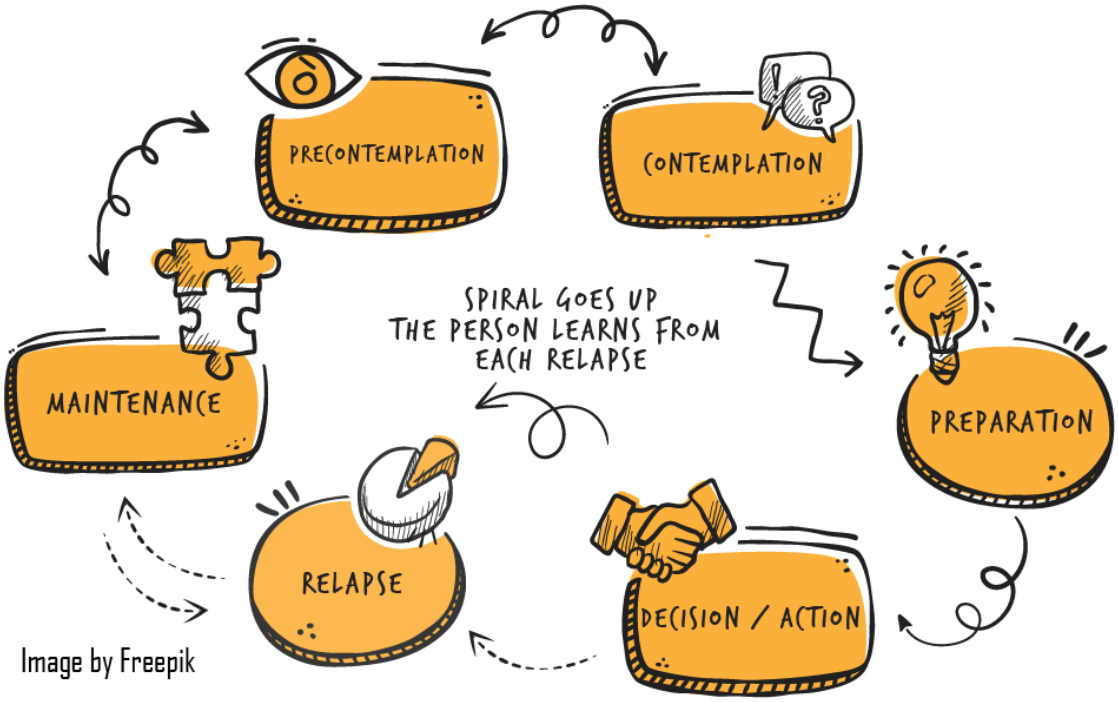
We will now look at these phases in more detail. It is important to realize that behavioural change is not a linear process with a start and an end, but a circular one. It doesn't matter in which phase somebody is; they can always regress to a previous phase or to old behaviour.

Change often means taking two steps forward and one step back. The speed at which somebody or an NSO moves through the various phases is hard to predict. There is also no guarantee that the other chooses to change, but by connecting to them you have the biggest chance to influence them. Not connecting is sure to elicit conflict, and to connect and influence in a conflict situation is not easy.

That is why Motivational Interviewing takes the following approach:

- it focuses on cooperation;
- you elicit the motivation to change in the other person(s);
- the choice to change is the responsibility of the person or NSO;
- you help the other person(s) or NSO to investigate their own ambivalence (doubt) and work on it.

6.3 Phases of behavioural change



6.4 Precontemplation

In this phase, one does not see any advantages to change or to cooperate with change. The current behaviour or situation benefits them. The only thing bothering them is the 'whining' (pressure to change) from others who want them to change.

This is the consultant’s pitfall: if you try to convince somebody or the organisation, then you are already two phases ahead of them; you're in the decision making phase. You are going too fast, the other party thinks they are being belittled, and this elicits resistance.

CC BY NC

Inquire what they like about the current behaviour/situation. You can also ask if there may be some disadvantages to it. If there are none, let it be, don't try to convince them yet. If you want to offer them information, do it in a neutral way; present them with facts which they can use to draw their own conclusions.

In this phase the key is to connect, to gain their trust. This is the base to influence them later on. Some examples of what a consultant could say during this phase:

1. **Validate the person or NSO's experience**: "I can understand why you feel that way"
2. **Acknowledge the person's control over the decision**: "I don't want to preach to you; I know that you are an adult and you will be the one to decide if and when you are ready to start."
3. **Repeat a simple, direct statement about your stand** on the benefits of working on this new behaviour for this person or NSO: "I believe, based upon my experience, that this "old behaviour" is putting your NSO at serious risk for losing XYZ (describe a criterion that is of high importance for the other), and that losing "XYZ" is an important thing to you."
4. **Explore potential concerns**: "Has your 'old behaviour' ever caused you or the NSO a problem?" "Can you imagine how your 'old behaviour' might cause problems in the future?"
5. **Acknowledge possible feelings of being pressured**: "I know that it might feel as though I have been pressuring you, and I want to thank you for talking to me anyway."
6. **Validate that they are not ready**: "I hear you saying that you are nowhere near ready to lose 'old behaviour' right now."
7. **Restate your position that it is up to them**: "It's totally up to you to decide if this is right for you right now."
8. **Encourage reframing of the current state of change** - the potential beginning of a change rather than a decision never to change: "Everyone who's ever lost 'old behaviour' starts right where you are now; they start by seeing the reasons why they might want to lose 'old behaviour'. And that is what I have been talking to you about."

6.5 Contemplation

In this phase the scales of wanting and not wanting to change are moving up and down. They don't decide yet to actually change or cooperate with change. There is ambivalence: 'I can do it and I can't do it', 'I'm ready for it and I'm not ready for it'. If they are in doubt, then a consultant is at risk of the following pitfalls:

- Advising without having been asked to do so
- Expressing superiority
- Convincing
- Acting too soon
- Ignoring or belittling
- Making optimistic predictions

These actions tend to elicit or reinforce resistance. You are not connecting with the NSO or with the

CC BY NC

fellow Scout, but rather you take away their responsibility, and ignore the cause of their doubts. This is more likely to cause conflict, rather than to bring about a change in behaviour.

During your contact, keep in mind that people in this phase are largely open to change processes which focus on realization. Don't move into action now, it's still too early for that. When people are in doubt, the doubt must be investigated and resolved before they can make a decision. In this phase interventions focus on mapping the advantages and disadvantages of the current situation and the advantages and disadvantages of changing.

You can ask them to rate their feelings on a scale (0-10). For example:

- On a scale of 0-10, how important is it for you to start doing things differently?
- Imagine that you would do it differently. On a scale of 0-10, how much faith do you have that you will be successful?
- On a scale of 0-10, to which extent is it the right moment NOW?

These answers provide information that you, the consultant, can focus on. Somebody who indicates that it's very important for them to change, but who is not confident that they can do it, doesn't need to be convinced of the necessity to change. The consultant can then focus on the possibilities to increase their confidence, and stress what is going right.

1. **Validate the NSO's experience**: "I'm hearing that you are thinking about losing OLD BEHAVIOUR but you are definitely not ready to take action right now."
2. **Acknowledge the person's control over the decision**: "I don't want to preach to you; I know that you are an adult and you will be the one to decide if and when you are ready to lose OLD BEHAVIOUR."
3. **Clarify the NSO's perceptions of the pros and cons of attempted loss of OLD BEHAVIOUR**:"Using this worksheet, what is one benefit of losing OLD BEHAVIOUR? What is one drawback of losing OLD BEHAVIOUR?"
4. **Encourage further self-exploration**: "These questions are very important to beginning a successful program to lose OLD BEHAVIOUR. Would you be willing to finish this at home/work and talk to me about it during our next talk?"
5. **Restate your position that it is up to them**: "It's totally up to you to decide if this is right for the NSO right now. Whatever you choose, I'm here to support you."
6. **Leave the door open for moving to preparation**: "After talking about this, and doing the exercise, if you feel you would like to make some changes, the next step won't be jumping into action - we can begin with some preparation work."

6.6 Preparation

"Testing the waters"

"My OLD BEHAVIOUR is a concern for me: it is clear that the benefits of attempting to lose OLD BEHAVIOUR outweigh the drawbacks, and I am planning to start within the next month". At this stage, the consultant's goal is to praise the decision to change, prioritize behaviour-changing opportunities, identify and assist in problem solving, encourage small initial steps and assist in identifying social support.

CC BY NC

1. **Praise the decision to change**: "It is great that you feel good about your decision to start with the NEW BEHAVIOUR: you are doing something important to decrease your chances of getting rid of XYZ (name an important criterion that the other is trying to get rid of).
2. **Prioritize behaviour-changing opportunities**: "Looking at your OLD BEHAVIOUR habits, I think
   the biggest benefit would come from switching from ABC to XYZ, what do you think?"
3. **Identify and assist in problem solving**: "Have you ever attemptedlosing your OLD BEHAVIOUR before? What was helpful? What kind of challenges would youexpect in making those changes now? How do you think you could deal with them?"
4. **Encourage small, initial steps**: "So, the initial goal is to try starting with X this week, and then to move to Y or Z next week."
5. **Assist in identifying social support**: "Which colleague, friend or other person could support you as you make this change? How could they support you? Is there anything else I can do to help?"

6.7 Decision / Action

In this phase they have chosen. The person being coached has made the decision by themselves. They make specific plans on how to go about it. The coach focuses on supporting the plans: what do you want toachieve, what do you need to succeed, what is the first attainable step, what are the problems which you might face, what can you do in such a situation, etc. During the consulting sessions it is important to pay attention to what was achieved and how. There will also be attention to what is difficult. Focus on achievable steps: people like to get to the goal straight away, but that takes many small steps. By stressing what has gone right so far, their confidence is reinforced.

NOTE: a decision may also be that right now the advantages of changing are smaller than the advantages of the current behaviour. The NSO returns to the preliminary phase. Everything remains as it is for now.

6.8 Perseverance / Maintenance

In this phase, they have integrated the change in their life. Supporting sessions and relapse prevention remain important.

6.9 Relapse

Relapse is part of change processes! Relapse is often viewed both by the person and their surroundings as a sign of weakness, lack of motivation. This is unfortunate; old behaviour is always easier than new behaviour. A relapse can be a learning moment, so it is important as consultants not to judge them for relapsing. Choose a positive, motivating approach. Change needs its trial and error. A relapse doesn't necessarily mean that you need to start from the beginning again.

6.10 Dealing with change: ambivalence

Should an NSO indicate that they are not ready for change yet, then the problem is not that they don't realize what the disadvantages of their behaviour are, but that they have conflicting feelings. This is

called ambivalence; I want to and at the same time I don't want to; I can do it and the NSO can't do it; I'm ready for it and I'm not ready for it yet. In a nutshell: they have doubts.

If your fellow Scout or NSO has doubts, then you as an WOSM consultant are at risk of the following pitfalls:

1. Advising without having been asked to do so
2. Expressing superiority
3. Convincing
4. Acting too soon
5. Ignoring or belittling
6. Making optimistic predictions

These actions tend to elicit or reinforce resistance. You are not connecting with your counter partner, but rather you take away their responsibility, and ignore the cause of their doubts. This is more likely to cause conflict, rather than to bring about a change in behaviour.

6.11 Dealing with change: resistance

Resistance is a normal occurrence in a consulting relationship. Change makes people insecure. NSOs and fellow Scouts may rebel against this insecurity, this uncertainty about where the new relationship with these new feelings will take them.

The emphasis of good consulting as with Motivational Interviewing is not on preventing resistance, but on recognizing and lowering resistance.

Resistance can manifest itself in many forms, such as anger, dependence, ignoring people, "forgetting" agreements, or denial. In most cases this is a subconscious resistance against change.

Resistant behaviour may suggest that this issue is important to the other person. It may indicate a lack of alternatives for the other person. It tells you something about the interaction between the people communicating; in most cases it indicates that action was taken too soon / too fast, rather than carefully listening and analysing.

Another way to look at resistance is through the vault example above. If one of the locks is closed, the vault will not open. It is up to you to see which lock is closed. Can you determine that?

You can determine this by asking the following 3 questions, measuring on a scale from 1-10:

- How much do you trust you can do this?
- How big is your possibility?
- Is this the right moment for change?

6.12 Motivational Interviewing techniques for each phase

Below you will find what defines each phase and what techniques to use as a consultant to help the NSO move forward:

CC BY NC

Stage of change	Characteristics	Techniques
Precontemplation	Not currently considering change: Ignorance is bliss	Validate lack of readiness; Clarify: decision is theirs to make; Encounter re-evaluation of current behaviour; Encounter self-exploration,not action; Explain and personalize the risk.
Contemplation	Ambivalent about change: ”Sitting on the fence” Not considering change within the next month	Validate lack of readiness; Clarify: decision is theirs to make; Encourage evaluation of pros and cons of behaviour change; Identify and promote new,positive outcome expectations.
Preparation	Some experience with change and is trying tochange: “Testing the waters” Planning to act within 1month	Identify and assist inproblem solving obstacles; Help the staff member identify social support; Verify that employee has underlying skills for behaviour change; Encourage small initial steps.
Action / Decision/ Active change	Practicing new behaviour forX amount of time (3-6 months to become anew habit)	Focus on restructuring cues and social support; Bolster self-efficiency for dealing with obstacles; Combat feelings of loss and reiterate long-term benefits.
Perseverance / Maintenance	Continued commitment to sustaining new behaviour	Plan for follow-up support; Reinforce internal rewards; Discuss coping with relapse.
Relapse	Resumption of old behaviours: “Fall from grace”	Evaluate trigger for relapse; Reassess motivation and barriers; Plan stronger coping strategies.

CC BY NC

7. Change management (organisational change)

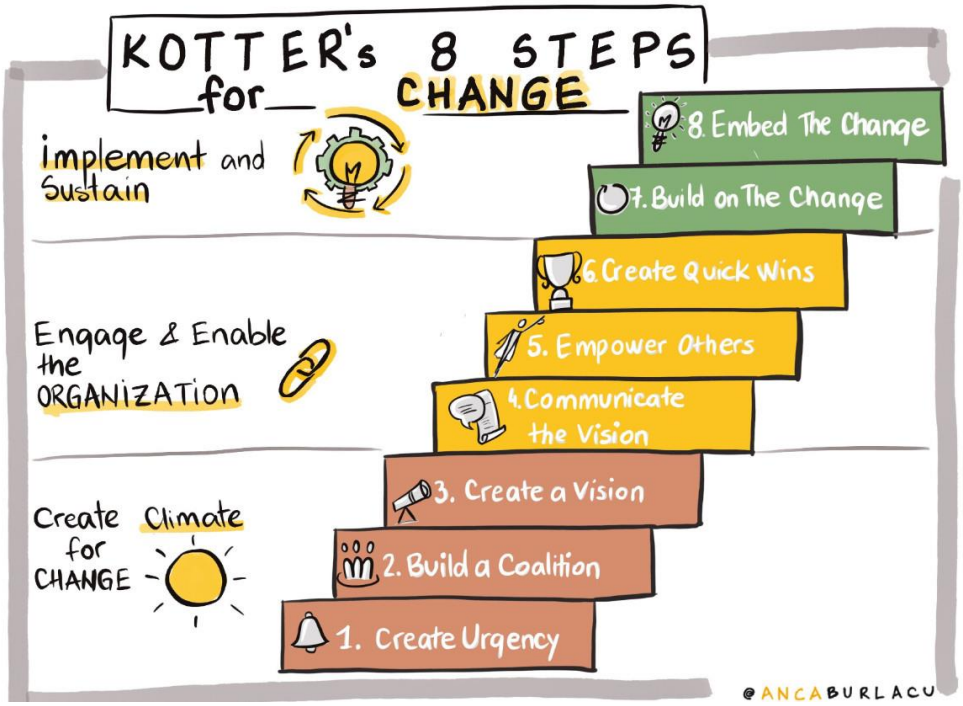
7.1 Introduction

Change is often a complex process that involves many stakeholders and requires commitment, resources, and willpower to stick to change. When you take on a service request to help an NSO improve an aspect of their programme and governance, you are essentially helping them to make a change and to stick with it. And, as change can be uncomfortable, it is essential to pay attention to several aspects which we will explore below.

There are several models that help us understand the change processes, its stages and steps, and how to act in each stage in order to consolidate change at each step. We will focus on 2 models in this chapter.

7.2 Kotter's 8 stages of change

Below we will introduce a model designed by John Kotter, who explains how organizational change can be fostered in 8 steps:



7.2.1 Create urgency

At this stage we want our NSO members to proclaim "Let's do this!". If not everyone is lined behind this belief though, you can support the main members who wish to push for change to:

- show the need for change with a compelling object (see, touch, feel);
- show valid and dramatic evidence from outside the organization that change is required;
- look for cost-effective and easy ways to reduce complacency;
- never underestimate how much complacency, fear, and anger exists, even in good organizations.

CC BY NC

7.2.2 Build a coalition

One person is almost never enough to make change happen; to create a group powerful enough to guide a big change and to work together well, you and the involved NSO members can:

- Show enthusiasm and commitment to draw the right people into the team;
- Model the trust and teamwork needed in the group;
- Structure meeting formats for the guiding team to minimize frustration and increase trust;
- Put energy into step 1 if you cannot take on step 2 and if the right people will not.

7.2.3 Create a vision

A change process requires a vision and a strategy that will help achieve this vision; together with your team:

- Try to see possible futures and select what is feasible;
- Work on a clear vision that can be articulated within a minute or written up on 1 page;
- Propose visions that are moving – such as a commitment to service people;
- encourage the team to adopt strategies that are bold enough to make bold visions a reality;
- Pay careful attention to the strategic question of how quickly to introduce change.

7.2.4 Communicate the vision

We want people to buy into the idea of change and to rally up with it. For that to happen, you and the NSO team should:

- Keep communication simple and heartfelt;
- Do their homework before communicating (understand what people are feeling);
- Address people's anxieties, confusion, anger, and distrust related to adopting a change;
- Rid communication channels of junk so that important messages can go through;
- Use new technologies to help people see the vision.

7.2.5 Empower others

To get more people to act on the agreed vision, we can:

- Find individuals with change experience who can bolster people's self-confidence (they've done it and so can this team);
- Recognise and reward systems that inspire, promote optimism, and build self-confidence;
- Provide feedback that can help people make better vision-related decisions;
- "Retool" disempowering managers (or members) by giving them new jobs that clearly show the need for change.

7.2.6 Create quick wins

Consolidate people's desire to keep sticking to change by:

- Showcasing early wins that come fast;
- Make these wins as visible as possible to as many people as possible;

CC BY NC

- Promote wins that are meaningful to others;
- Focus on wins that speak to powerful players whose support you need and do not yet have;
- Prioritise wins that can be achieved cheaply and easily, even if they seem small compared with the grand vision.

7.2.7 Build on the change

We have reached the step where we want people to make wave after wave of changes, until the vision is fulfilled. At this stage, focus on:

- Encouraging the team to make space for the new actions by ridding themselves of work that wears them down (tasks that were relevant in the past but no longer; tasks that can be delegated);
- Looking constantly for ways to keep urgency up;
- Using new situations opportunistically to launch the next wave of change;
- As always – show 'em, show 'em, show 'em.

7.2.8 Embed the change

Finally, once change is implemented, we wish to see this change consolidated and continued. Keep reminding all NSO members involved to:

- Not stop at step 7 (it's not over until the changes have rooted);
- Use new employee orientation to compellingly show recruits what the organization cares about;
- Use the promotions and shoutouts process to place people who act according to the new norms into influential and visible positions;
- Tell vivid stories over and over about the new organization, what it does, and why it succeeds;
- Make absolutely sure they have the continuity of behavior and results that help a new culture grow.

7.3 Change curve

Change is often difficult for people; different people react in different ways to it. It can be dangerous to count only on one or two members who wish to make a change in the organisation, if other stakeholders are not feeling confident or aligned with the change. The change curve can help you understand where each stakeholder stands in the change process and how to act to move people towards a more positive attitude.

7.3.1 Denial and frustration

To fight denial and frustration, what helps is often to:

- Explain why change is necessary
- Explain the impact of this change on individual and team(s) level
- Ask for feedback on the change
- Listen
- Understand if more time is needed.

CC BY NC

7.3.2 Depression

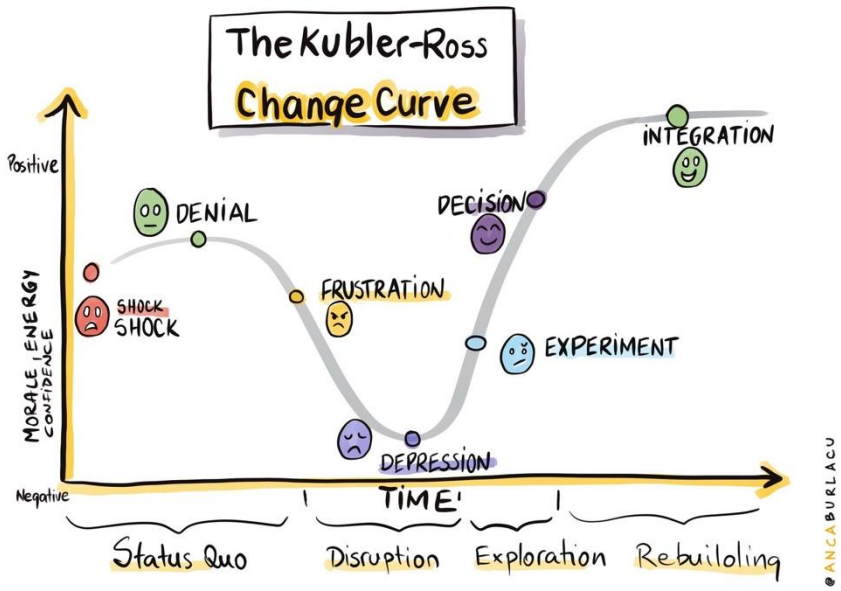
At depression stage, individuals are at the very lowest of their motivation to address change. When someone is experiencing this, try to:

- Sell the benefits of change
- Provide more information on the plan

7.3.3 Experiment

Experiment is the stage when people are willing to give it a try. When here, try to:

- Encourage questions
- Consider suggestions for amending the plan
- Take care of people not sliding back into depression when moving on.



7.3.4 Decision

At the decision stage, you want to:

- Accelerate / maintain the implementation steadily
- Recruit more people as advocates of the change

7.3.5 Integration

Remember that people will move through these stages at different rates - the leaders can often be ahead of other people affected and people can also get stuck or fall back into a previous stage.

Further learning recommendation for all consultants:

- John P Kotter: "Leading Change" – offering a different model of change management.

CC BY NC

8. Asking great questions

Questions are flashlights. They help us discover aspects of both our outer and inner experience, they shine light into specific areas whilst leaving other areas in darkness. There is a huge difference in an answer depending on where the light is shone. You may be asking yourself - "why can't I solve this problem no matter how hard I try?" Consider what parts of the experience are highlighted when you ask "what new courses of action have I not tried yet? Or who would be willing to help me through this?"

What is important to remember is that different questions lead to different answers, some are much better than others!

Coaches, consultants, trainers, teachers and many other people use questions. They can be used to promote awareness, learning, change and growth both personal and collective. We want to ask helpful questions that lead to great insights and purposeful actions, but how do we do that?

In my experience, first you should ask yourself a question (yes, another one!). "Where is it useful for this person to shine more light on?"

But even after asking and considering such a question yourself, the only way to know if the question you posed your client, coachee or friend was a good one, is to listen to their answer. The question could have been a clever and sophisticated one that led to no new information, or it could have been a very simple one opening an "aha" moment!

So we can confidently say that there are no great questions, just great answers... and to get to those answers alongside crafting a good question, you must also consider four important areas:

- **Emotional state:** the same question will take you to completely different places if asked when the other person is worried and in a hurry, or relaxed and committed to the conversation you are having.

- **Role:** it is important to be aware that we all answer differently if we think our answers are being evaluated, that the other person is just looking for the 'right' answer or genuinely helping us explore new possibilities. Therefore, we will naturally answer differently to authoritarian bosses than we would to trusted learning allies.

- **Rapport:** this refers to the quality of the relationship you are establishing on a moment-to-moment basis. If you and the other person are meeting in the same revolution, rhythm, and pace then the odds of getting great answers to your questions increase dramatically.

- **Trust:** To gain deep insights, learning and commitment to act, is only possible if the two people in the conversation trust each other. It is your job to build a safe, respectful, confidential environment where trust can grow.

CC BY NC

The following are questions that might help move through the different phases of identifying real needs, moving over tension points, contextualising and synthesizing at various points during the consultancy in a positive and constructive manner. As a consultant, it is important to ask the right questions that give you more information and that allow you to guide the person towards the desired solution.

Reflective questions: ➢ So you would like it to be... ➢ So you believe that in theory it is... ➢ So if I understand you correctly... ➢ So if I summarize it correctly... ➢ So what you're saying is...	**Hypothetical questions:** ➢ If we did that, what would you stillwant... ➢ What would it look like if... ➢ What would happen if.....
Open questions: ➢ What causes you to think that.... ➢ Why do you believe it to be practicalif... ➢ What, who, where, why, when, how... questions	**Guiding questions:** ➢ Do you believe that we've explored thisissue as far as possible, and we could now move on to the next issue...
Suggestive questions: ➢ You say "xx *their words* " is the problem in this NSO, give me an example.... ➢ Don't you agree with me that... ➢ This can't be the only option for this NSO that is on the table...	**Linear questions: Cause -- effect** ➢ Is XYZ the (only) reason why the NSOis not achieving ABC...
Reflective questions: ➢ Why – according to you – are we (isthe NSO) stuck in this situation...	**Strategic questions:** ➢ For how long did you say that the relationship was good? ➢ Is it true that you can also remember positive things....
Confrontational questions: ➢ How can you explain your hostile attitude, when you just said that youdid like the future?	**Stimulating questions:** ➢ Which possible solutions do you see for the NSO....

CC BY NC

9. Coaching and the GROW model

9.1 Definitions of consulting, training, coaching

There are many definitions of Coaching. According to ICF (International Coaching Federation), coaching is a partnership with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The process of coaching often unlocks previously untapped sources of imagination, productivity and leadership. It is much more a matter of asking questions than giving guidance.

There is a difference between consulting, training and coaching. In each process the facilitator or the client will provide a different amount of input and a WOSM consultant will wear different hats in different contexts.

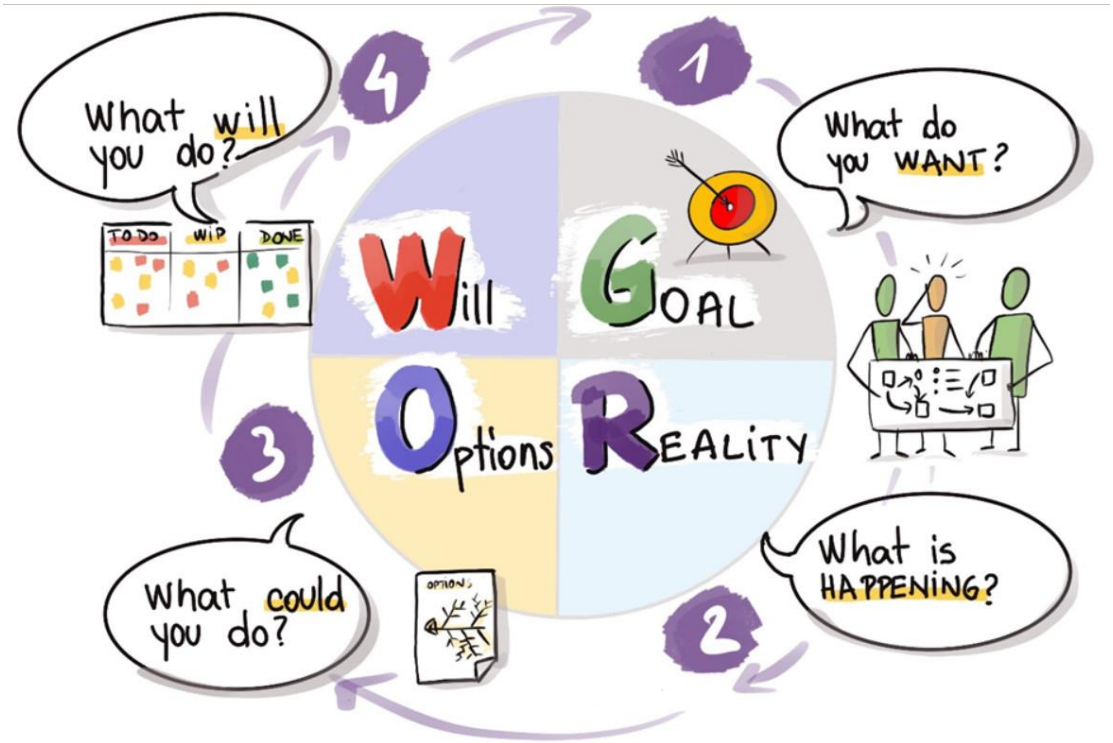
	A **consultant** has an area of expertise. They assess your situation, identify the problems and very often he will provide a plan or ways of achieving the results. Example: A WOSM consultant on Grow Partnership will assess your NSO status, identify problems and give the solution for a better results. Consultants can also execute some activities for you.
	A **trainer** will teach or train you on a certain subject or topic. They have the content and very often they teach that content repeatedly, to different groups. The focus is on the trainer, their skills, expertise and knowledge. After the training, the trainee will be better equipped to perform a task or work in a specific area. Example: training on Diversity and Inclusion.
	A **coach** is someone who partners with the client (coachee), getting the information needed from the coachee and unpacking it. The coachee will be able to gain insights and see the bigger picture. The focus is on you the client, focusing on goals and finding ways to achieve it.

CC BY NC

9.2 The GROW model

The GROW Model is the most common coaching framework used by the coaches. Given its relative simplicity, the GROW model is considered a way to structure coaching and mentoring sessions with their coachees.

Tip: The key to coaching and using the GROW model lies in asking great questions. Coaching isn't telling the coachee what to do — it's helping him/her come up with their own answers by asking the right question at the right time.



Asking powerful questions is the essence of great coaching. Below you will find a list of questions one can use during a coaching session, but feel free to get creative and use your own questions.

9.3 Goal

Coaching starts with establishing a goal. It could be a performance goal, a development goal, a problem to solve, a decision to make, or a goal for the coaching session. For clarity of goal setting as well as consistency across your team, encourage your coachees to use a SMART goal format, where the letters stand for:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**imely

CC BY NC

The following 10 questions can help people gain clarity about their goals:

1. What do you want to achieve from this coaching session?
2. What goal do you want to achieve?
3. What would you like to happen with _____?
4. What do you really want?
5. What would you like to accomplish?
6. What result are you trying to achieve?
7. What outcome would be ideal?
8. What do you want to change?
9. Why are you hoping to achieve this goal?
10. What would the benefits be if you achieved this goal?

9.4 Reality

This step in the GROW model helps you and the coachee gain awareness of the current situation—what's going on, the context, and the magnitude of the situation.

The key is to take it slow and easy with your questions. It's not a rapid-fire interrogation. Let the coachee think about the question and reflect on their answers. Use active listening skills, as this is not the time to jump to solution.

The following 20 questions are designed to clarify the current reality:

1. What is happening now (what, who, when, and how often)? What is the effect or result of this?
2. Have you already taken any steps towards your goal?
3. How would you describe what you did?
4. Where are you now in relation to your goal?
5. On a scale of one to 10, where are you?
6. What has contributed to your success so far?
7. What progress have you made so far?
8. What is working well right now?
9. What is required of you?
10. Why haven't you reached that goal already?
11. What do you think is stopping you?
12. What do you think was really happening?
13. Do you know other people who have achieved that goal?
14. What did you learn from _____?
15. What have you already tried?
16. How could you turn this around this time?
17. What could you do better this time?
18. If you asked _____, what would they say about you?
19. On a scale of one to 10, how severe/serious/urgent is the situation?
20. If someone said/did that to you, what would you think/feel/do?

CC BY NC

9.5 Options

Once you both have a clear understanding of the situation, the coaching conversation turns to what the coachee can do to reach their goal.

These 20 questions are designed to help the coachee explore options:

1. What are your options?
2. What do you think you need to do next?
3. What could be your first step?
4. What do you think you need to do to get a better result (or closer to your goal)?
5. What else could you do?
6. Who else might be able to help?
7. What would happen if you did nothing?
8. What has worked for you already? How could you do more of that?
9. What would happen if you did that?
10. What is the hardest/most challenging part of that for you?
11. What advice would you give to a friend about that?
12. What would you gain/lose by doing/saying that?
13. If someone did/said that to you what do you think would happen?
14. What's the best/worst thing about that option?
15. Which option do you feel ready to act on?
16. How have you tacked this/a similar situation before?
17. What could you do differently?
18. Who do you know who has encountered a similar situation?
19. If anything was possible, what would you do?
20. What else?

9.6 Will (or way forward)

This is the last step in the GROW model. In this step, the coach checks for commitment and helps the coachee establish a clear action plan for next steps. Here are 20 questions to help probe for and achieve commitment:

1. How are going to go about it?
2. What do you think you need to do right now
3. Tell me how you're going to do that.
4. How will you know when you have done it?
5. Is there anything else you can do?
6. On a scale of one to 10, what is the likelihood of your plan succeeding?
7. What would it take to make it a 10?
8. What obstacles are getting in the way of success?
9. What roadblocks do you expect or require planning?
10. What resources can help you?
11. Is there anything missing?

12. What is one small step you can take now?
13. When are you going to start?
14. How will you know you have been successful?
15. What support do you need to get that done?
16. What will happen (or, what is the cost) of you NOT doing this?
17. What do you need from me/others to help you achieve this?
18. What are three actions you can take that would make sense this week?
19. On a scale of one to 10, how committed/motivated are you to doing it?
20. What would it take to make it a 10?

Further learning recommendation for all consultants:

- Sir John Whitmore, "Coaching for Performance, 5th Edition: The Principles and Practice of Coaching and Leadership" – free audiobook

CC BY NC

10. Stakeholders

10.1 What is a stakeholder

The term stakeholder is used as a general term to describe individuals, groups, or organizations that have an interest in the project and can mobilize resources to affect its outcome in some way. A formal definition of a stakeholder is: "individuals and organizations who are actively involved in the project, or whose interests may be positively or negatively affected as a result of project execution or successful project completion" (Project Management Institute (PMI®), 1996).

As a WOSM Consultant, you will most likely interact with stakeholders such as the official contact of the NSO (International Commissioner, Chief Scout Officer), members of the National Team, National Board Members. For some of the process where your consultancy is involved, stakeholders' approval is very important, and in some cases it will determine the outcome of the service. Obtaining this approval is just as much about communication, education, and visibility as it is about strategic alignment. Stakeholders must be able to quickly and easily understand where a new project fits into the big picture of the NSO.

10.2 Stakeholder analysis

A stakeholder analysis allows you to map out and establish the appropriate level of communication with your stakeholders, relative to their influence and interest in your project. Once you have identified them, it's important to develop a communication strategy to deal with the different stakeholders. A thoughtful stakeholder analysis will prime you for the advocacy you need or prepare you for the resistance you and your NSO contact may face.

When to perform a stakeholder analysis?
Some of the stakeholders are key actors in the process that you support; after completing the stakeholder analysis, remember to revisit and review it during important milestones, especially where the national board or national teams may be involved.

10.3 How to perform a stakeholder analysis

Here are the steps to perform a stakeholder analysis:

1. Identify your stakeholders

Support the NSO members to brainstorm about who their stakeholders are. To do this, list all of the people who are affected by the work triggered with the service request, or who have a vested interest in its success or failure. Be aware that this relationship may include the ones described in the section "Stakeholders".

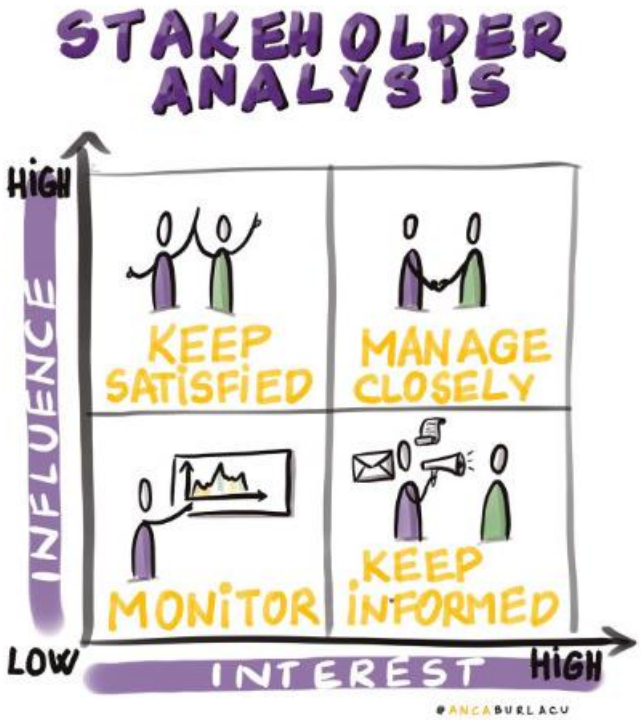
CC BY NC

2. Prioritise your stakeholders

Once you have the people identified, you can place them on a grid, based on the following 4 criteria:

- **High power, highly interested people:** Fully engage these people, and make the greatest efforts to satisfy them.
- **High power, less interested people:** Keep these stakeholders satisfied, but not so much that they become bored with your message.
- **Low power, highly interested people:** Adequately inform these people, and talk to them to ensure that no major issues arise. People in this category can often be very helpful with the details of your project in a supportive role.
- **Low power, less interested people:** Again, monitor these people, but don't bore them with excessive communication.

You can see below a graphic example of how this looks like:



3. Understand how to communicate with your stakeholders

Now that stakeholders have been identified and prioritized, you need to understand how they feel about your project, in order to communicate with them in the best way.

Some good questions to ask include:

- What motivates this stakeholder?
- What other priorities do they have, and how can we align our project with those priorities (or at least ensure the project won't threaten them)?
- Will this stakeholder likely have a positive view of our project? If not, what can we do about it?
- Which of your project information is relevant to them, and what is the best way to relay that information?
- Who influences their opinion, and are those influencers also your stakeholders?

CC BY NC

- If they're not likely to be supportive of your project, what can you do to win their support?
- If you can't win their support, what can you do to manage their resistance?

Remember that investing time in this analysis could be the determinant step in ensuring the success of your service!

4. Develop a communication strategy

If you have arrived at this point and know what the NSO needs to communicate and to whom, it's important that the members and the team involved also have a clear idea; you can structure this information using a simple outline (see image below). Yes, we encourage you to write it down so that you don't leave anything behind; be sure that all people involved know well when, how and to whom they need to communicate.

Here's a simple example of how you can develop this communication strategy. This is just one model among many; you can try using it and, based on the NSO's needs, explore other models too.

Who	Type of information	Way to communicate	Special notes
Chairperson National Board	Very brief, just highlights of the project	Email and a Whatsapp message to her assistant	Be careful with the formalities
Chief Scout Officer	Detailed, he wants to know who do what and when.	Generally Slack, if it's urgent call him, and every month a report	Is not very convinced but he is trying to help
Treasure of the National Board	Give the general highlights, and the financial very detailed	Call him, always for everything he don't review frequently his email, neither slack or whatsapp	He is very influent in the board
Board Member National Board	Highlights, when it's about youth engagement more info	Whatsapp generally, formal comms by email with message to Whatsapp	Young with energy, close to CSO very committed with the project

Further learning recommendation for all consultants:

- Simon Sinek, "How great leaders inspire action" – TED talk

CC BY NC

11. Cultural differences

11.1 Why do consultants need to learn about cultural dimensions?

Mastering the various dimensions of culture will help you to understand your service counterparts better, put some of your perceptions or preconceptions into perspective, navigate conversations more easily and accompany your interactions more effectively.

But first, what is culture?

UNESCO defines culture 'as the set of distinctive spiritual, material, intellectual and emotional **features of society or a social group,** that encompasses, not only art and literature, but lifestyles, ways of living together, value systems, traditions, and beliefs. Others define it as all the ways of life including arts, beliefs and institutions of a population that are **passed down from generation to generation**. Culture has been called "**the way of life for an entire society.**" As such, it includes codes of manners, dress, language, religion, rituals, art.

Organisational culture is the collection of values, expectations, and practices that guide and inform the actions of all team members in an organisation. The collection of traits that make an organisation what it is. It is important to note that organisational culture will be impacted and shaped by the culture of the country in which it operates but….. be careful of your assumptions. Organisations in one country or even one city will have many different cultures depending on their own history, traditions, leadership etc.

There are many models for cultural mapping, Geert Hofstede and Erin Meyers both have valuable models which help us in our roles. They present some characteristics of each culture and what guides its members, including the cultural norms that affect everyday interactions. It should be noted that we have adjusted the language of Geert Hofstede's model to reflect the world today more accurately.

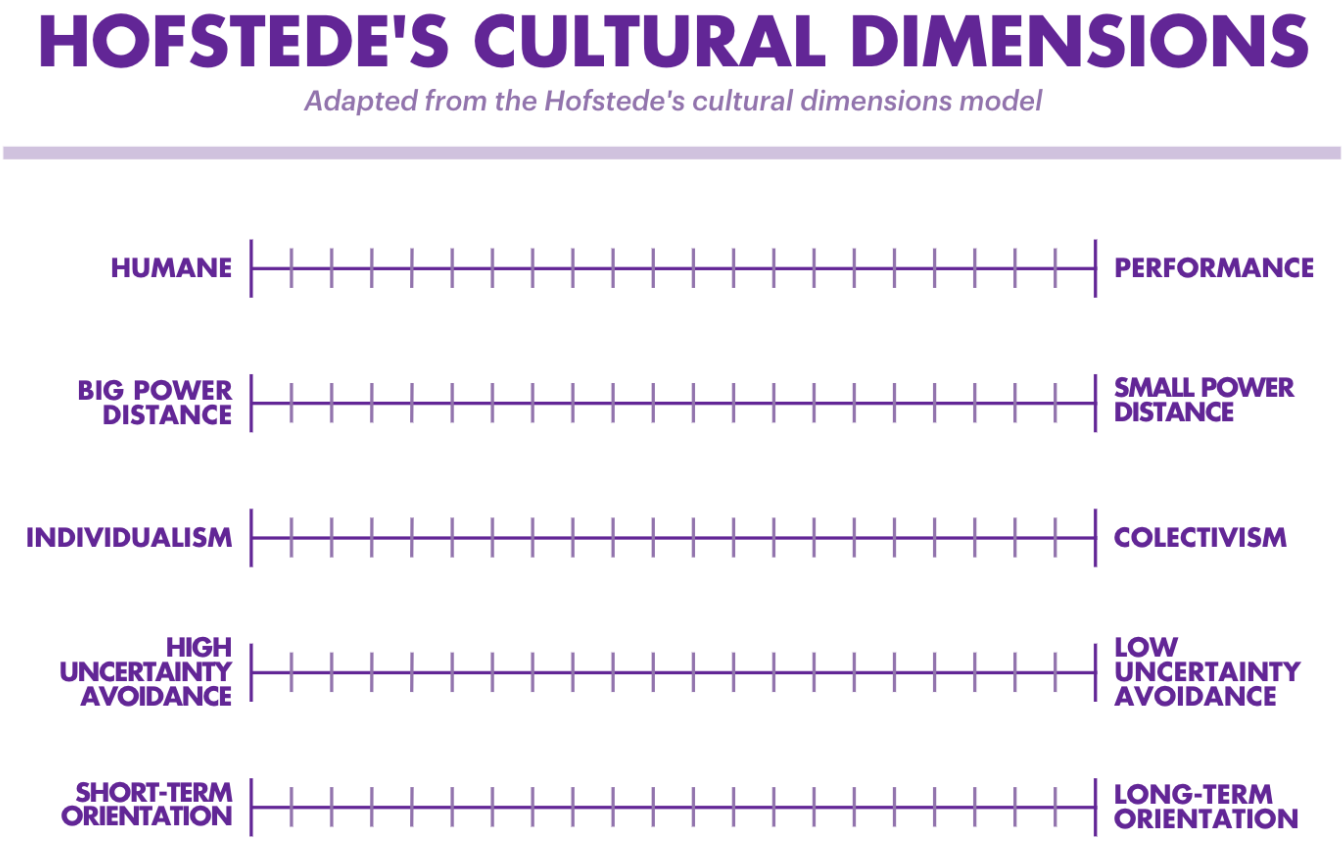
Understanding the dimensions in either model will help you to understand your interactions better. Put some of your perceptions or preconceptions into perspective, navigate conversations more easily and accompany your interlocutors more effectively.

For both models two opposite poles define each dimension: each culture will have a specific position on this spectrum. You can use this as one of the tools to help you understand an organisation that you might be working with across these five dimensions as you get to know them better. It can help to get a "more" complete picture of that organisation and therefore communicate and support your partners more effectively.

CC BY NC

As a consultant alongside these tools ask yourself

- What kind of questions might you ask to know more about the organisation?
- What presuppositions may be helpful?



CC BY NC

11.2 Individualism vs collectivism

If... ➢ People emphasise their "unique" identity ➢ They prefer to work alone ➢ They value having autonomy in their tasks ➢ They are inclined to seek advice from outside their group ➢ Their communication style is direct ➢ Their primary social unit is the nuclear family **THEN** you are probably with an individualistic society.	**If...** ➢ People enjoy being part of a group ➢ They value cooperation and teamwork ➢ They consider interdependence to be the cement of social bonds ➢ They prefer to seek help/advice from other members of their group before looking elsewhere ➢ The extended family is the basic model of society **THEN** you are almost certainly dealing with a collectivist society.
Tips and tricks	**Tips and tricks**
➢ Individualistic cultures are characterised by the prevalence of "I". People are self-centred and self-directed. They tend to make decisions alone and enjoy competition. ➢ The best way to communicate within this culture is to be direct. "You want to know something about someone. Ask directly, and the person is expected to answer in the same way". ➢ In this culture, all communication must be precise and to the point. Communication focuses on its purpose, not on the relationship between the people communicating. ➢ Seek buy-in from people, encourage their expressions, be prepared to be challenged by an individual's statements.	➢ In collectivist cultures, "WE" is the norm ➢ People emphasise their collective identity and attachment to the group. ➢ They prefer to make decisions as a group and value collaboration. ➢ Communication focuses on the relationship between individuals who communicate. Before tackling any subject, you must create a good climate 'How are you? and your family? How many kids do you have?..." ➢ This communication requires reading between the lines. ➢ Seek buy-in from the group, encourage a collective statement, and be prepared to be challenged by social pressure

CC BY NC

11.3 Small power distance vs high power distance

If... ➢ People expect and follow the instructions of their superiors; ➢ They are very respectful of behavioural norms; ➢ The information generally flows from top down; ➢ Decision-makers decide and subordinates execute without much discussion; ➢ People use titles and surnames, except when you become close enough to them; ➢ They pay attention to protocols which are often very formal and with a lot of respect; **THEN** you are probably within a high power distance (HPD) society.	**If...** ➢ People are self-regulating and are encouraged to take initiatives ➢ The information system is generally top-down ➢ Discussion and debate are required before people's decisions can be made. ➢ People use first names at the beginning of interactions ➢ Exchanges are very relaxed and unceremonious **THEN** you are almost certainly within a low power distance (LPD) society.
Tips and tricks	**Tips and tricks**
➢ Cultures with high power distance or hierarchies accept that individuals are treated according to their social or hierarchical position (This type of treatment is not considered unfair). ➢ Subordinates do not question power or authority. ➢ Protocol with its norms is crucial. Relationships between individuals, even one-to-one, have high regard for etiquette. ➢ The best way to communicate within this culture is to use titles and to respect social distances.	➢ In Low Power distance society two keywords are relevant: independence and equality ➢ People are (relatively) independent of the power holder; what is allowed to the 'boss' is also allowed to the subordinates. ➢ Adding an extra hierarchical level or manager is only accepted if it is duly justified. ➢ Managers are easily accessible (open door policy); spatial organisation avoids placing the top management on the top floor!

CC BY NC

11.4 Performance vs Humane

If... ➢ people are unconcerned about specific roles, ➢ People are generally caring for each other, ➢ The quality of life is essential, **THEN** you are probably within a humane orientated society.	**If...** ➢ Roles are distinct, ➢ Assertiveness is valued and results matter more than people's well-being, ➢ People value material achievement and wealth creation, ➢ People's performance is important and school failure is a disaster, **THEN** you are almost certainly dealing with a performance orientated society.
Tips and tricks	**Tips and tricks**
➢ Pay attention to equality between people, including gender. ➢ Managers are seen as equal to other staff, and there is no difference between volunteers and paid staff. ➢ Remember, when people go home, they focus more on other things, such as hobbies (volunteering fits into it), family and friends.	➢ There should be an emphasis on fair play. ➢ Recognition of internal competition and achievement as a natural way of operating. ➢ Inequalities between people and especially between genders are to be expected. ➢ Avoid adding extra pressure to people, even if they are used to being in such a situation.

CC BY NC

11.5 High uncertainty avoidance vs low uncertainty avoidance

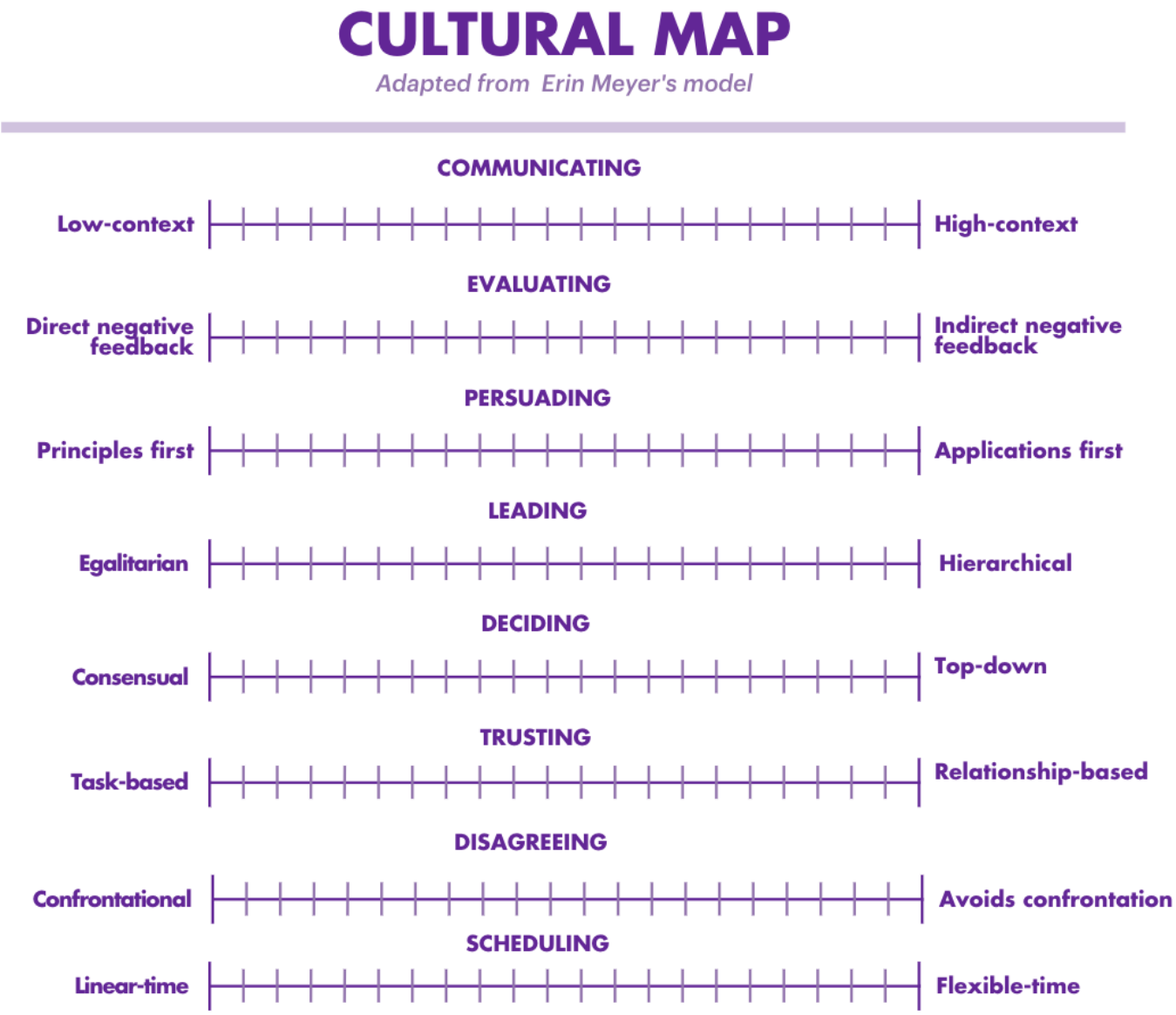
If… ➢ People focus less on rules and principles and more on personal ideas and feelings, ➢ They tend to be more open to the unknown, ➢ They take more risks, ➢ They make decisions even if they do not know the potential outcome, ➢ They are more open to others, **THEN** you are probably dealing with a culture where uncertainty avoidance is low (LUA)	**If…** ➢ People are generally surrounded by strict rules and expect others to follow them too, ➢ They conform to many social obligations ➢ If they expect others to make socially acceptable decisions, ➢ They are less tolerant of uncertainty and have sophisticated systems for managing risk (insurance, protocols, etc.), **THEN** you are probably dealing with a culture where uncertainty avoidance is high (HUA)
Tips and tricks	**Tips and tricks**
➢ Be prepared not to see formal contracts or procedures. ➢ Take responsibility for documenting the outcomes of meetings. ➢ Adopt an informal style in your interactions. ➢ Be alert to the tendency to tolerate the rules breaking.	➢ Be very respectful of rules and procedures. ➢ Be prepared to deal with strong resistance to change. ➢ provide a reassuring framework with clear milestones and deadlines. ➢ Be meticulous in your written communication.

CC BY NC

11.6 Short-term orientation vs long-term orientation

If… ➢ People believe in saving and have a willingness to invest, ➢ They readily accept slow and gradual results, ➢ They are persistent in achieving their goals, ➢ They operate with strategic plans and directions, **THEN** you are probably dealing with a culture with a long-term orientation (LTO).	**If…** ➢ People are more a cicada than an ant, ➢ They take a lot of time to build relationships, ➢ They prefer traditional methods, ➢ They consider the present (or the past) more important than the future, ➢ They believe that immediate gratification is more important than long-term satisfaction, **THEN** you are probably dealing with a culture with a short-term orientation (STO).
Tips and tricks	**Tips and tricks**
➢ your action in a strategic direction. ➢ Encourage your stakeholders to define their shared vision and see the trends that may impact the project. ➢ Be prepared to accept the possibility of having several truths (depending on the moment and the context).	➢ Short plans are the most appropriate. ➢ Create routines and loops to help people move forward with their plans. ➢ Emphasise past successes and focus your intervention on immediate changes. ➢ Do not engage in a distant and complex strategic process.

CC BY NC



Communication

In low-context cultures, good communication is precise, simple, explicit and clear. Messages are understood at face value. Repetition is for clarification, as is putting messages in writing. In high-context cultures, communication is sophisticated, nuanced and layered. Messages are often implied but not plainly stated.

Evaluating

All cultures believe that criticism should be given constructively, but the definition of "constructive" varies greatly. This scale measures a preference for frank versus diplomatic negative feedback or the different ways we perceive politeness. Evaluating is often confused with Communicating, but many countries have different positions on the two scales. Some cultures may be are high context (implicit) communicators, yet are more direct in their criticism. Other Cultures may be at the same context level, but are more frank when providing negative feedback.

CC BY NC

Persuading (why vs How)

The ways in which you persuade others and the kinds of arguments you find convincing are deeply rooted in your culture's philosophical, religious and educational assumptions and attitudes. The traditional way to compare cultures along this scale is to assess how they balance holistic, principles first arguments (the Why) and specific thought patterns and inductive logic (the how).

Leading

This scale measures the degree of respect and deference shown to authority figures, placing countries on a spectrum from egalitarian (believing that are people are equal) to hierarchical.

Deciding

This scale measures the degree to which a culture is consensus minded. We often assume that the most egalitarian cultures will also be the most democratic, while the most hierarchical ones will allow the boss to make unilateral decisions. This isn't always the case.

Trusting

Cognitive trust (from the head) can be contrasted with affective trust (from the heart. In task-based cultures, trust is built cognitively through work. If we collaborate well, prove ourselves reliable and respect one another's contributions, we come to feel mutual trust. In a relationship-based society, trust is a result of weaving a strong affective connection. If we laugh and relax together, get to know one another personally and feel a mutual liking, then we establish trust.

Disagreeing

Different cultures have very different ideas about how productive confrontation is for a team or an organisation. This scale measures tolerance for open disagreement and inclination to see it as either helpful or harmful to relationships.

Scheduling

All businesses follow agendas and timetables, but in some cultures people strictly adhere to the schedule, whereas in others, they treat it as a suggestion. This scale assesses how much value is placed on operating in a structured, linear fashion versus being flexible and reactive.

Erin Meyers as part of the Culture Map book has mapped organisations and countries across the world to give insight into how you can work together more successfully. Take some time to read this book and explore the world of cultural differences and how you can better work together.

Further learning recommendation for all consultants:

- Geert Hofstede, Paul Pedersen: “Exploring Culture: Exercises, Stories and Synthetic Cultures”, 2002.
- Erin Meyer: “The Culture Map: Breaking Through the Invisible Boundaries of Global Business”

CC BY NC

12. Listening ladder

Listening is one of the most important skills that we have, but often, although we think we are listening we are either listening for a gap to speak ourselves or to hear the things we expect from another person. Next time you are having a conversation, consider if you are:

a) Not really listening

b) Listening, waiting to speak

c) Listening to understand the other person

CC BY NC

13. Checklist

This section describes a potential process to be followed at the beginning of the consultancy, when all issues need to be identified and stated clearly, objectives and impact well understood and stakeholders as well as action plans concretely envisaged.

	FOCUS POINT
Facts **What is going on?** The NSO being consulted lays out the facts.	• What happened? • Explain step by step how the situation unfolded. • What is going wrong? • Can you give an example? • Who believes that this is an issue? • Since when is this an issue? • Try to describe what happened as if it were a short movie.
Opinion: **What do you think of it?** The NSO being consulted gives their personal take onthe issue.	• What do you think of this issue? • Why is it an issue to the NSO? • What is the essence of it? • What do you think is happening? • What do others in the NSO think of your opinion? • What do other parties, not in the NSO think ofyour opinion? - How important is their opinionto you?
Ambition: **What's in it for the NSO?** The NSO being consulted clearly formulates what theirinterest is.	• What will the NSO get out of this issue? • What is motivating the NSO? • What would the NSO like to achieve? • What is the NSO's (your) dream/ideal? • Please rate the willingness of the NSO on change on a scale from 1 to 10. • How important is the opinion of others to the NSO?
Feeling: **How does the NSO feel about this process?** The NSO being consulted explains the impact.	• What gives the NSO energy? • What is draining energy from the NSO at the moment? - What's bothering the NSO? • What does the NSO need (NOW)?
Result: **What does the NSO want to achieve?** The NSO being consulted has a clear vision of the result.	• What result would you/NSO like to achieve? - When will the NSO achieve that? • What exactly will the NSO have then? • What will be working better then? • Who will benefit from the results? • What other possible solutions are there? - Which ones have you contemplated?
Action: **What will you do, with whom, when?** The NSO being consulted formulates their step plan.	• What approach or method could you use? • Which steps will the NSO take? • Who will the NSO involve? • Where could you expect resistance in the NSO? • How will you prevent problems atNSO? • What does the NSO need to be successful inthe short term and the long term?

1

ENVIRONMENT

What do you observe?
Where are you? Who else is there?

What do you react to?
When is this? What do you see?

*Note: We are dealing with the situation, the environment and the physical space where **A** is. Or to be more specific: What does **A** observe when they are in that place? This is also called context. Often these elements function as "anchors" for behaviour, and summon abilities or feelings. (Be sure your questions concern only the ENVIRONMENT!)*

2

BEHAVIOUR

What do you see there? What are you doing?

How do you do that? (Can you show it to me)

Where and how do you react to what is happening?

What can you see yourself?

Note: The interaction with the environment happens at this level. All higher logical levels only become visible when they have been converted to specific visible behaviour. The descriptions (and the questions) must be about specific visible behaviour. So it is up to **B** to obtain answers which could be recorded with a camera, a kind of “camera-check”.

Annex 1: Exercise Cards - Logical Levels

3

CAPABILITY

What can you do, here?

Can you describe your capabilities?

How do you do that?

What abilities do you have? What else can you do?

How do you react to things?

What are your competencies here?

Note: This concerns the ABILITY; synonyms are competencies, capacities, or abilities. The difference between behaviour and a capability is the organisation or the coordination of the behaviours. A behaviour is something you do, but a capability organizes multiple behaviours and requires internal strategies to decide when to do what. It is often difficult for **A** to distinguish between behaviour and capability, so it's up to **B** to check this and to keep asking questions in case of doubt, so that **A** can clarify.

Annex 1: Exercise Cards - Logical Levels

4

BELIEF

What is important? What do you believe in?

What do you rely on now?

Why are you doing this?

When do you know if it is right or wrong?

Why is this important? Why do you want this?

What do you automatically assume?

Why are you, you?

Note: This level deals with "belief" things that people automatically assume. These things have been shaped over the course of their life. In the past **A** experienced things from which they drew conclusions. When people discuss their beliefs, their autonomous nervous system gets activated. This means that you will be able to observe changes in their physical reactions: heartbeat, pupil dilation, and facial colour for example. **B** has to be careful not to confuse this with the higher level IDENTITY. You can often recognise the identity level by the words as 'I am' in sentences like "*I am… this or that*". Search for trust and eternal truths (which you might recognise yourself) and things that people immediately assume to be true; faith.

5

IDENTITY

Who are you?

What is your personal core?

You are…? Describe your Ego.

What are you that exceeds the sum of your beliefs, abilities and behaviours?

What is your individuality?

If you could remove your convictions and abilities and be left with your true identity, what would that be?

Note: This concerns the ME, the ego which is more than the sum of all beliefs and abilities and behaviours combined. Remember the Gestalt motto: The whole is more than the sum of its parts. Identity is the linchpin which binds all the beliefs and abilities together. Synonyms are ego, individuality, personal core. When people discus their Identity, you often notice activity in the entire body, or a certain peace comes over the entire body. This is because it concerns a high logical level which causes a high physical connection. Identity concerns essential criteria and core values. From this level a person judges if a certain value or behaviour “belongs with them” or not.

Annex 1: Exercise Cards - Logical Levels

6

MISSION

(also known as Spirituality)

Where do you fit in the larger picture?

What is the higher power guiding me?

What inspires me to do things?

What motivates me?

What do you feel connected to? What are you connected to?

Note: This is about meaning. About the greater parts that you feel connected to, or which guide you. Mission can be something very personal, but it could also be the nature, or the working class. When people discuss their mission, the body often shows calm, almost frozen and complete activity, as is the nervous system is being activated in a broad and balanced manner. Mission or spirituality is important for long-term motivation. Missionaries, people who are spiritually motivated, will last much longer in developing countries than volunteers who are motivated on the Belief level. This is why it's important that **B** makes a clear distinction between BELIEFS and MISSION.

space for notes

space for notes

space for notes

space for notes

space for notes

© **World Scouting**
March 2026

World Scout Bureau
Global Support Centre
Kuala Lumpur

worldbureau@scout.org
scout.org