WORKING WITH ADULTS (09)

Trainers Notes

Note: Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading, this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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Who is Working with Adults for?

Working with Adults is aimed at Section Leaders in Scouting. It aims to provide them with the knowledge and skills to communicate effectively with other adults and understand how teams work, including the different roles people play and how different personality types impact on teams.

What does the module contain?

The module contains approximately 3 hours 45 minutes of learning broken down into 5 sessions. However, this total includes two optional tasks which could be omitted if necessary to save time.

While using this document you will see the following symbols:

Trainer input – guidance on what to deliver to the participants, to help you structure the training sessions.

Trainer Note – background notes for your reference on task design and aims of tasks and ideas for running activity sessions.

Task – activities or discussions for participants to undertake.

Whole group discussion – a discussion or collective brainstorm with all of the participants.

Report back – participants providing feedback to the whole group on the activity or discussion they have been undertaking. Usually facilitator led.

Session details

1. Introduction, integration and communications (45 minutes)

2. Active listening (50 minutes)

3. Working with teams (75 minutes)

4. Managing conflict (50 minutes)

5. Module Summary (5 minutes)

The length of these sessions may vary depending on the number and experience of the participants, trainers and facilitators and they may need to be preceded by introduction and/or integration sessions. Ideas can be found at **scouts.org.uk/trainersresources**.

How is this module validated?

The validation of this training is based on the individual's ability to meet the validation criteria as set out in the Training Advisers' Guide and the Adults' Personal File. This means that the participant will be required to demonstrate their understanding on how to successfully work with adults, including being able to demonstrate their active listening and effective communication skills. Participants should also be able to demonstrate their skills in representing others and their increased understanding of the decision making structures in Scouting.

Planning considerations

Working with Adults (09) is a compulsory module for Section Leaders. It is important to remember that some Section Leaders present may have held a Section Assistant role in the past and been involved in programme planning and therefore may have a greater level of knowledge than those Section Leaders undertaking their first role in Scouting.

Accessibility considerations should also be made when planning and delivering training events. You can find more information about creating an inclusive training environment on the member resources area of **scouts.org.uk**.

The suggested method for the active listening session involves participants working in groups of three. If your participant numbers are not divisible by three you may need to join a group yourself, but may also need another member of staff to make up the numbers.

Some of the topics in this module, such as working in teams, is also contained in the Manager and Supporter training, which it may be valuable to cross reference. Some suggestions have been made in the session detail of resources which might be particularly useful.

As communication is a large topic in this module, the participants will be watching your performance more keenly that usual, so be prepared!

Combining this module with Skills of Leadership (08)

Working with Adults (09) is regularly combined with the module Skills of Leadership (08) as part of a day's training. If this approach is being adopted then it may be beneficial to combine elements of the modules so, for example, all the content on leading or working with individuals is delivered at the same time. Further advice on this approach and a suggested programme is attached as the **combing modules guidance** to this module or available from **scouts.org.uk/training.**

Aim

To provide Section Leaders with an understanding and practical skills of how to work with other adults effectively by communicating well, understanding the roles people play in teams and how to deal with difficult situations.

Objectives

By the end of this module participants should be able to:

1. Communicate effectively with other adults by:
    a. Selecting appropriate communication methods
    b. Identifying features of non–verbal communication
    c. Planning communications
    d. Demonstrating effective listening skills
2. Describe the different roles that individual's fulfil in teams
3. Describe the typical stages of team development
4. Identify different personality types that individual's portray
5. Identify their own preferred team role and typical personality type
6. Describe 5 approaches to resolving conflict with other adults

Resources

- Access to the internet
- Sound system or the ability to play music
- Flipchart and pens

- Post-it notes
- **Active Listening Observer Sheet**
- **Action Points Sheet**
- **Belbin team roles handout**
- **Personality type questionnaire**
- Carmichael personality types visual aid
- Video clip from **Building Effective Teams** video
- **Conflict resolutions scenarios**
- **Conflict resolution handout** and the **diamond model**
- **Predicting consequences handout**

Session 1: Introduction, integration and communication (45 mins)

Objectives

- Address domestic matters
- Introduce participants to one another
- Introduce the session
- Communicate effectively with other adults by:
  - a) Selecting appropri1ate communication methods
  - b) Identifying features of non–verbal communication
  - c)Planning communications

Resources

- Sound system
- Flipchart and pens
- **Action Points Sheet**

Training input (10 mins)

Outline the housekeeping information such as the fire exits, toilets, phones, tea and coffee and so on. Introduce the course staff – it may be helpful at this stage to state what skills and experiences they have that might be relevant to the course.

Present a short overview of the content of the module, including the objectives and the ways of working. Explain that whilst the module contains some theories, what is important is developing a range of skills to put into practice in real life Scouting situations. It will include time for reflection on their actual situation.

Give out copies of **Action Points Sheet** to each participant. Take a few moments to introduce the Action Points Sheet. Explain to participants that as we progress through the module, they will return to these to update them with things that they want to stop, start, or change in the way they carry out their role locally. This will help to form an action plan which can be taken away at the end of the module to discuss with their line manager and Training Adviser which may well shape how they personally validate the module.

Introduce the session by asking the participants to take part in an Icebreaker activity by completing the task below. Play music whilst they are doing the task reasonably loudly.

Task (5 mins)

Ask the participants to pair up with someone they do not know very well. Ask the first person in the pair to share with the other person the following three things: their name, their Scouting role and a funny incident that has happened to them in Scouting (or in their life if they cannot think of a Scouting example).

Once completed, ask the second person to repeat the exercise but this time standing or sitting back to back with their partner so they cannot see their face or observe any non – verbal communication.

Trainer Input (10 mins)

Explain that the first part of the module is about communicating effectively. Ask the participants to comment on the Icebreaker activity they have just completed and in particular, what was more difficult when repeating the task the second time.

Comments may include or you may wish to suggest:

■ You have to listen harder if you cannot see someone
■ The music is distracting
■ It's very hard telling a funny story when you cannot see the other person because you get no feedback

Explain briefly that in face-to-face situations, very little of the communication is the words themselves, most of the information comes from the non–verbal communication such as gestures (hand and body), facial expressions, posture (including 'mirroring' by copying the pose of the other person) and physical distance.

Demonstrate a few examples such as arms crossed for disagreement, standing at an angle to be supportive or face-to-face to be confrontational, standing closer to people be supportive or intimate. Highlight that we use these signs to interpret the communication.

Mention that different people are more attuned to recognising non-verbal communication than others. In addition, different cultures have different norms. In some countries, you show respect by maintaining eye contact, whilst in others this would be disrespectful. Some people with special needs may not send 'typical' signals, whilst others, such as those with Asperger's may find it difficult to read these non-verbal communication signs. We must therefore be careful to communicate effectively and be wary of 'reading too much into' some communication signals.

Highlight that with oral only communication such as on communicating via phone, we still have the benefit of tone, pitch, volume and the context of the conversation to interpret. With written communication we lose most of these, so it is far harder to communicate effectively.

Trainer note

Be careful of your timing of this element of the session. Non-verbal communication is a fascinating subject and a topic participants typically enjoy, however it is easy for demonstrations or discussions to overrun. Trainers often use video clips to demonstrate non–verbal communication which is a useful method, however bear in mind that this will have an impact on how long this takes to set up your training session, including equipment set up and take down (for further information see '**planning considerations**' on page 5). All aspects of effective communication and good examples should be highlighted throughout the following sessions.

Trainer input (5 mins)

To communicate effectively we should choose the best method or 'channel' available to us and the appropriate style and language for the audience. Ask the participants what 'audiences' they typically communicate with. Examples should include: Section members, parents/ carers, young people, others members of Scouting and the general public.

Highlight the importance of using appropriate levels of language for each group and avoiding using scouting jargon such as abbreviations as this terminology may be new to external audiences or new Scouting members.

Task (5 mins)

Ask the participants to brainstorm the different methods of communication that are available to us in our Scouting roles. Record these on a flipchart centrally. The communication methods discussed should include, but are not limited to:

- One-One conversations
- Meetings
- Flyers
- Newsletters
- Text messages
- Social media
  a) Facebook
  b) Twitter
  c) What's App
  d) Snapchat
- Video calling, conferencing /Skype
- Presentations
- Phone calls
- E-mails
- Letters
- Notice boards
- Web sites

Task (10 mins)

Give small groups of two or three people one of the communication methods identified above. Ask them to discuss the benefits and disadvantages with using each method, consider situations where their given method is appropriate and whether or not the age range of the audience is an issue.

Trainer notes

It is helpful to allocate the more modern media such as social media, texting, emailing and video calling first. You may need to clarify what is meant by 'e-mail' as flyers, letters and presentations can all be sent by this means. In the report back, discussions will probably cover direct contact with young people, particularly with Explorer Scouts and Scouts. Please ensure you are up to date with current advice and guidance both from the Association and nationally on recommended age ranges for different types of communication, particularly for social media websites or apps, and with specific regard to Safeguarding requirements.

You can find Safeguarding resources at: **scouts.org.uk/safeguarding**

Report back (10 mins)

Ask the groups to share the key points from their discussion about their assigned communication method. Make sure that the following points are covered:

- Time commitment for each method
- Likely effectiveness – what percentage will read/act/respond to your message
- Response expectations – how will people respond and in what timescale
- Is the typical style and language associated with a method what you should use?
- Communicating directly with youth members

Trainer input (5 mins)

Far more important than method, is the quality of the information or the message it contains. In preparing any communication you need to consider the purpose of your message, which is best done from the recipient's point of view. Ask yourself 'As a result of this communication, what should the recipient know/do/feel?' and note these down. This will ensure you include the right information and level of detail, in the right tone and might change the method you use. Having written your communication, check that it achieves the purpose before sending this out, as often in writing we drift from the purpose and include material irrelevant to the reader.

As of 2017, the rapid increase of communication by e-mail, followed by the increase in social media use, has resulted in most people handling at least a couple of hundred communications messages per day, with some high users of social media and e-mail processing between 600-800 messages or, on average, one message per minute in their waking hours. When delivering this training, ensure you are up-to-date with the current styles and trends in communication.

People typically scan read, so any actions required should be explained and highlighted in the first few words of your message so that it is not missed. Whist you might be tempted to write a long letter to tell the recipient that 'after careful consideration, and many discussions with the council and the local church, our Group Scout Leader met with local community representatives to discuss the future of the Scout Hall...' it may have more impact to use the first 25 words to say 'The scout meeting place may be closing. Please attend a meeting to discuss this on X at Y. Further information below or on the Group website'.

For important communications, always share your draft with someone as similar to the recipient as possible, for example a parent/carer if writing to others outside of Scouting, to ensure it conveys the message you want.

Summarise this section by highlighting the different effectiveness of face-to-face, oral only and written communication and the need to select the best communication method for the message, audience and situation.

Ask each participant to reflect on what they have just covered and update their Action Points sheet to reflect things they want to Stop, Start or Change.

Session 2: Active listening (50 mins)

Objectives

1. Demonstrate effective listening techniques and plan communications.

Resources

- **Active listening observer's sheet**

Trainer input (10 mins excluding optional task)

Introduce the topic by explaining that listening skills are an essential part of effective communication both with young people and adults.

In everyday conversation we do not listen attentively to everything that is being said to us, we typically listen to respond. Halfway through what we are being told, our brain is working on the reply and often we will interrupt the speaker before they completely finish. This is the normal flow of conversation.

Task (5 mins optional)

If time allows, you can quickly demonstrate this by asking groups of participants to discuss a topic; for example, their favourite place in the world. The two rules are they must listen intently to what the other person says and count to three in their head before speaking. They will become aware of both planning to respond and interrupting.

There are occasions though when we go beyond the 'normal' and 'actively' listen. Ask participants for some example of when you would need to 'actively' listen, which might include; when we are being told something important, sensitive or serious, when we want to be absolutely clear or when listening to a young child.

Provide a brief overview of active listening including:

- Ensuring you have the best environment to enable you to listen carefully. Refer back to the distracting music in the earlier task.
- Sympathetic body language – including mirroring body language and being aware of how different cultures might perceive your body language.
- Using open questions – (give examples).
- Summarising back in the speaker's own words if possible, but rephrasing and reconfirming what is being said if unclear.
- Maintaining eye contact and nodding when appropriate. Avoiding interrupting when someone is speaking.
- Avoiding distractions and time pressures.
- Avoiding pre-conceptions and thinking ahead.

Explain that the following task is to enable them to practice their active listening skills. Provide each participant with **the task below** and provide a supporting visual.

Task (30 mins)

Split the participants into groups of three. Where the number of participants does not divide by three, use a facilitator or other course staff member with one or two groups of two.

Give each participant a copy of the **Active Listening Observer Sheet**. Brief the participants on the exercise below.

In the groups, one participant will be the speaker, one the listener and the third the observer. Each plays the following role:

a) The speaker will talk to the listener about their "ideal day out" for 5 minutes.

b) The listener will apply active listening to help the speaker talk about their ideal day out, asking for more information and then making suggestions on what could potentially be an ideal destination.

c) The observer will note good things the listener does and things they might want to change/develop on their observer sheet. They will also time-keep.

■ After 5 minutes of talking, the observer will stop the conversation and feedback their observations to the listener.

■ The participants should then swap roles, the listener becoming the observer, the observer the speaker and the speaker the listener. They should now complete the exercise again and then swap once more, with each person taking on the role they haven't yet held. This task should allow everyone a chance to be the listener.

■ When swapping roles, participants should use different topics, e.g.: 'an ideal place to live', 'features of an ideal car', 'an ideal campsite'.

Stress to the participants that the observer is just observing the listener and should not join in. Ask the groups to find somewhere suitable to work where they won't be distracted – some may wish to move outside the training room if your facilities allow this. Ask them to return in 30 minutes.

Report Back (10 mins)

When all groups have returned, ask participants to share with everyone anything that has come out of the exercise for them.

Summarise the session by highlighting that active listening is an important communication skill and should not be 'reserved' for particular situations.

Ask each participant to reflect on what they have just covered and update their Action Points sheet to reflect things they want to Stop, Start or Change.

Trainer notes

Active listening is sometimes associated as a skill for counselling or when disclosures are being made and, whilst this is true, the examples in this module have been deliberately chosen to position it as an 'everyday' skill. If the issue of disclosures arises in the brainstorm of occasions you might use active listening in the first part of the session, you may have to cover the guidance for these situations based on the Yellow Card with an individual or the whole group**.**

Session 3: Working with teams (75 mins)

Objectives

1. Describe the different roles that individual's fulfil in teams

2. Explain the four stages of team development

3. Identify different personality types that individual's portray

4. Identify their own preferred team role and typical personality type

Resources

- **Belbin team roles handout**
- **Personality type questionnaire**
- **Carmichael personality types** visual aid
- Video clip from **Building Effective Teams video**

Trainer note

This session refers in detail to two theories. Most participants will find this useful and insightful as to how they themselves operate, whilst some will find it difficult to see the relevance to their everyday Scouting role and so practical examples of how the information can be used should be given throughout##t.

Trainer input (15 mins)

Most of our time in Scouting is spent working in teams. These might range in size from a small team running weekly section meetings through potentially Group, District and County teams to being part of huge teams running a county event or Jamboree for example.

A team can be defined as a group of people with a shared role or responsibility. It is the working together towards that common goal that makes them a team rather than just a group of people.

Research over many years has shown that effective teams are made up not only of people with different skills, but who also work in different ways and have different personalities. Recognising and accepting this is possibly the most important skill in team work, because it is counter – intuitive. Instinctively we like people who think and work like us. Our criticisms of other people are often of their characteristics that are not like our own – 'he spends too much time on detail', 'she runs away with the first idea that pops into her head' – however this combination of approaches is essential. If no one focuses on detail, things will often go wrong. If no one had new ideas, the programmes will be repetitive and boring. Accepting that others work differently is a key step to being an effective team member and one that can eliminate a huge amount of conflict and disputes. There are no 'right' and 'wrong' ways to work – there are different ways.

Emphasise that it is the role of all team members to contribute to the management of teams, not just the leaders, and managing the people is one of the biggest tasks that everyone can help with.

Introduce Belbin's team roles model focussing on the three headline groups. Ask the participants to reflect for a moment on whether they consider themselves to be 'Action', 'People' or 'Thinking' orientated. Reassure them it

does not matter if it's not obvious to them. If there are participants that are clear on their role 'type', ask them to explain to the other participants what that means to them and what it is they do (the actions they take) that puts them in that category.

Explain that each of these groups is broken down in to three different personality types. Share the handout with them and run through the different profiles. Ask them to identify which best describes them and why.

Task (10 mins)

Ask the participants to write down the names of people in a Scouting team they work with and then to consider and write down which roles they think the different people tend to take in their team.

Having done this, ask them to compare their team to Belbin's ideal team list. Are there any roles which are missing? Are there any tensions or conflicts between members of the same type? Would the team be better if you recruited others to the team to fill any gaps?

Trainer note

If this module is being delivered using facilitated groups and the participants know each other well, or if the participants are all members of the same teams in their normal Scouting roles, you might choose to change the above task to a discussion of the group they are currently working in. This would need to be facilitated to ensure the discussion is focused on team diversity and role gaps, not on the behaviour of named individuals.

Report back (5 mins)

Ask one or two volunteers to share the information about their team. Has the exercise revealed anything to them about their team? Are their gaps in skills or too many of one type of person? Without identifying individuals, if there are any conflicts in the team might they be routed in their different styles or being too similar and competing?

Summarise this by explaining that these are not absolute skills sets. We can all play all roles, but typically and especially under pressure, we will revert to our natural role. Understanding how 'other people operate' can help us support fellow team members in the way that suits them best.

Mention that if ever recruiting a team, to be very conscious not to simply recruit people who operate as they do. To be effective the team will need the full range of skills.

Trainer input - Personalities (5 mins)

Peoples' personalities also play a huge part in the impact they will have on a team. Knowing team members personality traits helps us to communicate more effectively with them.

Introduce an outline of Carmichael's personality colours model, without revealing the profiles of the different colour types.

Task (20 mins)

Ask the participants to complete the **questionnaire** and score their results using the handout. Reassure them that the results will not be shared with anyone else if they do not wish them to be.

Trainer input (10 mins)

Reveal the detail of the four colour types, highlighting the tendency towards a 'Task' or 'People' focus and 'Extrovert' or 'Introvert' behaviour. Ask volunteers to share their profile and whether they think it is right, particularly if they have a strong profile.

Explain that, as with the Belbin profiles, these are indicators of type, not fixed traits, and we all have elements of them all. No one person will behave in one way all the time.

Note that the environment we are in also effects our style. In the work place, some people will have had to learn to behave in an untypical style for their job, which may be different to their 'normal' style in social situations.

Our behaviour will also vary depending on what else is going on in our lives at the time. We often say they are 'not themselves today' because we recognise their behaviour is different from their 'norm'. Recognising these 'normal' traits can help us support others in an appropriate way.

Summarise this section by highlighting that considering individual personality types and the role they play in groups gives us a well-rounded picture of our team colleagues and ourselves, which can help us build better relationships with them. It is helpful from time to time, particularly if there are difficulties in a team, to review and consider whether personalities and preferred role issues are causing issues or conflicts that can be addressed.

Trainer note

You may have to address issues where a participant is uncomfortable with the results of the questionnaire, for example, if their profile suggests they are introverted and they believe otherwise. Reassure the participant that it is just an indicator, all tests are fallible and offer them the chance to discuss it further following the module.

Optional task (5 mins)

Prior to the summary, if time allows, you may wish to allow participants a few moments to reconsider the team they thought about in the first exercise and add their personality types. Stress that they may not 'match' perfectly, but do help them build up a more rounded profile of each team member.

Trainer input: Stages of team development (10 mins)

Another key factor in team dynamics is the stage that the group is at in its development.

Explain Tuckman's model, highlighting the four stages and explaining that a team will potentially progress through all of them. Highlight that even small changes to the team, such a member being absent for a while or changing role, someone leaving or a new member joining, may well take the group back to the first stage.

Major changes to a team will almost inevitably take it back to the Forming stage as, whether it is acknowledged by the existing members or not, it has become a new team. Conflict often occurs when the 'old team' does not understand or respect this change taking place, particularly as performance will almost inevitably fall in the short term. This can often be perceived as the 'fault' of the new members. A good example is a new GSL, DC or CC coming in to post or alternatively – looking outside Scouting – new players joining a sports team or a new coach introducing new methods. Performance will typically drop before it improves.

Also, some teams will never reach the last stage of development as they may not be the right team for the task they have been given, or simply not an effective team for any number of reasons (refer back to Belbin and Carmichael).

If relevant, refer to the experiences of the participants on this training event coming together to form teams and the stages they have been through or are at.

Summarise this session by emphasising that understanding how teams function, the roles that are needed to be effective and how people's personalities influence the team (including our own) enables us to be effective team members and to support the leader and other team members. Emphasise that being a great team player and building effective teams also help us to develop the skills to work towards the shared goal to deliver great Scouting for young people.

Ask each participant to spend five minutes reflecting on what they have just covered and update their **Action Points sheet** to reflect things they want to Stop, Start or Change.

Trainer note

If time allows, the first five minutes of the **Building Effective Teams video** from the Manager and Supporter Training resources is a very useful summary of the three key concepts of this session.

Session 4: Managing conflict (50 mins)

Objectives

1. Describe five approaches to managing conflict with other adults

Resources

- Flipchart, paper, pens
- Post it notes (optional)
- **Conflict resolution handout and the diamond model**
- **Predicting consequences handout**
- **Conflict resolutions scenarios**

Trainer input (5 mins)

Whilst most people in Scouting make a real effort to get on together and to display the Scouting values at all times, conflicts and disagreement do occur and, sadly, most of these are between adults. Issues also arise with adults outside of Scouting and the majority of these are with parents/carers. This session looks at how we can help to prevent conflicts occurring and how we can resolve them when they do occur.

Conflicts occur for a variety of reasons, which include: personality clashes, miscommunication, differing expectations and the impact of people's personal lives and often when significant changes occur.

Most people want to avoid conflict as much as possible and tend to steer themselves away from potentially stressful situations. This desire to avoid conflict often means issues are not addressed as quickly as they should be and so invariably become bigger and more complex to resolve. Clearly then, it is worth investing time and effort in ensuring conflict is prevented from arising in the first place.

Task (10 mins)

Ask the participants to brainstorm ideas on how conflict issues could be prevented from arising within a team. Give at least one example. Either list their ideas centrally on to a flip chart or ask them to write ideas on post it's and stick them up themselves.

Report back (5 mins)

Discuss their ideas which may include, or you may wish to suggest:

- Being clear how we operate/communicate
- Clearly establishing roles, responsibilities and boundaries
- Setting ground rules for behaviour
- Respecting other people (style/personality/role/qualities)
- Being a role model, demonstrating agreed behaviours consistently
- Giving as much notice as possible of changing circumstances outside of Scouting

Explain that you will provide a **handout** on these.

Trainer input (15 mins)

Point out that because everyone is busy or because these are sometimes difficult conversations to have, very little time is usually spent developing and mutually agreeing the 'ground rules' which all members will observe. If 'ground rules' are not established, often team members will make their own assumptions on these issues, which will rarely match with other perspectives, which in turn can lead to conflict. Good times to address these 'rules' are when establishing new teams, when teams are 're-forming' (ref Tuckman) and when there is no conflict in the team. It is usually unhelpful to try and resolve conflicts by addressing these topics, as the current issue which has prompted the discussion will be in everyone's mind and may slant their views on setting mutually beneficial 'rules'.

Once set, these 'rules' need to be communicated to those outside the team that it works with, for example parents/carers. Conflict with a parent could be reduced simply by being clear who a parent should talk to about their concerns, rather than potentially speaking to all the leaders in the team and getting 'mixed messages'.

Move on to discuss when conflicts arise and share the Thomas–Kilman model, explaining the five approaches and their relative assertive or collaborative standpoints.

Highlight that, like Belbin and Tuckman, this model suggests everyone has a preferred style, in this instance, for resolving conflicts. Ask participants to consider what their own style might be. As with all skills, explain the advantages of being able to operate all approaches comfortably and the disadvantages of being predictable through always adopting one approach. Point out that there is often more than one issue to address in a conflict situation, and different approaches may be taken for different parts of an issue – you might compete for something you feel strongly about but be accommodating on another to reach an overall compromise.

Explain the advantages of thoughtful preparation in entering any conflict situation and the advantages of imagining yourself in the 'other person's shoes'. Ask yourself why do they not like my position on this? Is it specific to one issue or is it more about personalities? How might they want to resolve this?

Show the following model:
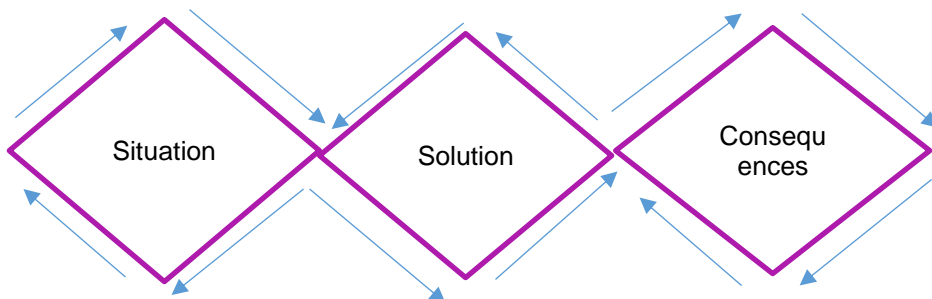
Explain how the model above can be used as a preparation tool by:

Being clear on the situation – establishing what the facts are and separate these from your (and their) feelings and emotions. If possible, identify in advance what outcome the other person is looking for.

Considering solutions – there will be many solutions, but not all will produce the outcome you wish for. Consider the five approaches and what outcomes are acceptable to you. It is extremely helpful to go in to a conflict resolution situation knowing what your preferred outcome is, but also having identified a range of other potentially acceptable outcomes. Where possible, it is best to bring a number of suitable solutions to any given conflict; this will mean that it is more likely that everyone in the team can leave happy with the solution being offered.

Predicting the consequences – you can never cover all possible outcomes, but from what you know of the other person, how are they likely to respond, what is their typical behaviour? Does this affect the solution you might choose? Remember that with some scouting rules, like following the yellow card, you will be unable to compromise on the chosen outcome.

To use the model effectively, go around the diamonds back and forth to ensure the solution you choose addresses the facts of the situation and has the best consequences and outcome, as far as you can predict.

If appropriate, you may wish to share your thinking with the team leader, in case there is information you are unaware of or if they have their own plans for addressing the issue.

Point out the power of apologising:

An apology is a powerful and simple way to resolve conflicts. People sometimes hesitate to issue an apology as they feel the apology equates to admitting fault for the conflict or that it reveals a weakness on their part. Whilst these may be real concerns in some instances, they are often overanalysed and resultingly the simple tool is underutilised or used too late. The reason why apologies can be so powerful is because it reduces the perception of threat in a conflict and makes you appear less threatening to the other party in the conflict. You should only consider apologising for your own behaviours, words and actions. You should steer clear of apologising for the other persons feelings or how they have interpreted your behaviour/actions/words. Apologies should always be genuine, and conveyed in the appropriate method e.g. in writing, in person etc.

Task (10 mins)

In groups of two or three people, or in tutor groups if being used, ask the participants to consider the scenarios and apply the model.

Report back (5 mins)

Take participants views on the scenarios and ask them to justify their answers. Discuss how useful they found the model in considering options to resolve conflict. Point out that is a useful tool for almost any decision making problem.

Summarise the session by highlighting the value of taking the time and effort to ensure conflicts do not arise in the first place and the benefit of entering into conflict resolution situations prepared and with as wide a range of acceptable outcomes as possible.

Session 5: Module Summary (5 minutes)

Summarise the module as a whole referring back to the objectives and the content elements:

- Methods of communication
- Planning communications
- Active listening
- Working in teams
- Resolving conflict

Ask each participant to reflect on what they have just covered and update their Action Points Sheet to reflect things they want to Stop, Start or Change.

Combining modules guidance

During the review of 'Skills of Leadership (09)' and 'Working with Adults (08)' it was discovered that a number of Counties deliver these modules together as part of a training day. The question arose as to whether these modules should be combined, but this proposal was rejected for a number of reasons, one of which was to preserve the modular nature of the programme. A combined module would have huge content, making it essentially a 'mini course' with no realistic alternative delivery method for a group or individual.

However, if the modules are going to be delivered together, then by reordering the sessions slightly to deliver elements in a different order, the trainees may get a better learning experience which appears more logical and allows for different training methods. The following, is a suggestion for combining the modules in such a way. Your thoughts and reviews would be welcome if you try it.

Combining the modules will only be appropriate however if all the participants need to complete both modules. Those needing only one or the other will inevitably repeat some learning if attending this joint module and the County will need to ensure they are still available in some format as single modules.

Suggested programme

The following will need a full day to deliver. It is based on the assumption that the participants will be split into groups and be supported by a facilitator. It would be extremely demanding for a single trainer to deliver the whole programme, so either a number of trainers will be needed or, at a minimum, the facilitators should be capable of leading a small group session on a given topic on their own.

Timing is a critical factor. In total the modules have a combined delivery time of 10 hours which is an unacceptable length for a day, even without considering that given travel times will be added. So, to fit the programme into a roughly 9 – 5 day, the content has to be delivered more efficiently or reduced. Suggestions on how this might be achieved are detailed below. Note though that the temptation in this situation is to cut out exercises as they take time to complete and report back. However we need to use effective learning techniques and be mindful of how much more is learnt through experience - by doing – and leadership and teamwork are practical skills. Wherever possible, therefore, we should be economical and concise with the trainer input rather than reducing practical experience.

The training is loosely broken down into 3 elements which you may wish to use as an overview for the day - Achieving tasks, Working with Teams and Individuals and Skills.

Programme

Key: SOL = Skills of Leadership, WWA = Working with adults.

Programme Element	Session	Source	Notes (see below)
	Arrival		**1**
Achieving Tasks	Introduction	SOL - session 1	
	Systematic planning	SOL – session 2	
	Short Break		
	ACL	SOL – Session 3	
	Styles of Leadership	SOL – Session 4	**2, 3**
	Lunch		**4**
Working with Teams and Individuals	Working with Teams	WWA – Session 3	**5, 6**
	Communication	WWA – Session 1	**7**
	Active listening	WWA – Session 2	
	Short Break		
Skills	Delegation	SOL – Session 4	**8**
	Motivation	SOL – Session 5	
	Managing conflict	WWA – Session 4	
	Summary task	New material	**9**
	Summary	Both	

Item	Notes
1	Use this time to organise the participants into pre-arranged groups.
2	The experiential element of this session could be reduced from 4x10 minute tasks to 4x5 minute tasks to save time. This will however reduce the impact of what it feels like to be led in different styles.
3	Depending on you programme timing, the last 15 minutes of this task concerning reflecting on your personal learning styles could be carried out over lunch. It is not

	recommended to use the optional questionnaire if combining the modules as they will complete a questionnaire shortly after lunch on another topic.
4	If participants bring a packed lunch, then 30 mins or up to 45 if completing a task will be sufficient.
5	If the participants were set a task over lunch, such as considering their leadership style, then some feedback should be taken at the start of this session.
6	If time is a pressure, then the task to consider others in their team could be omitted.
7	It is recommended to use the short non –verbal communication exercise as the participants will have been sat for a while. Time can be saved when looking at methods of communication by issuing a list of methods, rather than brainstorming them and holding a brief discussion on usage in plenary, rather than setting the task.
8	It is recommended to deliver these sessions as 3 small ad-hoc groups running simultaneously. This will provide a change of method and voice if these are delivered by other training staff or the facilitators. As the small groups will enable discussions to take place, the content can be effectively delivered in 30 minute slots. If time is an issue, although not ideal, participants can be asked to prioritise their own needs and attend 2 out of 3 sessions, reducing the overall delivery time from 90 to 60 minutes.
9	If time allows, it would be beneficial to set the participants a task to consolidate their learning in which they could plan systematically and work effectively as a team. The recommended task is to ask each group to be ready in 15 minutes time to present to the rest of the course 3 key learning points from the day in a two minute presentation. You may wish to give each group a topic from the day to focus on, for example, leadership or teamwork, to broaden the value of the report back. This method will also effectively shorten the time needed to summarize the day. However, if you have more than two groups this method will probably be too time consuming due to time needed for the report backs.

There are of course many other ways in which these modules could be joined together and delivered and other variations that could be made.

The volunteering department at Gilwell Park would be interested in your reviews if you use the approach given above, or your alternative programme and reviews if you create a successful alternative which could be shared with others.

Active Listening Observer Sheet

Instructions: In your groups, one participant will be the speaker, one the listener and the third the observer. Each plays the following role:

- The speaker will talk to the listener about "what they expect from their ideal holiday" for 5 minutes
- The listener will apply active listening to help the speaker talk about their subject.
- The observer will observe the listener and note good things they do and things they might want to change/develop on their observer sheet. They will also time-keep.

After 5 minutes of talking, the observer must stop the conversation and feedback to the listener their observations.

You should then swap roles, the listener becoming the observer, the observer the speaker and the speaker the listener. Complete the exercise again and then swap once more, with each person taking on the role they haven't yet held. This should allow everyone a chance to be the listener.

Remember - the observer is just observing the listener and should not join in. You may change the subject if appropriate.

The listener should use the grid below to make notes of both good examples and areas where improvement could be made.

	Good	Could Improve
Body Language		
Open ended questions		
Staying quiet		
Not judging		
Repeating back		
Listening		

Belbin Team Roles Handout

Belbin's model of team roles describes different characteristics of members within a team, all of which contribute different qualities and are necessary to achieve balance. Understanding the different roles that people assume can help you as a manager/supporter to identify their strengths and weaknesses. This, in turn, can help you to appropriately support and develop individuals, as well as improve the team's overall performance. Balancing your team with the right people in this way will help you to carry out your role more effectively.

Below is a brief summary of the key characteristics of each of the different Belbin roles.

Action Oriented Roles

The Implementer

- practical organiser
- turns ideas into practical tasks and plans
- methodical, trustworthy, efficient
- well organised and disciplined
- can be conservative, inflexible or resistant to change

The Shaper:

- outgoing
- dominant
- task focused
- works with drive and passion
- can be oversensitive, irritable and impatient

The Completer-Finisher:

- checks details
- monitors deadlines
- chases others
- important role but not always popular

People Oriented Roles

The Coordinator:

- presides over team
- coordinates work
- good judge of people and things
- talks and listens well
- works through others

The Resource-Investigator:

- extrovert

- sociable and relaxed
- provides new contacts, ideas and developments
- needs team to pick up their ideas

The Team Worker:

- supportive to others
- listens and encourages
- understands individuals' needs
- likable and popular
- not competitive

Thought Oriented Roles

The Monitor-Evaluator:

- intelligent
- analytic
- dependable
- dissects ideas and arguments
- can be aloof from team
- needed for quality control

The Plant:

- creative
- innovative
- comes up with new ideas and approaches
- often introverted
- tends to ignore given parameters and constraints
- ideas can be impractical at times

The Specialist:

- expert in their area
- provides specialised skills/knowledge
- works to maintain professional status
- commits themselves fully to their field of expertise
- can be preoccupied with technicalities at the expense of the bigger picture

Personality Types Questionnaire

Below are ten situations and four possible options have been given for each one. Think about each situation and decide which option is closest to what you would most likely do or feel.

Write the corresponding letter (B, G, R or Y) in the right-hand box against each situation.

Situation	Options	Answer (B, G, R or Y)
In a restaurant, waiting for the waiter who doesn't seem to come…	I show how impatient I feel (R) I take this opportunity to talk with my neighbours (Y) I think this is not right, they should be more efficient (B) I think they are busy and so I wait (G)	
At work on the day before going on holiday…	I take all necessary steps so that my colleagues won't have any problems when I am gone (G) I give some last orders to my people (R) I won't leave until everything is in perfect order (B) As soon as I am done, I call my friends to tell them I am coming (Y)	
When hearing good news about a Scouting project I am running…	First I check the information before taking any further steps (B) I immediately start to kick off the next stage of the project (R) I enjoy the news and continue what I am doing (G) I show my joy and tell the good news to all my colleagues (Y)	
On the train…	I enjoy listening to and watching the people around me (Y) I quietly read a book (G) I get on with some work (R) I pay attention so as not to miss my station (B)	
In a cafe, when I have been waiting for a colleague for half an hour…	It upsets me, I hate to waste my time (R) I find it poor behavior, they should have told me that they would be late (B) I start to worry why they are late (G) I try to spend my time nicely chatting on the phone to friends (Y)	

Situation	Options	Answer (B, G, R or Y)
Thinking about a very important meeting tomorrow…	I appreciate feeling supported by my team, it gives me strength and courage (G) I think it will go ok, anyway if anything happen I will improvise (Y) I prepare everything down to the smallest details, so that there is no reason it won't work (B) I am certain it will be all right (R)	
This morning the alarm clock failed to go off…	It is not so bad, anyway I enjoy being in bed (Y) I feel embarrassed to be late. Thank goodness I could reach someone to tell them that I would be late (G) There is nothing worse for getting me in a bad mood (R) I hate to be late, I am worried about my appointments (B)	
Opening my e-mails this morning, I find bad news relating to one of my projects…	First I need to analyse the situation before taking any further action (B) I am very upset! They should have told me about this before! (R) I am very worried, I hope it is not too bad (G) It's not the end or the world, there are worse things in life (Y)	
When I am on sick leave from work…	To have to stay home alone, to get better, how boring! (Y) I think there are worse things in life so I take the time to rest (G) I am never on sick leave! (R) I follow the doctor's instructions to the letter (B)	
When travelling with friends and arriving in my hotel room…	First, I go to meet my friends in the lounge (Y) First, I empty my suitcase and place my clothes in the wardrobe (B) First I look at the room to see if it suits me (R) I take time to relax before doing anything (G)	

The Results

Count up how many times you answered B, G, R and Y and put the totals in the boxes below. Most people are a mix of different colours but one will tend to stand out above the others.

B	
G	
R	
Y	

Below is a brief summary of each of the four personality types and some ideas of how best to communicate with each of them.

Blue

Personality traits:

Blue personalities are very detail-oriented, analytical and logical thinkers. They like to be systematic in their approach to decision making and prefer to follow rules and processes. Blue personalities are organised and have good time management skills. They prefer to take their time when making decisions and like to have all the facts presented in a logical structure before they come to a conclusion.

How to communicate with them:

Be well prepared, factual and logical in your approach. Ensure you have lots of details available and are prepared to answer lots of questions. Try to avoid giving them vague ideas or personal opinions as they prefer to deal with facts and figures. Give them time to respond and listen to what they have to say.

Green

Personality traits:

Green personalities are patient, friendly and relaxed. They are easy to get along with and their behaviour is about trying to achieve harmony and stability. They are sociable and like to focus on the relationships between people. They do not like conflict and are much slower paced, more democratic in their approach to decision making.

How to communicate with them:

Be friendly and show genuine interest in them. It is important to them to develop trust so be sociable and informal before talking about business. Be sure to explain ideas fully and give them the opportunity to express their opinions by asking open questions. Do not try to dominate the discussion

or push them to make decisions quickly without giving them time to weigh up the information for themselves.

Red

Personality traits:

Red personalities are competitive, strong leaders who need to be in control. Their behaviours are based on achieving their own objectives and goals and focusing on task achievement rather than people aspects. They often take risks, acting with purpose and confidence to dominate situations.

How to communicate with them:

Make sure you stick to the point; don't be vague or waffle. Reds value their time so will get impatient if you waste it with off topic, irrelevant or personal questions. Give them the facts, talk about results and outcomes and avoid too much detail. Reds are highly competitive, natural leaders and they will not like it if others take control. They are fast paced thinkers, which makes them great to bounce ideas off.

Yellow

Personality traits:

Yellow personalities are friendly, imaginative and expressive. Their behaviour is about socialising, networking and influencing to achieve what they need. They want to be everyone's friend and like to be very informal, optimistic and animated. They are fast paced thinkers with strong imaginations and lots of energy.

How to communicate with them:

When communicating with a yellow personality it is important to socialise before getting to business. They don't like it when you are too impersonal or appear to be detached or aloof. Be enthusiastic and energetic when discussing ideas and try not to be too task-focused or get hung up on the details of a particular project. Ensure you are sociable with them and acknowledge their ideas and contributions.

Conflict Scenarios worksheet

Scenario 1

You are the Beaver Scout Leader. A new parent has been asking you for some time that he wants more detail of the programme and detail of what is provided to his daughter during the 'juice break'. You have provided him with the weekly programme and told him that the Beavers are only given squash and a biscuit, but he is unhappy with this. The parent has raised this with your Group Scout Leader. You have arranged to meet with the parent and during the conversation he explains that his daughter is being tested for various food allergies, and so he needs to know exactly what his daughter is eating. The parent is concerned that his daughter might take food from other children. He is intending to keep his daughter away from the non- cook, cookery night and has said he will attend on other nights to watch his daughter if he has to.

How might you address this situation and what is your preferred option?

Scenario 2

You are the Assistant Scout Leader of a large troop and have agreed to jointly organise a weekend camp with another Assistant Scout Leader. So far she has done very little and what she has done hasn't been done on time. She constantly tells you that she's too busy running the DofE award for the District, helping run another Troop in town and is on the campsite service team most weekends, so hasn't got time for all the 'paperwork stuff'. At the last leaders meeting, she attempted to take the credit for what has been done so far which has infuriated you. She's agreed to meet with you to talk about it providing you don't 'moan like you usually do'.

How might you address this situation and what could you do to try and deescalate this?

Scenario 3

You are the Group Scout Leader and have received a request from a parent of a recent joiner for a meeting to discuss their child's additional needs. They state that their child has multiple disabilities which means they cannot take part in certain activities without additional support. You have utilised the Parent-Carer Framework in a follow up meeting with the parent and have established with the parent that the young person needs 1:1 support to safely take part in the sessions. The parent has told you they cannot attend with their child to offer the 1:1 support and does not have the financial ability to pay for a carer themselves but strongly feels that the Group should do everything they can to allow their child to carry on taking part. They have recently referred to the Equality Act in their most recent email to you.

How might you address this situation? What considerations should you have in mind and who should you involve in trying to resolve this?

Conflict Resolution Handout

People will have different ways of dealing with conflict depending on their personality. The Thomas-Kilman theory of conflict resolutions shows that people will tend to fall on a scale between being assertive, to stand up for their own goals, and being cooperative, to find a shared solution. Thomas-Kilman asserted that most people have a preferred conflict resolution style, but also that different styles can be best suited to different situations. The 5 styles and the relationships between them are represented in the diagram below:
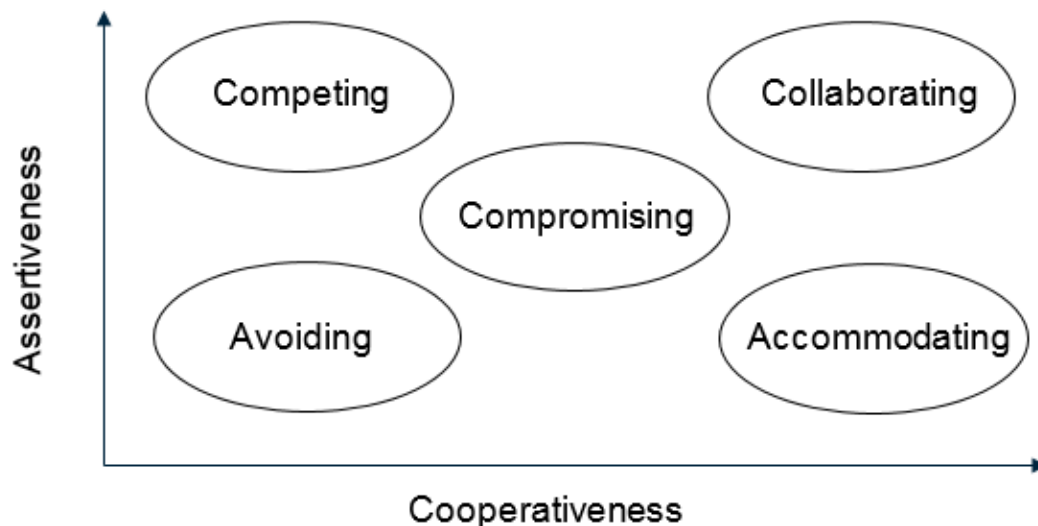
It is important to know your team and understand them as individuals. Being aware of people's personalities, motivations and experiences will help you understand how people in your team work together and where differences of opinion may occur. This will help you to spot where conflict could occur and prevent it from escalating.

Competitive
Common characteristics:

- takes a firm stand
- knows what they want
- operates from a position of power (e.g. role, expertise, persuasiveness).

Best used:

- in an emergency, when a quick decision is required
- when a decision is likely to be unpopular
- in defence if a person is trying to exploit a situation for personal gain.

Disadvantages:

- can upset people and cause them to feel unsatisfied and resentful if used in less urgent situations.

Collaborative
Common characteristics:

- tries to meet the needs of all those involved.

- can be highly assertive. However, unlike the competitor, they cooperate effectively and acknowledge that everyone is important.

Best used:

- to bring together a variety of viewpoints to find the best solution
- when there have been previous conflicts within the group
- when the situation is too important for a simple trade-off.

Disadvantages:

- not ideal when a quick decision needs to be made.

Compromising

Common characteristics

- attempts to discover a solution that will please everyone, at least in part
- expects everyone to give up something, including the compromiser resolving the conflict.

Best used

- when the cost involved in continuing the conflict is higher than the cost of relinquishing something
- when the two parties involved are of equal strength and are at a point of deadlock
- when there is a close deadline.

Disadvantages

- it is not an ideal situation for either party.

Accommodating

Common characteristics:

- eager to meet the needs of others, often at the expense of their own person needs
- usually know when to give in to others
- can also be persuaded to surrender a position, even when this is not justified
- very cooperative
- not assertive.

Best used:

- when the issue at hand matters more to the other party involved
- when peace is more valuable than winning
- when you want someone to be indebted to you, so that you can utilise this at a later date.

Disadvantages

- people may not return favours as anticipated
- overall this approach is unlikely to give the best outcomes as it can cause further tensions.

Avoiding

Common characteristics:

- usually seeks to evade the conflict entirely
- will delegate controversial decisions to others
- accepting of default decisions
- eager not to cause upset or offence.

Best used:

- when victory is impossible
- when the controversy at hand is trivial
- when someone else is in a better position to solve the problem.

Disadvantages:

- in many situations this can be a weak and ineffective approach to take as it could mean that the situation does not get resolved.[1]

[1] Reference 'Mindtools', **http://www.mindtools.com/pages/article/newLDR_81.htm**, accessed on 21/12/2015

Predicating consequences handout

The following model gives a systematic structure for addressing conflict situations. It encourages you to produce a range of viable solutions rather than just one, so more options are available when seeking to resolve a conflict.

The first step is to identify the facts of the situation, which will often be quite different from the problem or the issue which is brought to you. Also identify how each party feels about the issue. Sometimes the facts will not be in doubt, it will be the reaction to those facts that is the issue.

Secondly, consider a range of solutions to the issue. Then, test these solutions against the consequences you think each solution may have and dismiss any which may have unacceptable consequences.

The arrows encourage you to go round each topic a number of times to ensure you have all the facts, understand the feelings and have a range of options, and then to go forward and backwards along the model to ensure your solutions address the facts you have identified.
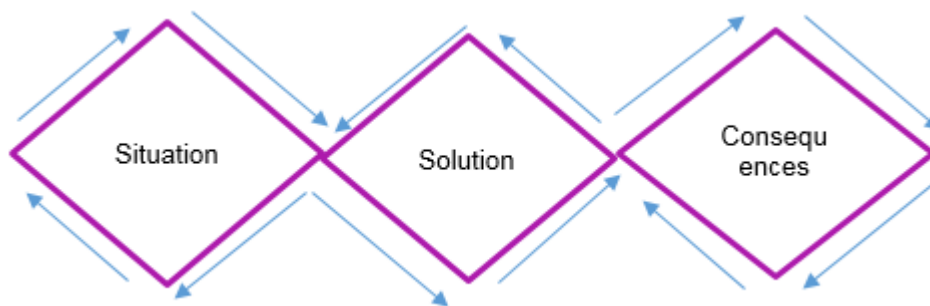
Being clear on the situation – establishing what the facts are and separate these from your (and their) feelings and emotions. If possible, identify in advance what outcome the other person is looking for. Remember that people's feelings towards the facts will often be different – for example, a fact might be that Committee meetings are once a month. One person may feel that is too often, another may feel that is too few. Their feelings towards the facts will often be the issue.

Considering solutions – there will be many solutions, but not all will produce the outcome you wish for. Consider the five approaches and what outcomes are acceptable to you. It is extremely helpful to go in to conflict resolution situation knowing what your preferred outcome is, but also having identified a range of other potentially acceptable outcomes. If you only have one acceptable solution, then you may 'lose' if you will not negotiate and the situation turns against you.

Predicting the consequences – you can never cover all possible outcomes, but from what you know of the person, how are they likely to respond, what is their typical behaviour? Does this effect the solution you might choose? Ultimately, if the issue is important enough, you should not compromise your solution simply because you do not think the other person will accept it.

Handout 1: Action Points Sheet

Guidance for using this tool

- **STOP** - Think of the negative things you should try to stop doing in order to improve how your manage others in Scouting
- **START** - Think of those things that if started would have a positive effect on how your manage others in Scouting
- **CHANGE** - Think of those things that you do that are carried out reasonably well, but if changed would work better in how your manage others in Scouting

STOP

START

CHANGE