Leading Volunteers

Time	Session	Trainer
8.30	Registration	
8.45	Opening	
9.15	Team Building	
10.00	Listening & Questioning	
10.30	Morning Tea	
11.00	Listening & Questioning cont'd	
11.30	Coaching	
12.15	Supporting Others	
12.45	Lunch	
1.45	Prioritising	
2.00	Problem Solving	
2.30	Conflict Resolution	
3.30	Meeting Skills	
4.10	Reflection	
4.20	Summary of training Questions Evaluations	
4.30	Close	

Leading Volunteers - Session Notes

Intended Audience	Adults working in any volunteer Manager role
Aim	To develop interpersonal and management skills required for the role/s
Primary Resource	WAGGGS Leadership Development Program

Session 1	Opening
Time	30 mins
Learning Outcome/s	At the end of this session Participants will: • Be able to list the skills required for an effective manager • Have established a personal summary of skills for future development

Content	Resources
Welcome – Introductions, Health & Safety **Aim of Training** – as above **Conduct appropriate Icebreaker** **On flip chart** – ask the group about the things that are going well for them and the things that are a problem or challenge Record responses from participants During the day we will be discussing some sensitive issues. Reinforce to participants that this is a safe environment, they won't be judged or criticised for their opinions and all discussions will be respected by all. Nothing that is discussed here will leave this room unless specifically asked of us.	**PPT 1** **Flip Chart** **Use these problems/ challenges for scenarios later in the day**

Content	Resources
Ask the questions: **What is Management?** **Management** in business and organizations is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively. Management comprises • planning, • organising, • filling roles' • leading or directing, and • controlling an organization or initiative to accomplish a goal. **What is a Manager?** A Manager is the person responsible for planning and directing the work of a group of individuals, monitoring their work, and taking corrective action when necessary. The content of today's training is based on the skills needed for success in management roles in Guiding. These skills were identified in the research carried out with Managers from all States during 2013. The skills are: • Team Building • Communication – Questioning & Listening • Coaching • Supporting Leaders • Prioritising • Problem Solving • Conflict Resolution • Meeting Skills. These are the standard skills for any person in a management role – not just in Guiding To assist us we also have our Guide promise and Law and the Code of Conduct. We will now explore these skills together. Talk in pairs/trios about the ones they feel they need to develop further to be successful in their role. Also provided are pages from WAGGGS on line Leadership Development Program – we will cover some of these skills today.	**PPT 2** **PPTs 3 - 4** **PPT 5** **Separate PPT's 6 - 13** **Summary PPT 14** **Hand Out – Code of Conduct** **Handout - Skills** **Hand Out**

Skills	Reflect on Learning Note the skills you practiced, what others noticed, what you learnt.
Team Building	
Communication • Listening • Questioning	
Communication • Public Speaking • Promoting • Presenting	
Conflict Resolution	
Supporting Others	
Coaching	
Empowerment & Delegation	
Problem Solving and Decision Making	
Prioritising	
Organisation	
Planning	
Monitoring & Evaluation	

Skills	Reflect on Learning
	Note the skills you practiced, what others noticed, what you learnt.

Session 2	Team Building
Time	45 mins
Learning Outcome/s	At the end of this session Participants will be able to: • list the stages of team formation • identify what is required to ensure teams come together and work towards a common goal • establish strategies for supporting their teams

Content	Resources
Orange WAGGGS pages In Guiding we use the term Patrols when working with the girls, but when working with adults the formation is better described as a team.	**PPT 15**
What is a Team? A group of people with a full set of complementary skills required to complete a task, job, or project.	**PPT 16 - 17**
Team members (1) operate with a high degree of interdependence, (2) share authority and responsibility for self-management, (3) are accountable for the collective performance, and (4) work toward a common goal and shared rewards(s).	**Separate PPT'S 18-21**
A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.	**PPT 22**
Show humorous PPT	**PPT 23**

Content	Resources
In the mid 60's Bruce Tuckman developed a model that helped explain the process that a team goes through when first formed.	
A team leader can be the person to form the team, or can join a team that has already been formed.	
Coming together initially or a new member joining a team equates to the same thing – a change in the dynamics that requires management.	
Tuckman described the process as going through 5 stages: 1. Forming 2. Storming 3. Norming 4. Performing 5. Adjourning or Mourning	**PPT 24**
Outline what each stage means for the team members and the team leader.	**Hand Out**
Strategies for the Team Leader 1. Set clear expectations 2. Establish clear lines of communication 3. Manage conflict 4. Be responsible for the consequences 5. Celebrate achievements	**PPT 25**
These reinforce the research conducted in 2013 that identified the skills needed by a manager in Guiding.	
Skills practice – Team Task (the one provided or choose an alternate that suits the learning outcomes for the session)	
Debrief activity	
Complete last page of WAGGGS Team Building section	

Five Stages Of Team Development:
(Tuckman's Model)

Stage	Stage Description	Team's needs	Team leader's role
Forming	Concern and anxiety over what will be expected, what are the rules. How do they do things here?	• information • guidance • support • trust • empathy • encouragement	⋏ set realistic and attainable goals ⋏ clarify tasks and relationships ⋏ set standards and time limits ⋏ make decisions and give instructions ⋏ teach and demonstrate skills ⋏ give feedback on performance and team dynamics ⋏ monitor progress and results closely ⋏ provide low to moderate support
Storming	Conflict emerges as individuals challenge rules, leadership, authority and each other. Team members struggle to find ways to work together.	• space to challenge • parameters to work within • empathy	⋏ redefine goals and expectations ⋏ provide vision ⋏ redefine roles and expectations ⋏ continue skill development ⋏ monitor results ⋏ facilitate team decision making ⋏ actively listen ⋏ accept and understand differences ⋏ acknowledge and confront difficulties ⋏ manage conflict ⋏ encourage helpful behaviour
Norming	The team begins to harmonise, the focus is on maintaining relationships. There is a lot of co-operation.	• support • trust • empathy • expectations	⋏ facilitate team functioning ⋏ involve team in setting goals and standards ⋏ involve team in decision making ⋏ actively listen ⋏ encourage and acknowledge performance
Performing	The team is now able to maintain relationships and get the work done.	• autonomy • support • trust • empathy	⋏ share information ⋏ link to the big picture ⋏ manage team goal setting and performance review
Adjourning/ Mourning	Break up of support and security of the team. Re-establishing direction.	• new direction • challenges • empathy	⋏ recognition ⋏ acknowledgment of change ⋏ celebration

Reaching Consensus on a District Activity

Your District is planning a get together for Thinking Day.

In your District you have 3 Guide Units: 6-8 yrs, 9-12 yrs and 13-17 yrs.

Each Unit has 2 Leaders and the youngest Guide Unit has a Unit Helper and a Jnr Leader.

In total you have 45 girls ranging from 6 to 17.

The Guide Leaders of the youngest Unit want to stay at the hall and are being negative towards the event.

The other Guides want to do something exciting and to include some of the activities from the Thinking Day Pack.

Organise the event taking into account:
- Cost
- Risk management
- PR potential
- Involvement of all
- Objective of the activity
- Skills of the Leaders

Now choose the role you will play in planning this event. Observe how ideas change and why and how team members feel.

Session 3	Listening and Questioning
Time	60 mins
Learning Outcome/s	At the end of this session Participants will be able to: • Ask questions to obtain information or clarification

Content	Resources
Communication Green WAGGGS pages	**PPT 26**
Ask participants to name types of questions, eg open ended, closed, multiple choice etc • Discuss other types of questions (see background reading for trainers.) Practise using an open and then closed question for same topic, e.g. *Do you remember your first guiding activity?* *Where was your first guiding activity? (Leads onto a comment or further question from you.)* • Avoid asking "why" questions	**PPT's 27 - 28** **PPT 29**
Active listening is a communication technique used in counselling, training and conflict resolution, which requires the listener to feed back what they hear to the speaker, by way of re-stating or paraphrasing what they have heard in their own words, to confirm what they have heard and moreover, to confirm the understanding of both parties. • Four types of listening – inactive; selective; active; reflective • Discuss what is meant by active listening. Demonstrate stance and body language that indicates active listening	**PPT 30 - 34** **PPT 35 - 36**
No judgement!	
Practice more skills after Morning Tea	**PPT 37**

Content	Resources
Practice Powerful questions – the aim is to get as much information as possible to clarify the current situation and identify what the participants' issues are – not solve the situation. Before starting remind participants of the importance of respect and understanding when discussing matters that may be of personal importance. Some of the described issues may bring strong emotions to the fore. Learning to ask questions then listen without judgement in such a situation are some of the most important skills of a Manager Remind participants that they are not trying to solve the situation – just obtain as much information as possible to clarify the current situation. Use issues raised in the opening session – problems/challenges faced by participants Work in a small group on the chosen scenario(s) with each person taking a role. If more than 5 participants, divide into teams Debrief • Which was hardest being the questioners or the person describing their problem? • Which was most difficult, active listening or effective questioning? • Which type of question elicited the most information? • Did anyone get upset and how did the questioner deal with this? • How hard is it not to give suggestions on how to resolve the situation? Reflect on learning and complete the Skills Reflection grid	**PPT 37** **Scenarios** **PPT 38**

Powerful Questions

We ask many kinds of questions – some serve the questioners needs (eg understanding of situation, further information etc). Powerful questions help others find their own answers, and they require us to listen carefully. Powerful questions send us on a quest, evoke discoveries, possibilities, new thoughts and move the conversations, ideas and people forward.

Activity

Work in pairs or small groups of 3 participants. One person briefly describes a personal problem or issue with which they have been / are wrestling.

Other participants take turns to ask questions that will help the first person.

The first person, instead of answering the question, gives the question a score out of 10, based on how useful/helpful the question is to her.

After several questions or a specified time, change roles.

Session 4	Coaching
Time	45 mins
Learning Outcome/s	At the end of this session Participants will be able to: • List the steps in the GROW model • Use appropriate questions in a coaching situation • Display active listening techniques

Content	Resources
Refer back to the opening session where we outlined the results of the research completed in 2013 with current Managers; and matched them to what a manager needs to implement. • Team Building • Communication – Questioning & Listening • Coaching • Supporting Leaders • Prioritising • Problem Solving • Conflict Resolution • Meeting Skills. We have covered *Team Building* and *Listening and Questioning* and now we combine those into the skills needed to coach others and work towards solutions. We need to remember that if we jump to a result without working through the questioning process we may not have the best result possible. Women tend to want to solve everyone's problems – we need to respond rather than react by asking questions.	**PPT 39**
Explain what Coaching is: **Coaching** is a training or development process via which an individual is supported while achieving a specific personal or professional competence result or goal	**PPT 40**
A simple way of coaching is to use a model called the Grow Model	**PPT 41**

Content	Resources
GROW stands for: - **G**oal. - Current **R**eality. - **O**ptions (or Obstacles). - **W**ill (or Way Forward). A good way of thinking about the GROW Model is to think about how you'd plan a journey. First, you decide where you are going (the goal), and establish where you currently are (your current reality). You then explore various routes (the options) to your destination. (this is done via questioning and listening) In the final step, establishing the will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way. Conduct skills practice Scenario: - 'New to Role' Review Remember – it is not up to the Coach to come up with the answers – it is their role to guide the coachee to come up with the information by questioning and active listening. (Powerful Questions) Debrief - Did the GROW model help you when working though the problem described in the scenario? - What type of questions did you find the most helpful? - When playing the role of the Leader did you feel supported or threatened? - How could you ensure that your coaching is supportive and respectful of the Leader? Reflect on learning and complete the Skills Reflection grid	**Hand Out** **Hand out - ADM 47** **Scenario**

'New to Role' Review

District Manager

You have a newly qualified Leader due for the six monthly 'New to Role' review.

You have seen her with the girls and read reports written by her for the District meeting.

The Leader is very shy and lacks confidence.

Now conduct the review.

"New to Role' Review

New Leader

Your District Manager has asked you to meet with you for your interim review.

You are very nervous and unsure of what the District Manager is going to ask you.

You want to raise a problem that you are having with the timing of the District meeting.

How to Use the GROW Model Tool

To structure a coaching or mentoring session using the GROW Model, take the following steps:

1. Establish the Goal

First, you and your team member need to look at the behavior that you want to change, and then structure this change as a **goal** that she wants to achieve.

Make sure that this is a SMART goal: one that is Specific, Measurable, Attainable, Realistic, and Time-bound.

When doing this, it's useful to ask questions like:

- How will you know that your team member has achieved this goal? How will you know that the problem or issue is solved?
- Does this goal fit with her overall career objectives? And does it fit with the team's objectives?

2. Examine the Current Reality

Next, ask your team member to describe her current reality.

This is an important step: Too often, people try to solve a problem or reach a goal without fully considering their starting point, and often they're missing some information that they need in order to reach their goal effectively.

As your team member tells you about her current reality, the solution may start to emerge.

Useful coaching questions in this step include the following:

- What is happening now (what, who, when, and how often)? What is the effect or result of this?
- Have you already taken any steps towards your goal?
- Does this goal conflict with any other goals or objectives?

3. Explore the Options

Once you and your team member have explored the current reality, it's time to determine what is possible – meaning all of the possible options for reaching her objective.

Help your team member **brainstorm** as many good options as possible. Then, discuss these and help her decide on the best ones.

By all means, offer your own suggestions in this step. But let your team member offer suggestions first, and let her do most of the talking. It's important to guide her in the right direction, without actually making decisions for her.

Typical questions that you can use to explore options are as follows:

- What else could you do?
- What if this or that constraint were removed? Would that change things?
- What are the advantages and disadvantages of each option?
- What factors or considerations will you use to weigh the options?
- What do you need to stop doing in order to achieve this goal?
- What obstacles stand in your way?

4. Establish the Will

By examining the current reality and exploring the options, your team member will now have a good idea of how she can achieve her goal.

That's great – but in itself, this may not be enough. The final step is to get your team member to commit to specific actions in order to move forward towards her goal. In doing this, you will help her establish her will and boost her motivation.

Useful questions to ask here include:

- So, what will you do now, and when? What else will you do?
- What could stop you moving forward? How will you overcome this?
- How can you keep yourself motivated?
- When do you need to review progress? Daily, weekly, monthly?

Finally, decide on a date when you'll both review her progress. This will provide some accountability, and allow her to change her approach if the original plan isn't working.

Session 5	Supporting Others
Time	30 mins
Learning Outcome/s	At the end of this session Participants will be able to: • Match their leadership style to the needs of their team members • Identify what each team member needs from them as a manager

Content	Resources
WAGGGS pages When working with our teams we cannot employ a one size fits all approach to our leadership style. The members of our teams are different, they have different strengths, interests and skill sets. They require that their leaders recognise their needs and act accordingly. "Different strokes for different folks" "there is nothing so unequal as the equal treatment of unequals" Explain Leadership Styles: Hersey Blanchard Situational Leadership - build model gradually as you explain it – on butchers paper or use PPT 	**PPT 42** **PPT 43** **PPT 44**

Content	Resources
Discuss or give examples of the way it can be used to support Leaders in a variety of situations Skills Practice: - Choose a leadership style to support the Leader described in the scenario. - Swap over ensuring that all participants have a turn at being the manager Scenarios: - New Leader planning her first campfire for the Unit - Experienced Leader planning her first District Event - Experienced leader, recently transferred from another State, wants to organise a District Camp Debrief - What leadership style was most appropriate for each situation? Why? - When playing the role of the Leader did you feel supported or threatened? - How could you ensure that your leadership style is supportive and respectful of the Leader? Reflect on learning and complete the Skills Reflection grid	**Scenarios**

New Leader, Robyn, planning her first campfire for the Unit

Work in pairs, one as District Manager, one as Robyn, the new Guide Leader, swapping over if time permits.

Discuss the situation and how the DM could support Robyn.

Think of one good open question that the DM could ask Robyn.

What leadership style could the DM use to best support Robyn.

Experienced Leader, Debbie, planning her first District Event

Work in pairs, one as District Manager, one as Debbie, the Guide Leader, swapping over if time permits.

Discuss the situation and how the DM could support Debbie.

Think of one good open question that the DM could ask Debbie.

What leadership style could the DM use to best support Debbie.

Experienced leader, Matilda, recently transferred from another State, wants to organise a District Camp

Work in pairs, one as District Manager, one as Matilda, the Guide Leader, swapping over if time permits.

Discuss the situation and how the DM could support Matilda.

Think of one good open question that the DM could ask Matilda.

What leadership style could the DM use to best support Matilda.

Session 6	Prioritising
Time	15 mins
Learning Outcome/s	At the end of this session Participants will be able to: • Establish their own strategies for managing their time effectively

Content	Resources
In order to achieve our goals and support our leaders we need to manage our time as effectively as possible. There are many ways of managing time Can you suggest some that work for you? Write on flip chart Share the basic protocols Basic Time Management protocols: 1. Create a daily/weekly to do list 2. List goals and set priorities – A, B, C … 3. Do A's first 4. Handle each piece of paper only once 5. Don't procrastinate - Do it now! 6. Ask yourself - What is the best use of my time right now? Whatever method you employ needs to support your goal achievement in your manager role Reflect on learning and complete the Skills Reflection grid	**PPT 45** **Flip chart** **PPT 46**

Session 7	Problem Solving
Time	30 mins
Learning Outcome/s	By the end of this session participants: • will be able to list the steps in the POOCH model • will have reinforced the need to explore options before making decisions

Content	Resources
Prioritising can also throw up problems that need to be solved.	**PPT 47**
Problem-solving is a mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.	**PPT 48**
Problem solving is about choosing between options	
In order to correctly solve a problem, it is important to follow a series of steps, which includes developing strategies and organizing knowledge.	
While most methods are portrayed sequentially, people rarely follow a rigid series of steps to find a solution.	
Instead, we often skip steps or even go back through steps multiple times until the desired solution is reached.	
There are many problem solving methods or models.	

Content	Resources
In small groups talk through one of the problems (identified in opening session) using POOCH. - Identify the **P**roblem - What **O**ptions have been tried or could be tried. (A mind map would be a good way of doing this.) - What would be the **O**utcomes of each of the options - a risk assessment? (Perhaps continue mind map) **C**hoose an option and write down the steps needed to complete. In pairs or with two participants role playing, use coaching skills practiced in earlier Session to facilitate this stage. **H**ow did it go? Discuss with group whether this option worked in the role play. What alternative option might also work? Debrief Discuss what management skills were used in the solving of the problem. - Listening & Questioning, - Coaching, - Prioritising, - Decision-making etc. Reflect on learning and complete the Skills Reflection grid	**PPT 49** **Hand Out**

The stages of POOCH are as follows:

P – Problem:

At this first stage of the process, the main goals are to identify:

- What is the problem or issue?
- What is the nature of the problem? What is it like to have this problem?
- Whose problem is it? Who else needs to be involved? What other factors are involved?
- How many different ways can the problem be understood and explored?

To do this, the listener needs to encourage the other person to think and speak freely. The kind of communication skills that should be prominent here are encouragers, reflection, paraphrasing and open questions.

O – Options:

Once the nature of the problem is well understood by the person and the listener, it is then time to explore different ways to resolve it. At this stage, it is important to work out:

- What has already been tried?
- What other options have been considered but not tried?
- What hasn't been thought of yet? (Brainstorm – no matter how crazy it seems)
- What would the situation or circumstances look like if the problem was resolved? What would the steps be from where things are at now, to this preferred future?

The listener should ask direct, open questions here to facilitate this process, and complement this with reflection and paraphrasing to clarify the nature of the options being discussed.

O – Outcomes:

Once all the options have been identified, the possible outcomes of all these options need to be evaluated. This is basically a risk assessment of each of the options with the view to determining which is the most likely to succeed. Some questions that might be asked at this stage are:

- What are the consequences of pursuing each option? Are you prepared to live with those consequences?
- What are the "pros" and "cons" of each option?
- What are the strengths, weaknesses, threats and opportunities involved in each option? (A SWOT analysis)

Once again, the goal is to facilitate a process of discussion and the other person needs to be encouraged to think through and talk about the outcomes. This would involve the listener asking more direct, open questions and seeking to clarify the potential outcomes of each of the options through reflection and paraphrasing.

C – Choose:

Once all the outcomes have been identified for each option, it is time to choose a course of action to pursue if the problem is to be resolved. Once a decision has been made:

- Re-look at consequences of that option
- Work out what "step one" is
- Set a reward for carrying out "step one", regardless of the outcome of this first step (just for being brave)
- Set a time to get together to talk about how it went…

When it has come to this point, and a decision needs to be made about a course of action, then the listener should help the other person to make their choice through the use of more closed questions than has been used in the previous stages, but alongside the open questions, reflections and paraphrases that have been used up to now.

H – How'd it go?

This is the review stage of the process – an opportunity to review the choice that was made and how it went (particularly "step one"), as well as the process that was used to make the choice. At this stage, it is important to find out:

- How did "step one" go?
- What worked and didn't work?
- Do we have to work out a new "step two" or are we on track to keep going as planned?
- Do we need to work out a whole new plan and start our POOCH process all over again?

This stage really is like re-engaging in the POOCH process all over again, in that the listener needs to find out from the other person how things have gone with "step one" of their plan. This involves encouraging the other person to talk about it with encouragers, reflections, paraphrasing and open questions.

Session 8	Conflict Resolution
Time	60 mins
Learning Outcome/s	By the end of this session participants: • Will have written an "I" Statement • Will be able to list the keys to open communication • Will be able to recognise fight or flight reactions • Will have the strategies to choose a response to a conflict situation rather than just react

Content	Resources
What is conflict? How do you usually respond to conflict situations? Does your usual strategy result in a long term solution that everyone works with? If not, then perhaps you need to amend your strategy. When faced with conflict typically the reaction is to ignore it and hope it goes away or jump in with both fists flying and 'sort it out' In other words: Fight or Flight These are reactions rather than responses to a situation. They are driven by emotion rather than clear thinking processes. They also tend not to result in long term solutions that everyone agrees to.	**PPT 50**

Content	Resources

React	**PPT 51**
Fight – Aggressive Behaviour	**Hand Out**
Aggressive behaviour is a forceful expression of one's needs, feelings and opinions, without regard for the needs, feelings and opinions of others. This behaviour is hostile and self-defeating and may result in anger, self-righteousness and possible guilt later on.	
Belief – You don't matter Payoff – Way of venting anger and achieving goals in the short term Problem – Distancing of self from others, feelings of frustration, bitterness and isolation	
Flight – Submissive Behaviour	**PPT 52**
Submissive behaviour involves the suppression of one's needs, feelings and opinions, in favour of others. This behaviour is inhibited and self denying and it may result in anxiety, disappointment, anger and resentment.	
Belief – I don't matter Payoff – Avoids unpleasant situations Problem – Needs are not met, anger builds up, feelings of low self worth arise	
Respond	
Flow – Assertive Behaviour	**PPT 53**
Assertive behaviour involves the open, honest and confident expression of a person's needs, feelings and opinions, while respecting those of others. This behaviour is expressive and self-enhancing and results in confidence and self esteem.	
Belief – 'We' matter Pay-off – Achievement of goals. Even if this does not occur, there are feelings of self worth which result from being straightforward. Self confidence improves and relationships become open and honest.	

Content	Resources
When dealing with conflict it is vital that you use the questioning and listening skills we have discussed so far Which are: - Active listening - Appropriate questions - Stay away from 'why' questions - Do not ask 'what's wrong' because it makes the other person defensive because you have made a judgement on the situation Share keys to open communication - Focus on the issue not the person - Respond rather than react - Develop the art of asking appropriate questions - Identify early signs or clues of conflict - Make appointments – avoid ambushes - Be sensitive to, respect and value cultural differences - Choose constructive not destructive outcomes To help you focus on the issue rather than the person a technique called I Statements is useful. An example: When... camp forms are sent in late I feel... let down Because … our District is seen to be inefficient And what I'd like is that ... forms are submitted on time. The best "I" statement is free of expectations. It is delivering a clean, clear statement of how it is from your side and how you would like it to be. Work in small groups or pairs using the skills outlined today to write an I statement for one of the following scenarios OR from a challenge/problem you are currently facing Choice of Scenarios: - Unit Leader leaves side door of Guide hall unlocked regularly and is adamant that it is not her - Kitchen in Guide Hall is never cleaned up after Unit does cooking - Shared store room is always messy with heaps of gear on the ground - Unit is always late in paying the Region Levy	**PPT 54** **PPT 55** **Hand Out** **PPT 56**

Content	Resources
Debrief How easy is it to write an 'I' statement? Do you find it easy to have empathy with the "other" party? If you would like further help with managing conflict this is a great website: Conflict Resolution Network website - www.crnhq.org Reflect on learning and complete the Skills Reflection grid	

Write an 'I' Statement to open meaningful dialogue with the Leader and work towards resolving the conflict

Choose one of the following scenarios or come up with your own:

1. Unit Leader leaves side door of Guide hall unlocked regularly and is adamant that it is not her.

2. Kitchen in Guide Hall is never cleaned up after Unit does cooking.

3. Shared store room is always messy with heaps of gear on the ground.

4. Unit is always late in paying the Region Levy.

Empathic listening can be demonstrated by:

- hearing and not just listening

- not making assumptions

- understanding the other person's point of view

- solving the real conflict, not just fixing the symptoms

- producing a better solution

Some Helpful Hints for Active Listening

- Don't talk about yourself

- Don't change topics

- Don't advise, diagnose, reassure, encourage, criticise, or bait

- Don't think ahead about what you will say

- Don't ignore or deny the other's feelings. Assess how they are feeling from what they are not saying as well as what they are! Watch non-verbal communication, eg., do they have tears in their eyes? Are their body movements agitated?

- Don't pretend you have understood their meaning if you haven't.

- Enquire about their needs, concerns, anxieties and difficulties. Ask questions that encourage them to open up, such as: "How do you see it all?"

- Confirm that you understand them. Paraphrase the main points you think they are making with: "Are you saying what you want is …?" "Are you saying that you don't think you can handle so much pressure?" or "You feel really angry?"

Some examples of demonstrating active listening are:

- Reflection of Feelings – 'So you felt…'

- Reflection of Content – 'Because…'

- Paraphrasing –'… Is that what you are saying?'

- Reframing – 'What/How about….'

- Advanced Empathy – 'I'm wondering if…'

- Summarising – 'So what I hear you saying is…'

- Minimal Encouragers – 'Ah ha, yes, mmm'

- Clarifying – 'What do you mean by…'

- Body Language – lean forward, look at the person

- Silence – not speaking

Appropriate Questions for Developing Strategies to Resolve Issues

Discussion Opening Questions

- What is it you want from this situation?
- What would you like to have happen as a result of our discussion?

To get facts use close-ended questions

- What costs are involved?
- What resources would be needed?
- How many?
- Who?
- What sort of time frame are we considering?
- Is what we want to do feasible?
- Is it practical?

Open Questions get more information

- What are we here to discuss?
- What worries you?
- Tell me about …?
- Compare what's going on to your preferences
- Why is that important to you?
- What difference would it make if we couldn't do that?
- How will you assess if it's working?
- What causes you to think that?
- What would we need to do to make our current plan work?
- How do you think we could satisfy ……'s needs?
- So if … then …?
- Can you think what's blocking us here?

Fight – Aggressive Behaviour

Aggressive behaviour is a forceful expression of one's needs, feelings and opinions, without regard for the needs, feelings and opinions of others. This behaviour is hostile and self-defeating and may result in anger, self-righteousness and possible guilt later on.

Belief   – You don't matter

Payoff   – Way of venting anger and achieving goals in the short term

Problem   – Distancing of self from others, feelings of frustration, bitterness and isolation

Flight – Submissive Behaviour

Submissive behaviour involves the suppression of one's needs, feelings and opinions, in favour of others. This behaviour is inhibited and self denying and it may result in anxiety, disappointment, anger and resentment.

Belief   – I don't matter
Payoff   – Avoids unpleasant situations
Problem   – Needs are not met, anger builds up, feelings of low self worth arise

Flow – Assertive Behaviour

Assertive behaviour involves the open, honest and confident expression of a person's needs, feelings and opinions, while respecting those of others. This behaviour is expressive and self-enhancing and results in confidence and self esteem.

Belief   – 'We' matter

Pay-off   – Achievement of goals. Even if this does not occur, there are feelings of self worth which result from being straightforward. Self confidence improves and relationships become open and honest.

Assertive (Flow)

- Good eye contact
- Clear speaking voice
- Listening
- Focussed on the issue

- Deals with conflict
- Makes decisions
- Natural body language
- Does not blame

Aggressive (Fight)

- Raised voice
- Accusing
- Sarcastic
- Not listening

- Interrupting
- Pointing the finger
- Blaming
- Rude

Passive (Flight)

- Fidgeting
- Soft voice
- Looking down
- Mumbling
- Allows others to interrupt

- Not confident in speaking own mind
- Avoids conflict
- Puts other people's needs first
- Accommodating the interests of others

'I' statements

An 'I' statement is a response style to any of the following situations:

```
Strong emotion

Annoyed/irritated

Tell others what you think

Tell others how not to behave
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These are times when you can use 'I' statements to make a clear clean statement of your experience of an event/incident, in a way that the other person will hear you and not need to defend.

'I' statements are a good opener because people can hear more of what's wrong with me rather than what's wrong with them.

```
"I" Statement

• Clean
• Clear
• Opener
```

Constructing an 'I' statement is like mixing together cooking ingredients. Using a recipe is more likely to ensure you get it right to start with.

For the 'I' statement recipe there are three ingredients

```
Ingredients

• Objective description
• No blame
• No demand
```

There is a formula to help get us started.

```
Formula

When ……………………... (objective description)

I feel …………………………(no blame)

Because …………………… (clear reason – optional)

And what I'd like is ……..… (no demand)
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The 'when' - is followed by a neutral objective description of the event, and not in emotive terms.

The 'I feel' - use a word or a few words which describe exactly the feeling or feelings.

The 'because' - you may want to add some explanation (optional) to speed up someone's appreciation of your point of view.

The 'and what I'd like is' - is a clear statement of your own needs or how you'd like it to be.

It is not ok to demand that the other person will do what you want.
It is ok to clearly describe how you expect the situation to improve.

Separate the person from the issue.

I'm feeling .... no blame

About/when .... objective description

And what I'd like is .... no demand

The sequence is not necessarily critical, the ingredients are.

From Theory to Practice

Have you managed the conflict well?

Here are four ways to tell

- You are both satisfied with the outcome

- You can work even better together now

- You will be able to manage any further conflicts more effectively

- You have a deeper appreciation and understanding of each other

After you have resolved the conflict, review and learn from it.

- What caused it? Have you removed the cause so it won't occur again?

- What helped you resolve it? What got in the way?

- What signs were there that the conflict was brewing?

- Would identifying and addressing it earlier have helped?

- What could you have done?

- What should you bear in mind for the future?

Session 9	Meeting Skills
Time	40 mins
Learning Outcome/s	By the end of this session participants will have: • participated in a mock district meeting • clarified what has to be discussed and what can be tabled at a meeting • challenged poor meeting behaviour

Content	Resources
Blue WAGGGS pages Decide who attends a District meeting. Look at a sample agenda and decide on the priorities for each of the participants, eg the UL will want to know more about any special days for the girls and plans for camp. The DM wants to know who is qualified and has up to date first aid. Which parts of the agenda are a priority for the meeting and which can be dealt with by email or some other method? What is the purpose and value of each agenda item? Note that some agendas contain a lot less information eg just topic headings. Advantages/disadvantages? Give each participant a role card. Role play the meeting <u>taking turns as the meeting Chair.</u> If not chairing, adopt the role described on card. • Roles can include someone leaving early (didn't tell you till now), someone constantly negative, interrupting, or pursuing own agenda, someone whose phone keeps ringing. If there are only one or two participants spread the cards out and discuss how could to handle these meeting challenges	**PPT 57** **Humorous PPT 58** **PPT 59**

Content	Resources
Scenario: Meeting (District/Region/Team) role play <u>Debrief</u> How did each Manager handle the people problems? What other activities could be included in the meeting time to add value? (Eg training activity, an interesting webpage found by a leader for unit ideas, short talk by Leader about an international trip she has been on etc) Reflect on learning and complete the Skills Reflection grid	**PPT 60**

Glengarry District Meeting Agenda

……November 20…. Training Room

Reading

Present

Apologies

1.   Minutes of Previous Meeting
   1.1   Acceptance of the minutes from the previous meeting
   1.2   Business arising from minutes

2.   Correspondence
   2.1   In
   2.2   Out

3.   District Leader's Report
   3.1   Items for discussion from Support Group
           Bunnings BBQ
           Leaving kitchen untidy after Unit cooking
   3.2   Items for discussion from Division
           Division Camp – must be 12 years of age or older to attend
   3.3   Items for discussion from Region
           PL Training day for Guides only

4.   Reports (preferably tabled or circulated prior to the meeting)
           Reports from Units
           Ad hoc committee reports (if applicable)

5.   Planning for Future Events
   5.1   How about a District family fun day at the local park?

6.   General Business
   6.1   District Camp
   6.2   Leader First Aid qualifications that have lapsed
   6.3   Unpaid Girl membership – too many in each Unit
   6.4   Swap and share Thinking Day program ideas
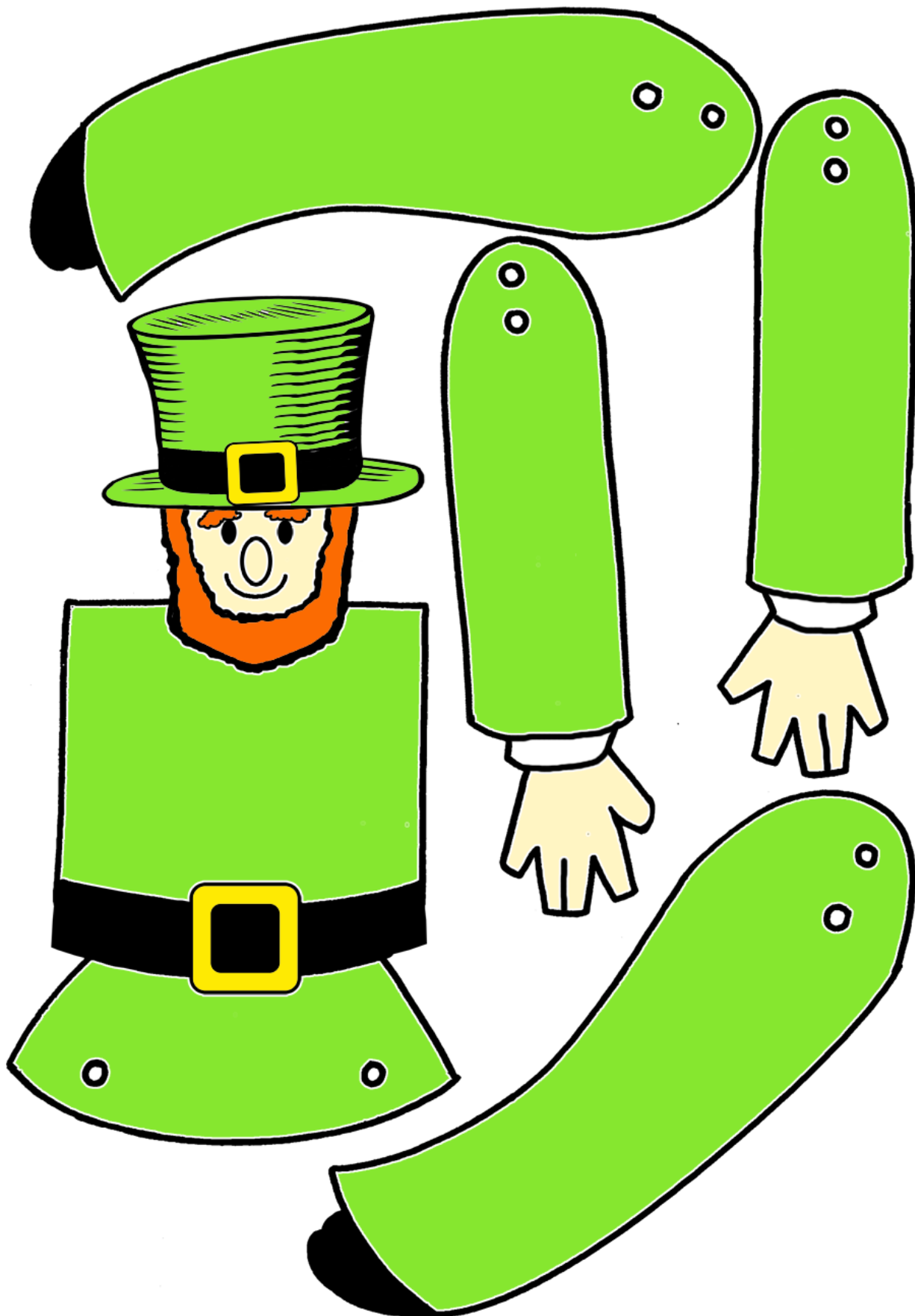   6.5   Training – on issuing receipts for donations

Meeting closed:

Date of next meeting:

You have to leave the meeting early – you have not told anyone about this before the meeting. Leave when you feel it will interrupt the most.	Your mobile phone keeps ringing and you must step outside to answer it.
Your role is to be negative about any contribution.	Your role is to act tired and disinterested.
Your role is to interrupt constantly.	Any time someone makes a suggestion your task is to jump in with "I can google that now for you" and then spend the next few minutes texting on your mobile.
Your role is to pursue your own agenda at all times – do not listen to anyone else's contribution.	Your role is to try and have a side conversation with the person beside you about your last holiday.

Your role is to Chair the Meeting	Your role is to come into the meeting late and ask for everything to be repeated so that you can catch up
Your role is to sit and cut out craft for your unit meeting tomorrow night - if anyone asks - you are listening	Your role is to keep offering to make everyone a cup of tea and keep passing the food around to everyone

Craft to be cut out during meeting

ARTISTSHELPINGCHILDREN.ORG

Session 10	Skills Review
Time	10 mins

Content	Resources
In pairs or trios Review your skills reflection sheet What are the areas you want to work on? Give feedback to each other on what you observed during the day – support each other!	**PPT 60** **PPT 61**

Session 11	Where to from Here?
Time	10 mins

Content	Resources
Where to from here? There are many external organisations that provide training on the skills we have covered today if you feel you need more Also you have your Region Team for support Personnel issues – State CEO can help – before the issue gets out of hand! Complete course evaluation	

4.30	Close	Appropriate reading	