

# Leading and Managing People Trainers' Toolkit: Building a Team

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# Introduction

## About Leading and Managing People

The Leading and Managing People Trainers' Toolkits have been developed for Trainers to use to support all members who may have to lead and manage other adults within their role, or who wish to develop these skills in the future. This includes, but is not limited to:

- Unit Leaders
- Advisers
- Trainers
- Commissioners at any level.

The training is designed to help give participants the skills and confidence to engage and work with other adult members in order to achieve their shared goals. The experience gained will help the participants both in Girlguiding and beyond.

Trainers delivering sessions using Leading and Managing People toolkits should hold or be working towards Module 2 of the Trainer Qualification.

## How to use this toolkit

The purpose of this toolkit is to support Trainers to deliver training on building a team to adult volunteers in leading and managing people roles, such as Unit Leaders, Advisers and Commissioners.

The toolkit provides sample training plans (see pages 15-20) which could be delivered at a training event such as a County Day, or as a stand-alone session, perhaps in an evening. The sample training plans included cover all aims and objectives of the toolkit.

The material in the toolkit can be adjusted to suit other session lengths. A number of activities and scenarios are provided, but as a Trainer you may well find your own that are more appropriate to the needs of the group.

## Building a team and the Five Essentials

Girlguiding depends on its adult volunteers to deliver a fun, adventurous and wide-ranging programme of opportunities to young members. More often than not, guiding volunteers are members of small teams which have specific responsibilities to achieve defined tasks. The effectiveness of the organisation is largely determined by the way in which the various tasks and activities are defined and shared out among those who are involved - that is, by the effectiveness of teams.

One of the Five Essentials of Girlguiding's distinctive Method is 'working together in small groups'. This involves working within an agreed democratic framework to plan, carry out and review activities. The principle has always been one of the fundamental building blocks of guiding.

In Girlguiding girls and young members work as a team, and teamwork skills are built in to our programme offerings. However, team working is equally important for our adult members. Building an effective team - helping a group of people to come together and form a functioning team - is an essential skill for anyone involved in leading and managing people.

A team has:

- a common purpose
- a shared identity
- roles and skills that overlap
- shared values.

These features mark the difference between a team and a group of people who meet to complete a task.

The following example shows how this could apply to a Division Team.

**Common purpose:** delivering the Girlguiding programme to girls in the area at a high standard.

**Shared identity:** all members of the team are members of Girlguiding and volunteer in the same local area.

**Roles and skills that overlap:** using the strengths of each member of the team to achieve their goals. All team members know what their role is within the group; no one person completes all tasks.  
**Shared values:** the Girlguiding Code of Conduct. In addition, members who have chosen to and are able to make their Promise will have the guiding Promise as a basis for agreed values.

Those with a leading and managing people role in Girlguiding are responsible for:

- forming and/or developing a team
- helping the team to work together towards a common goal
- facilitating agreement and compromise within the team when needed
- ongoing leadership of the team, including promoting effective team working and managing conflict.

There may be times when the team is inherited by the person in a leading and managing role. It is still important that this team is managed, as the change in leadership will result in a change in team dynamics. Team members will be used to a particular style of leadership and may be resistant to change. New processes will need to be learned and the team will need time to adjust.

A well-functioning team will perform efficiently to a consistently high standard. Its members will feel satisfaction in the work that they are doing and the members of Girlguiding in the local area can experience the benefits of the team's work.

## **Aim and objectives of sessions delivered with this toolkit**

Trainers using this toolkit should include the following aim and objectives when planning a session or series of sessions.

### **Aim**

To help adults within Girlguiding to gain the skills needed for effectively building, leading and managing teams.

### **Objectives**

By undertaking a session based on this toolkit, the participants will:

- be able to describe roles that team members hold within a team
- be able to explain how successful teams are formed
- be able to explain how effective teams can be developed
- be able to describe the role of the team leader in building a team
- have an improved understanding of teams they currently lead (or work within)
- have taken part in some activities which explore team work and can be used when building teams
- have begun to develop techniques for facilitating compromise and handling difficult situations within teams.

# Supporting information

## The role of the team leader

This section provides information and activities for participants to consider what makes an effective team leader and to begin to identify skills needed in their leading and managing people role.

### Management and leadership

The team leader has a vital role to play when building and developing a team. This will include the day-to-day team management and providing leadership.

It is important that a distinction is made between management and leadership.

**Management** involves organising, coordinating and following processes. This will include:

- ensuring that regulations are adhered to
- ensuring that deadlines are met
- monitoring budgets and spending.

**Leadership** is about inspiring and motivating. This will include:

- encouraging others to develop their skills
- sharing long-term visions with the team
- caring for the concerns of others
- demonstrating good practice.

## Putting a team together

This section provides information for participants to understand and practise putting a team together.

### Creating a team

There may times when people in a leadership and management role need to create a team to complete a task, or they may need to recruit a person for an existing team.

For a Unit Leader this could mean looking for a new Leader, Unit Helper or someone to help with unit accounts. Commissioners might need to recruit for a group to plan and lead a local event, or for new members of an executive team.

In addition to using Join Us and existing volunteers to recruit for a team, a person in a leading or managing role should consider alternative ways to recruit, such as conversations with people at guiding trainings or in a non-guiding context.

For more information, see the Trainers' toolkit *Recruiting adult volunteers*, available at [www.girlguiding.org.uk](http://www.girlguiding.org.uk).

Before creating a new team, take some time to consider these points.

- Is the team being created to complete a single project or will its work be ongoing?
- What is the task that the team is being brought together to achieve?
- Is any specialist knowledge required, eg legal knowledge?
- What is the time frame for achieving the team's aim(s)?
- How many people are needed to complete a project to a high standard?

Taking the time to consider what people are needed within the team will mean that the group is able to perform more efficiently, with every member knowing their role from the beginning.

Creating a list of desired qualities and skills for each team role allows those creating a team to take a person-based approach to their recruitment. Consider those people who are already performing highly within a team. What qualities do they have that make them effective?

These could be:

- communication skills
- the ability to work with others
- problem-solving skills
- organisational skills

- flexibility
- ability to adapt to change
- strong crisis management.

Remember, not all the people recruited for the team will have all the qualities from the list above. There may also be times when technical knowledge that is vital to complete the task is prioritised over having all the qualities from the key skills.

If a suitable team member is not available, it may be better to keep a place vacant and keep looking.

When recruiting to fill a place within an existing team, look at all the skills and qualities already present within the team.

- Where are the gaps in skills and knowledge that are required to complete the tasks?
- What qualities do the team share that make the team successful/unsuccessful?
- Who will the new person work closely with? Do personalities need to be taken into account?

## Developing your team

Girlguiding offers a number of opportunities for training and personal development. For a person in a leadership and management role, a key part of their responsibilities is to enable ongoing development within their team. This will help the team to gain the skills and expertise needed to be able to fulfil its tasks, and will also help individuals to feel valued in their roles, renewing their enthusiasm and commitment.

A SOAR analysis (Strengths, Opportunities, Aspirations, Results) is a useful tool when planning what development is needed. The team leader will be able to identify areas where the team is performing well and areas that need to develop. These could include:

- communication within the team
- new team members needing to get to know each other
- conflict in the team
- resistance to change.

See page 23 for a template SOAR analysis grid which you can give to participants as a handout.

Consider whether development is needed by all members of the team or by individuals.

Development for the team could include:

- developing new systems of working together
- getting to know each other socially
- knowledge sharing from a member of the team
- implementing a mentoring system among team members.

Development for an individual could include:

- attending a training to develop new skills
- gaining a new qualification
- learning from another team member
- relevant reading or online learning around a topic.

What is the best way for this development to be achieved?

- Attending a training.
- Team away days.
- Peer-to-peer mentoring.
- Reading.
- Online learning.

Teambuilding exercises can be used to help a team that is having difficulty developing and working together to achieve its aims, or for a team that is always looking to improve and work together better.

Exercises can help a group to become more comfortable working together and to gain an insight into each other's skills and ways of working.

Handout 4 (page 26) is a set of teambuilding exercises which can be given to participants to take away and use with their teams. You may wish to demonstrate one within a training session.

Activities should always be chosen by considering all members of the team. Think about the team members' ages, abilities and experiences. These considerations should not stop a person from taking part in a team activity. The activity could be adapted or a different activity chosen if necessary. Further guidance on adapting activities can be found on the Girlguiding website.

## Motivating your team

Keeping your team motivated is an essential leadership skill. A motivated team is enthusiastic and engaged in what needs to be done. Team members are able to work together and achieve their goals to a consistently high standard.

Use these top tips to keep your team motivated.

- Share your vision with your team. Make sure that everyone knows exactly what you are setting out to achieve and why. This will help create a sense of purpose.
- Make sure that all members of the team know what their goals are. Be clear about what is expected from each person and make sure that goals are achievable.
- Trust all your team members - allow them to be in control of their own tasks. Make sure they know that you trust them but you are also available if they need to discuss anything.
- Create a supportive environment - focus on the positive. If something doesn't work, treat it as a learning opportunity rather than a failure.
- Let team members experiment with new ideas and ways of working. A supportive environment will allow team members to experiment and be creative in how they approach a task. This could lead to new and more efficient ways of approaching a project and will allow the team members to challenge themselves.
- Allow time for breaks and reflection throughout the project. This will give team members a chance to pause and consider the project, what's working well and what can be improved.
- Care for the individual as well as the team as a whole. If you realise that a team member is struggling, make time to talk to them. If a person needs to be more flexible with meetings etc, work with them to see how this could be achieved.
- Ask team members what support they need. Let your team know that you are available to discuss the tasks and make times when they can contact you for support.
- Celebrate success and hard work - let your team members know that they are appreciated.
- Be honest and open. If there are challenges, if things aren't working or if external factors (such as the availability of venues) affect performance, let the team know. People appreciate being aware of all areas of the project and may be able to offer a solution.

## Thanks and recognition

Recognising success and hard work ensures that your team members know that they, and their work, are valued. This can help promote a positive mood within the team and motivate them.

Thanks and recognition can be for something big that the team or an individual has achieved, for a small achievement or for constant hard work.

Ways of thanking should be tailored to the individual. If a person doesn't like a fuss something like an email or a card can help them to feel appreciated. Other people may like being thanked as part of a team meeting.

Consider ways of celebrating group success, such as having a social gathering.

Counties and Countries/Regions may have awards to recognise success. Girlguiding also has national awards that recognise:

- meritorious conduct
- outstanding and excellent service
- long service.

For more information, see [www.girlguiding.org.uk/guidingmanual](http://www.girlguiding.org.uk/guidingmanual).

## When things don't go to plan

This section provides an introduction to the sources of conflict within a team and to facilitation methods that a person in a leading and managing role could use.

### Eight common causes of conflict

With any team working together towards a task there will be moments of conflict.

Art Bell and Brett Hart have identified common causes of conflict (see Useful resources, page 22). These are:

- **Conflicting resources** - members within a team are competing for the same resources. Examples could include space in a hall, the funding to run an event or time and input from the County Commissioner.
- **Conflicting styles** - members of the team work using different approaches or methods so find it difficult to work together on a project. One Leader may like to plan a meeting down to the minute while another may like to have a skeleton plan.
- **Conflicting perceptions** - all team members will have unique experiences which will have influenced how they see the world. These varying perceptions can help all team members gain a new insight into the project and approaches that can be taken. However, opposing perceptions can lead to conflict within a team; one Adviser may have been in guiding for thirty years while another may have less guiding experience but a professional perspective.
- **Conflicting goals** - in order to function as a team it is vital that all members of the group are focused on the same goal. To achieve this, different members may have personal goals within their work. When members of the same team view their goals as competing with each other, conflict can occur. For example, one team member may want girls to take part in all adventurous opportunities offered, while another feels that girls should be taking more opportunities to campaign.
- **Conflicting pressures** - when different members of a team are feeling pressure from the tasks that they need to complete they may not be able to offer each other the same support as they would when they have less urgent tasks to complete. This can lead to conflict and members of the team feeling unsupported. For example, if a last-minute decision is made about an event this will have an effect on the team involved in planning and delivering the event.
- **Conflicting roles** - there may be times when a member of the team is asked to complete work that is outside their usual remit, for example helping with a residential event or with an outdoor activity. This can create conflict, as the person who normally works in this area may feel pushed out and the person being asked to take on the extra work may not feel that they have the skills to complete this task.
- **Different personal values** - a team member may be asked to complete work that conflicts with their personal views; for example, they may be asked to produce work around a new Girlguiding policy which they do not agree with.
- **Unpredictable policies** - there may be times within a team when outside forces cause areas of policy or the remit of a group to change. If the changes happen frequently or if they are not fully communicated to a group this can cause conflict.

### Facilitating compromise

A vital skill for anyone leading and managing people is to be able to facilitate compromise within their team. This is an essential way to manage conflict that may have arisen between different members of the group.

Compromise is needed when two members of the group have strong, opposing opinions. Neither feels that they are able to adopt the other person's view so they must work to find a solution that they both feel comfortable with.

It is especially important in guiding, as all of our members volunteer an incredible amount of time and energy. Working towards a compromise will ensure that they feel their opinions are valued.

Although this will help produce a solution, it may not be possible for both parties to feel entirely happy with the outcome. They will both have had to give up some key areas or points that they feel strongly about in order to reach this compromise. Members may also feel that the other person has gained more from the compromise, and this can lead to conflict in the future if not properly managed.

## Top tips for facilitating compromise

- The facilitator must be completely neutral - if the person in a leading and managing role does not feel that they are neutral they should ask someone else to step in.
- Ask both parties to outline their views and reasoning fully. It may help if they do this before the meeting in writing so that the facilitator can prepare - this may not be possible on a more ad-hoc basis.
- Ask both parties what they want from the compromise. What would be their perfect outcome? What is the one point that they feel they wouldn't be able to budge on?
- Prepare. Research the subject before the meeting. This allows the facilitator to feel confident discussing the subject and prepared for any point raised.
- Create an atmosphere where both people can talk freely. It is important that both people are able to talk without being interrupted and feel that they are being heard. Do not allow communication to dissolve into argument.
- Similarly, if possible try to encourage the two parties to talk to each other. 'He said, she said' fuels conflict and can make people feel degraded. The aim is that both people will gain an insight into each other's views and begin to understand one another.

Remember there may be a higher policy or aim that will overrule one or both people's views. If this is the case the person in a leading and managing role must clearly explain the reasoning behind this and the decision made.

Take the following steps after a compromise has been reached.

- Confirm the decision that has been made and why. This could be done verbally or in writing.
- Make a note of the outcomes of the discussion in case the issue is raised again.
- Speak to both people separately to make sure that they are both satisfied with the result, as far as possible. This will help to identify any future source of conflict that may arise.
- Monitor the situation.

# Activities

## Introductory activities

These activities have been included to introduce the topics of building a team and what makes a successful team.

### **Wanted: A team member**

**Purpose:** For participants to consider how individuals can contribute to a team.

**Time:** 10 minutes

**Equipment:** A copy of the 'Wanted: A team member' poster (Appendix A, page 29), pens/pencils, safety pins

- Place a copy of the poster with a pen/pencil and a safety pin on each chair. Explain to participants that everyone will be introducing themselves through a 'Wanted: A team member' poster that they create about themselves.
- Give the participants five minutes to complete the posters and pin them to their backs.
- Ask the participants to circulate the room, reading each other's posters and sharing their own posters with others.

Afterwards, discuss with participants how all teams will be made up of people with varied experiences, skills and qualities. Anyone in a leading and managing role needs to bring these people together and support them to work together.

### **Personal reflection**

**Purpose:** To get participants thinking about times that they have worked within a team and what makes a team successful.

**Time:** 10 minutes

**Equipment:** 'Analysing teams' questionnaire (Appendix B, page 30) (optional)

1. Think about the best team you were ever part of. What was it that you really liked about that particular team?
2. Share your best team story with a partner or small group.
3. Discuss these questions all together or in small groups.
  - What made the best team so successful?
  - How could that success be recreated in the future?

You may wish to use the 'Analysing teams' questionnaire to facilitate this discussion with the group.

### **Highs and lows of teamwork**

**Purpose:** For participants to consider what makes a team successful and what factors can cause a team to struggle.

**Time:** 20 minutes

**Equipment:** Flipchart paper and pens

1. Take two large sheets of paper and head them with the following sentences:

*A team succeeds when...*

*Working in a team can be difficult when...*

2. Ask the participants to add examples under each of these headings.

They could work anecdotally from either their own experiences in a team or a team that they have witnessed.

3. Afterwards, discuss with the groups the words used.

- Are there any common words or themes?
- Do participants think that some themes are universal to all teams?
- Are there words and themes that apply only to Girlguiding?

## What makes a great team?

**Purpose:** For participants to consider what makes a team work effectively and how they can bring these elements into their own teams.

**Time:** 15 minutes

**Equipment:** Flipchart paper and pens

Write the headings below on sheets of flipchart paper. Ask participants to brainstorm ideas, either individually or in a group, about how these features look when a team is working successfully.

### Success

*This could include:*

- *success is celebrated*
- *all members of the team have the same standard for success*
- *the team members know when they have achieved success.*

### Commitment to a common standard

*This could include:*

- *objectives are agreed by the whole team*
- *the team members are working towards the same goal.*

### Care for the individual

*This could include:*

- *all members of the team know their role within the team and what is expected from them*
- *all members acknowledge the role that others play.*

### Communication

*This could include:*

- *using agreed forms of communication*
- *team members communicate the reasons behind a decision as well as the decision itself.*

### Relationships within and outside the team

*This could include:*

- *members of the team respecting each other*
- *presenting a united front to people outside the team.*

### Development and growth

*This could include:*

- *sharing information and learning with other members of the team*
- *supporting other members of the team*
- *allowing other members of the team to have access to training opportunities and development.*

After participants have finished brainstorming, bring the group back together.

Discuss the following points.

- Common themes that occur under all the headings.
- Are there any areas where participants disagree? Why is this?
- How can participants develop these areas within their teams?

This activity was adapted from *Time, Relationships & Teams/Team Building*, Staff Training Associates Ltd, 2002  
<http://www.sta.co.nz/>

## Putting a team together

**Purpose:** To practise the management skills required to select a varied and successful team to complete a task.

**Time:** 20 minutes

**Equipment:** Paper, pens, scenarios and people descriptions (Appendix C, page 31)

Depending on the number of participants, you may wish to divide the group to complete this activity.

1. Give the participants a scenario from Appendix C.

Ask the groups to consider the skills required from the team and any specialist knowledge required; they should also consider how many people are needed for the team to be successful.

From the scenario, ask the participants to create a list of key skills for each role.

2. Once the groups have a set of key skills, hand out the descriptions from Appendix C. These are the people who have expressed an interest in being part of the team. The group's task is to create their ideal team from the people available.

Remember: It is better to have the right person for the role than any person available. The team could be smaller, or larger, than originally planned. Try not to make the team too large to be properly managed.

3. After groups have put together their teams, ask them to feed back on why they selected their team members.

Were there people who were not chosen, despite having some of the available skills? Did the groups have to compromise over some desirable skills?

## Right person, right role

**Purpose:** For participants to consider how Join Us queries can help them find the right person for the role, and to take a strategic management overview of team recruitment.

**Time:** 30 minutes

**Equipment:** 'Right person, right role' descriptions (Appendix D, page 34)

1. Divide the participants into small groups and give them a copy of the person descriptions from Appendix D.

2. Explain to the participants that these are Join Us volunteer queries.

Using as examples the types of teams that the participants lead and manage, for example a Unit Team or a team of Advisers, ask the participants to find suitable roles for the volunteers.

If they cannot find a role in their team, do they know a team nearby that could benefit from the applicants' help and skills?

3. After the groups have found roles for the potential volunteers, ask them to feed back.

- Was there anything surprising about the person descriptions?
- Do all volunteers need to volunteer in a unit? What are the benefits to volunteers of not being in a unit?
- Have participants received queries from people and had difficulty finding a role for them?
- What are the benefits to sharing information about potential volunteers among teams - for the volunteers and for the teams?

## The role of the team leader

### Effective leaders

**Purpose:** For participants to consider what makes an effective team leader.

**Time:** 20 minutes

**Equipment:** Pens, flipchart paper

1. Ask participants to list as many leaders as possible. These could be from, for example, popular culture, business, sports or Girlguiding.
2. Ask participants to discuss what makes each leader effective and what are their areas of weakness.
3. Discuss the comments that have been made for each leader.
  - Are there common characteristics that each leader has?
  - Which trait do participants think is most important? Why? Is there any disagreement?
  - Is it possible for one leader to have all of the qualities listed? Why? Is it necessary for one leader to have all the qualities?

### Is this leading or is it managing?

**Purpose:** For participants to be able to distinguish between leading and managing within their roles.

**Time:** 20 minutes

**Equipment:** Flipchart paper, pens, sticky notes

1. Head one sheet of paper with 'Leading' and one with 'Managing'.
2. Ask participants to write down on sticky notes the main tasks of their own leading and managing roles - one task per sticky note.
3. Read the participants the definitions of leading and managing from page 4.
4. Ask participants to place their tasks underneath 'Leading' or 'Managing'.
5. Discuss these questions with participants.
  - Why did they choose to put their tasks under those headings?
  - Are there some that could be placed elsewhere?
  - What do they feel is the difference between leadership and management?
  - Where can delegation be placed? Is that leadership or management?

## Developing your team

### Peer-to-peer learning

**Purpose:** For participants to practise the skills needed for peer-to-peer learning, as a technique that can be taken back to their teams, and to discuss best leadership practice.

**Time:** 30 minutes

This activity will take the form of a facilitated discussion. Explain to participants that a key way their teams can develop is through peer-to-peer learning. There are many ways that this can be achieved but one is through sharing experiences and best practice.

**Remember, anything raised in a discussion should be kept confidential unless there is a concern that needs to be escalated.**

Ask participants for examples of areas of leading and managing that they have found difficult. Facilitate a group discussion of these areas, including the following questions.

- Have other participants struggled in similar areas?
- What approaches did they use?
- How effective were these approaches?
- What would they have done differently, with experience?

If there are a large number of participants, they can be split into smaller groups.

After this discussion, feed back with participants.

- How effective did they find the discussion? Why?
- Had other people had similar experiences?
- Did they learn any effective techniques from other participants?
- How could this feedback technique work with their teams?

### **Care for the individual**

**Purpose:** For participants to discuss strategies for leading and caring for individual needs.

**Time:** 30 minutes

**Equipment:** Flipchart paper and pens

This activity will take the form of a facilitated discussion.

Discuss with participants how the members of their group could have different needs.

These could include:

- availability and preferences, eg a person may work shifts and not be available for regular meetings or they may feel at their most productive in the morning
- childcare or other caring arrangements
- religious needs
- additional needs
- preferred forms of communication.

What impact does this have on the work of a team?

Can different needs cause frustrations or miscommunications?

Do these differences have positive impacts on the team?

What small changes can be made to care for the individual? These could include:

- using more than one form of communication
- rotating the days when meetings are held
- being flexible about how work is done.

## When things don't go to plan

### Case studies

**Purpose:** To investigate leadership skills and techniques to use when communications within a team break down.

**Time:** 30 minutes

**Equipment:** Case studies (Appendix E, page 35)

Divide the participants into smaller groups and give each group a case study. Ask the groups to discuss the following questions.

- Could the situation have been avoided?
- Is there a solution available that will please everyone involved?
- How can you rebuild your team?

Afterwards, bring the group back together to feed back on their discussion.

### Who's not talking?

**Purpose:** To simulate what happens when communication breaks down within a team and for participants to discuss leadership skills and techniques to encourage effective communication.

**Time:** 30 minutes

**Equipment:** Sticky labels, pens, cards (Appendix F, page 36)

1. Give each participant a card from Appendix F and a sticky label. Write the letter from the card on the label. Make sure that no one shares what is on their card.

2. Explain to the participants that they are an organising team for a large-scale event.

Person A has some information that could be damaging to the event. They need to communicate this to the whole group.

- They must speak to each person individually.
- All participants must follow the communication rules on their cards.

3. After the message has been communicated as far as it can go, discuss these questions with the group.

- How difficult was it to achieve the task? Why?
- Have they come across similar situations?
- What happens to a team that communicates in this way?
- What can a person in a leading and managing role do to help communication?

# Sample training plans

## Training plan for use with Commissioners

Note: This plan includes activities from the sections provided in the toolkit; these are examples only and others from this pack or of the Trainer's choice may be used instead.

County or Country/Region	LaSER	Date	10 October	Section	Commissioners
Can members of The Senior Section ie Young Leaders attend?	No	<b>Time</b>	7pm-8:30pm (90 minutes)	<b>Expected numbers</b>	12
Copy of information sent to participants seen?	Yes	<b>Break allocated</b>	N/A	<b>Actual numbers</b>	
<b>Title of training session</b>	Building a Team				
<b>Facilities available</b>	Upstairs in Region HQ. Has tables and chairs which can be moved into several arrangements. Enough space to hold up to 20 participants. Kitchen facilities and toilets on site and disabled access.				
<b>Additional needs</b>	One participant has dyslexia.				
<b>Key person to liaise with</b>	Anne Smith	<b>Email/phone</b>	a.smith123@email.com		
<b>Topics that the Training Organiser wants the session to cover</b>	Please highlight facilitation techniques.				
<b>Do I need to evaluate the session or is there a form?</b>	Trainer needs to evaluate the session.				
<b>Budget for session</b>	There is a budget of £1 per participant. Each participant is paying £2 to attend.				

<b>Aim</b>	To help Commissioners develop techniques for building and developing their teams.
<b>Objectives</b>	By the end of the session a Commissioner will: <ol style="list-style-type: none"> <li>1. be able to identify what makes a successful team</li> <li>2. be able to describe the role of the leader in the development of teams</li> <li>3. have begun to develop the necessary techniques to select and form teams</li> <li>4. have begun to develop techniques for facilitating compromise</li> <li>5. be aware of relevant theory around building a team and be able to apply this to teams that they lead.</li> </ol>

## Equipment

Training box	Yes	Mobile phone	Yes	Bin bags	No
Flipchart and pens	Yes	Flipchart stand	Yes	Drink/food	No
Section resource box	No	Music	No	Risk assessment	Yes
First aid kit	Yes	Name tags	Yes	Poster displays	No
Laptop and projector	Yes	USB stick etc	No	Leadership Qualification	No

## Plan

Time	Activity	Training method	Resources needed	Objective number	Comments
10 mins	Introduction and domestic arrangements	Introduction	Flipchart - Aim and objectives		Introduction to Trainer and session objectives - ask participants their reasons for attending the session. What are their expectations? What experience do they have? What would they like to achieve? Remember that not everyone is comfortable talking in a large group; you could split into smaller groups.
20 mins	Putting a team together theory (page 4); Building a team activity (page 11)	Information and activity followed by facilitated discussion	'Putting a team together' information Scenarios and people descriptions (Appendix C)	3, 5	Stress that these may not be absolutes for team selection as all groups and situations are different. Split into smaller groups to do the activity. Come back together for feedback and discussion. Allow some time to air and share about team recruitment frustrations.
10 mins	Role of a team leader; Leadership and management (page 4)	Information and facilitated discussion	Information Flipchart paper, sticky notes, pens	2, 5	Discussion to be led by the group, not the Trainer. Allow time for questions and differences of opinion.

10 mins	Facilitating compromise theory (page 7)	Information and facilitated discussion	Facilitating compromise handout (Handout 3, page 25)	4	Split into smaller groups and let them lead the discussion. Talk about situations where compromise might be useful. Have people used these techniques before? How successful were they?
30 mins	Conflict case study (page 35)	Case studies	Case studies (Appendix E)		Split into pairs or threes. Allow for discussions of local issues. Make sure that this is confidential.
10 mins	Feedback and closing	Feedback	Flipchart - Aim and objectives Reading on a card Handouts Feedback forms		Refer back to the aim and objectives on the flipchart. Give out any additional handouts. Ask participants to complete the feedback form.
End of session					

## Training plan for use with Leaders/adult volunteers

Note: This plan includes activities from the sections provided in the toolkit; these are examples only and others from this pack or of the Trainer's choice may be used instead.

County	LaSER	Date	10 October	Section	Adult members
Can members of The Senior Section ie Young Leaders attend?	Yes	Time	11am-12.30pm (90 minutes)	Expected numbers	20
Copy of information sent to participants seen?	Yes	Break allocated	N/A	Actual numbers	
Title of training session	Building a Team				
Facilities available	Upstairs in Region HQ. Has tables and chairs which can be moved into several arrangements. Enough space to hold up to 20 participants. Kitchen facilities and toilets on site and disabled access.				
Additional needs					
Key person to liaise with	Anne Smith	Email/phone	a.smith123@email.com		
Topics that the Training Organiser wants the session to cover	If possible include communication information.				
Do I need to evaluate the session or is there a form?	Need to evaluate the session.				
Budget for session	There is a budget of £1 per participant. Each participant is paying £2 to attend.				

Aim	To help Leaders develop techniques for building and developing teams.
Objectives	By the end of the session a Leader will: <ol style="list-style-type: none"> <li>1. be able to identify what makes a successful team</li> <li>2. be able to describe the role of the leader in the development of teams</li> <li>3. have begun to develop the necessary techniques to select and form teams</li> <li>4. have discussed communication in teams</li> <li>5. be aware of relevant theory around building a team.</li> </ol>

## Plan

Time	Activity	Training method	Resources needed	Objective number	Comments
5 mins	Introduction and domestic arrangements	Introduction	Flipchart - Aim and objectives		Introduction to Trainer and session objectives - ask if participants have any additional objectives for the session. Remember that not everyone is comfortable talking in a large group; you could split into smaller groups.
10 mins	Wanted: A team member (page 9)	Introductory activity	'Wanted: A team member' poster (Appendix A)		Participants can recognise the unique contribution that every person can make to a team.
10 mins	Analysing teams (page 30)	Facilitated discussion	Flipchart and pens 'Analysing teams' questionnaire (Appendix B)	1	Split into smaller groups to make discussions easier. Try to make sure that groups contain members from a variety of Districts/Divisions. This is a chance for the participants to share their personal experiences of teams and what makes a team successful.
30 mins	Right person, right role (page 11)	Information and activity followed by facilitated discussion	'Right person, right role' person descriptions (Appendix D)	3,5	Work in pairs or threes. Allow time to air and share about frustrations in team recruitment. Stress that these may not be absolutes for team selection.
30 mins	Who's not talking? (page 14)	Activity and facilitated discussion	Sticky labels and person descriptions (Appendix F)	4	Activity for the whole group. Make sure that people don't discuss cards first and that everyone understands the activity. Double up some of the letters for large groups.
5 mins	Feedback and closing	Feedback	Flipchart - Aim and objectives Reading on a card Handouts Feedback forms	1,4	Refer back to the aim and objectives on the flipchart. Give out any additional handouts. Ask participants to complete the feedback form.
	End of session				

## Equipment

Training box	Yes		Mobile phone	Yes	Bin bags	No
Flipchart and pens	Yes		Flipchart stand	Yes	Drink/food	No
Section resource box	No		Music	No	Risk assessment	Yes
First aid kit	Yes		Name tags	Yes	Poster displays	No
Laptop and projector	Yes		USB stick etc	No	Leadership Qualification	No

## Participant feedback form

Name of the Trainer.....

Title of session.....

Date..... Location.....

Please take a few moments to consider the questions and give your views, to help us improve.  
Thank you.

Question	Please circle the most applicable answer.			
Did you enjoy this session?	No - not at all	Some of it	Yes - most of it	Yes - all of it
Were the aim and objectives of the session met?	No - not at all	Partially	Mostly	Yes - fully
To what extent was the content of the training relevant to your role in guiding?	Not at all relevant	Not relevant	Relevant	Very relevant
Do you feel you would be able to apply what you have learned today in your guiding role?	None of it applies to my guiding role	I would be able to apply some of it	I would be able to apply most of it	I would be able to apply all of it
When do you expect to use what you have learned today?	Never	Need more time to think about how and when	Probably in the next few months	As soon as possible
Could the Trainer have done anything further to help your learning today?	Yes Please state how:		No	

## Useful resources

The Guiding Manual - for Girlguiding guidance and policies  
[www.girlguiding.org.uk/guidingmanual](http://www.girlguiding.org.uk/guidingmanual)

Training and other Trainers' resources  
Search [www.girlguiding.org.uk](http://www.girlguiding.org.uk)

GLOW WAGGGS - an online learning platform in leadership development  
<http://glow.waggs.org/>

Mind-tools - Online management training  
[www.mindtools.com](http://www.mindtools.com)

Belbin, R Meredith, *Management Teams: Why they succeed or fail*, Butterworth-Heinemann, Oxford, 3rd Edition, 2010

Bell, Art (2002) 'Six ways to resolve workplace conflicts', McLaren School of Business, University of San Francisco

Hart, Brett (2000) 'Conflict in the workplace', Behavioral Consultants PC

Moxton, Peter, *Building a Better Team: A Handbook for Managers and Facilitators*, Gower Publishing (Hampshire), 1997

# Handout 1: Developing your team

A key aspect of leadership is being able to identify areas for development for individuals and the team as a whole. Leaders can then consider training needs and areas where the expertise exists that may help the team to achieve their goals.

A SOAR analysis is a useful tool for helping identify areas for development or improvement. This is used to signpost **Strengths, Opportunities, Aspirations and Results**.

Use the grid to make notes about your team in these four areas. Be realistic about how the team functions and include an opportunity to celebrate success.

<b>Strengths</b>	<b>Opportunities</b>
<b>Aspirations</b>	<b>Results</b>

Consider the following questions.

- What are the key strengths in the team? Are they being used to their full effect?
- Is there an opportunity for team members to build on their skills through training or would the team benefit from additional members?
- What opportunities can be developed further? Are there new areas that the team can move into based on their strengths?
- What does the team aspire to? Is this achievable or is work needed in other areas?

## Handout 2: Motivating your team

Keeping your team motivated is an essential leadership skill. A motivated team is enthusiastic and engaged in what needs to be done. Team members are able to work together and achieve their goals to a consistently high standard.

Use these top tips to keep your team motivated.

- Share your vision with your team. Make sure that everyone knows exactly what you are setting out to achieve and why. This will help create a sense of purpose.
- Make sure that all members of the team know what their goals are. Be clear about what is expected from each person and make sure that goals are achievable.
- Trust all your team members - allow them to be in control of their own tasks. Make sure they know that you trust them but you are also available if they need to discuss anything.
- Create a supportive environment - focus on the positive. If something doesn't work, treat it as a learning opportunity rather than a failure.
- Let team members experiment with new ideas and ways of working. A supportive environment will allow team members to experiment and be creative in how they approach a task. This could lead to new and more efficient ways of approaching a project and will allow the team members to challenge themselves.
- Allow time for breaks and reflection throughout the project. This will give team members a chance to pause and consider the project, what's working well and what can be improved.
- Care for the individual as well as the team as a whole. If you realise that a team member is struggling, make time to talk to them. If a person needs to be more flexible with meetings, work with them to see how this could be achieved.
- Ask team members what support they need. Let your team know that you are available to discuss the tasks and make times when they can contact you for support.
- Celebrate success and hard work - let your team members know that they are appreciated.
- Be honest and open. If there are challenges, if things aren't working or if external factors (such as the availability of venues) affect performance, let the team know. People appreciate being aware of all areas of the project and may be able to offer a solution.

## Handout 3: Facilitating compromise

A vital skill for anyone leading and managing people is to be able to facilitate compromise within their team. This is an essential way to manage conflict that may have arisen between different members of the group.

Compromise is needed when two members of the group have strong, opposing opinions. Neither feels that they are able to adopt the other person's view so they must work to find a solution that they both feel comfortable with.

It is especially important in guiding, as all of our members volunteer an incredible amount of time and energy. Working towards a compromise will ensure that they feel their opinions are valued.

Although this will help produce a solution, it may not be possible for both parties to feel entirely happy with the outcome. They will both have had to give up some key areas or points that they feel strongly about in order to reach this compromise. Members may also feel that the other person has gained more from the compromise, and this can lead to conflict in the future if not properly managed.

### Top tips for facilitating compromise

- The facilitator must be completely neutral - if the person in a leading and managing role does not feel that they are neutral they should ask someone else to step in.
- Ask both parties to outline their views and reasoning fully. It may help if they do this before the meeting in writing so that the facilitator can prepare - this may not be possible on a more ad-hoc basis.
- Ask both parties what they want from the compromise. What would be their perfect outcome? What is the one point that they feel they wouldn't be able to budge on?
- Prepare. Research the subject before the meeting. This allows the facilitator to feel confident discussing the subject and prepared for any point raised.
- Create an atmosphere where both people can talk freely. It is important that both people are able to talk without being interrupted and feel that they are being heard. Do not allow communication to dissolve into argument.
- Similarly, if possible try to encourage the two parties to talk to each other. 'He said, she said' fuels conflict and can make people feel degraded. The aim is that both people will gain an insight into each other's views and begin to understand one another.

Remember there may be a higher policy or aim that will overrule one or both people's views. If this is the case the person in a leading and managing role must clearly explain the reasoning behind this and the decision made.

Take the following steps after a compromise has been reached.

- Confirm the decision that has been made and why. This could be done verbally or in writing.
- Make a note of the outcomes of the discussion in case the issue is raised again.
- Speak to both people separately to make sure that they are both satisfied with the result, as far as possible. This will help to identify any future source of conflict that may arise.
- Monitor the situation.

## Handout 4: Teambuilding activities

Before choosing an activity the needs of the team should be considered.

Using a SOAR analysis (Strengths, Opportunities, Aspirations, Results - see page 23), the team leader will be able to identify areas where the team needs to improve. These could include:

- communication within the team
- new team members needing to get to know each other
- conflict in the team
- resistance to change.

Think about the aims of the activity. How will the chosen activity improve the team?

Activities should:

- encourage cooperation
- include everyone
- be fun!

Activities should always be chosen by considering all members of the team. Think about the team members' ages, abilities and experiences. These considerations should not stop a person from taking part in a team activity. The activity could be adapted or a different activity chosen if necessary. Further guidance on adapting activities can be found on the Girlguiding website:

[www.girlguiding.org.uk](http://www.girlguiding.org.uk).

### Tower blocks

**Purpose:** For participants to consider different means of communication and the challenges that come from a lack of communication.

**Time:** 10-15 minutes

**Equipment:** Building blocks

1. Sort out an identical set of building blocks for each group. You also need one extra identical set.
2. In a separate room, build a structure using one set of the blocks.
3. Divide the participants into groups of three. One person from each group is taken out of the room and shown the structure you have built. They are given a set time to look at it, eg 30 seconds.
4. Send the group members back to their teams. Each group has to build a structure identical to the one you built. The person who saw the structure can only describe. One other team member may not speak, and the other may not use her hands. The person returning to the team does not know of the other team members' restrictions.
5. After the activity, bring all the participants back together. Discuss these questions.
  - Did they successfully complete their tower?
  - If not, what prevented them from finishing?
  - How did they feel about their roles?
  - What was the most frustrating part of the task?
  - Did they realise anything about how they communicate?
  - How did they adjust their communication style for the task?

This can lead to a discussion about communication within a team.

- How do your team feel they communicate?
- What do they do well?
- What could be improved?
- Do individual members have preferences for a particular communication style? For example, they may prefer to communicate face-to-face or by email. How can these be accommodated?

## Tower of cards

**Purpose:** To encourage teams to work together to achieve difficult tasks.

**Time:** 30 minutes

**Equipment:** Decks of cards

Divide participants into groups of two to four people. Give each group a deck of cards.

Tell participants that they will be building a tower of cards. This can be done however they choose but there is one restriction: each person can use only one arm. The aim is to build the highest tower of cards possible in 15 minutes.

After the activity, bring all the participants back together. Discuss these questions.

- Did they successfully complete this task?
- If yes, what contributed to this?
- If no, what stopped them from completing the task?
- How did it feel to have to rely on others to complete the task?
- Were there times when this was frustrating?

This can lead to a further discussion about working on tasks as a team.

- Are there tasks within the team that need more than one person to complete?
- How do participants approach these tasks?
- Do they feel any frustration about these tasks?
- How do they communicate with other people working on the same task?
- What could they do differently in the future?

## Teambuilding jigsaw

**Purpose:** To facilitate a discussion about the roles of individuals within a team.

**Time:** 45 minutes

**Equipment:** Large sheet of cardboard, magazines or catalogues, scissors, glue

Cut the large piece of cardboard into a puzzle, with one piece for each participant. Give each participant some magazines and catalogues. Ask them to make a collage that represents who they are on their jigsaw puzzle piece.

After 20 minutes, bring the participants back together. Ask each participant to describe their jigsaw piece and then fit all the pieces together.

This can lead to a discussion about individuals within a team.

- What skills do people have which are unique within the team?
- How do the different skills complement each other?
- Do people have individual ways of working? How can these be respected within the team?

## Rescue team

**Purpose:** For teams to work collaboratively to reach a decision.

**Time:** 45 minutes

**Equipment:** Copy of the scenario, printed copies of person descriptions

Split participants into groups of no more than eight people. Explain that they are a strategic rescue team and then read out the following scenario.

### Scenario:

A local group has been out caving and become trapped. A rescue team is needed to get them to safety. It will take up to an hour to rescue each person and you can rescue only one person at a time. Water levels are rising and it may not be possible to save the entire group. The group members are unwilling to make a decision about the rescue order.

You have 30 minutes to make a decision before the rescue equipment reaches the location.

To help your decision you have the following information about each of the group members.

Person A	Person B	Person C
<p>Age 32 Female Two children aged 2 and 4. Works as a classroom assistant in a local primary school. Volunteers with youth groups locally.</p>	<p>Age 47 Male Divorced with one son aged 18. Is the worldwide expert for the development of a new vaccination. Quite aggressive in high-pressure situations.</p>	<p>Age 22 Female Student studying to be a doctor. Has expressed strong opinions about who 'should' be on the trip and is not popular within the group.</p>
Person D	Person E	Person F
<p>Age 43 Female Group leader for caving trip. Knows the area well and may know alternative entries into the caves. Did not carry out a risk assessment for the activity as has 'been doing this for twenty years'.</p>	<p>Age 36 Male One child aged 12. Ex-military and trained in survival skills. Calm in a crisis but struggles to include the opinions of others.</p>	<p>Age 20 Male Works as a mechanic and coaches a local sports team at weekends.</p>

After participants have reached a decision, bring the group back together to share their outcomes.

- How was the decision made?
- How much did the group have to compromise?
- How comfortable did the group feel with making this decision?
- How was the decision made?
- What helped with the decision-making process and what made the decision more difficult?

This can lead to a further discussion about how the team works under pressure.

# Appendix A: Wanted: A team member

Name

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Occupation

---

Please complete these statements.

I am always...

---

---

I have strong needs for...

---

---

I greatly value...

---

---

I live by the slogan...

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# Appendix B: Analysing teams

Describe a team/teams that you have been part of. This can be a team that you are currently part of or one you have been involved with in the past.

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How did it feel to be part of this team?

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What did this team achieve?

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What made the team successful? This could be the people, the resources or something else.

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Were there parts of the team that didn't work? What were the reasons for this?

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How were these problems resolved?

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# Appendix C: Putting a team together

## Scenarios

Your Division has recently bought some new property. You need a team to oversee its day-to-day running. Responsibilities include:

- maintenance
- hire of the space
- conforming to legal requirements
- liaising with local groups and residents.

You need a team to help manage local administration and finance. This includes:

- helping with unit accounts
- helping with systems management (Join Us and Go!)
- dealing with queries and questions from local volunteers and parents.

Your area has decided that it needs a larger presence in the local media, online and in social media. You need to create a PR team to coordinate this, headed by your PRA.

Your County is about to celebrate an important anniversary. A team is needed to organise and run a County event for all sections.

You have a large number of girls from varying backgrounds in your unit. Very often girls can't afford to attend events, and some cannot afford subs. You want to create a fundraising team to make sure that all girls have access to the same resources and activities.

You are opening a new Guide unit and need a Leadership Team to help with the weekly running of meetings, as well as unit budgets, accounts and admin. Remember that a Unit Team can be flexible to accommodate different team members.

## People descriptions

Person 1	Person 2	Person 3	Person 4
An adult Leader who has recently completed her Leadership Qualification. Works as a social media manager in a small firm. Has not felt confident enough to volunteer to be part of a task group before.	A member of the local community who heads a youth group. Has connections with different cultural groups in your area. Is very keen to forge relationships between their youth group and Girlguiding.	A senior partner at a local accountancy firm. Has expressed an interest in volunteering and helping in the local area but is unable to make a regular time commitment.	The local section Adviser for Guides. Has a wealth of experience with programme but often quarrels when part of a team. Will feel snubbed if not included.
Person 5	Person 6	Person 7	Person 8
A parent of a girl in a local unit. Is very keen to help Girlguiding in any way possible to support their daughter. Works for a local property management company.	A contact made at a business event from outside Girlguiding. Works in HR. Was extremely enthusiastic about Girlguiding.	A local member who works part time as an administrator. Skilled with spreadsheets and large-scale databases. Extremely organised. Family commitments mean they sometimes have to drop everything at short notice.	A local Scout Leader. Has previously helped with running joint events locally and has a lot of contacts for activities etc. At times can prioritise the Scouts over the Guides at joint events.
Person 9	Person 10	Person 11	Person 12
A student in the local area. Volunteers with a Brownie unit and is very committed to weekly meetings. Very enthusiastic and has some interesting ideas. May be unavailable close to exams.	An experienced Leader who works as a solicitor. Very keen and able to help and always completes tasks to a very high standard. Because of this she sits on a number of teams and committees and may be slightly overcommitted!	A member of the Trefoil Guild. Likes to be involved with local guiding to make sure that the two groups retain a strong link. Very detail-oriented with planning but can sometimes miss the bigger picture.	A local Leader who is extremely skilled and enthusiastic. Has been on a number of groups at national level. Very charismatic public speaker. Can dominate a group and struggles to listen to other people's opinions.

Continues over page >

Person 13	Person 14	Person 15	Person 16
Friend of a local Leader. Works as a website developer. Has a lot of suggestions for local guiding but sometimes doesn't understand the culture.	A Leader who has been involved with a number of international events. Trips have been funded entirely from her innovative approach to fundraising. Can become sidetracked by other projects.	An experienced member who has run a large number of local events and initiatives. These have always been successful and enjoyed by all. Because of this past success they can be reluctant to take on new ideas.	Member who was involved in creating the local volunteer shop. Has gained a lot of skills and experience from this. Sometimes prioritises the shop over other fundraising methods.
Person 17	Person 18	Person 19	Person 20
Head teacher of a primary school. Has seen the benefit of having Girlguiding in their area and is keen to see this developed further. When involved with programme their activities can become slightly too directed.	Currently 'taking a break' from being a Unit Leader but would still like to be involved with guiding. Was a Leader for twenty years and is very skilled and knowledgeable. Would like to be involved without it being a regular commitment.	The local Mayor. Has always been a supporter of youth groups and guiding locally and would like to see how things work 'on the ground'.	A Young Leader working to gain her Leadership Qualification when she turns 18. Has been involved with campaigning about local issues and thinks very deeply about the development of the local community.

## Appendix D: Right person, right role

Person A	Person B	Person C	Person D
<p>Available for two hours a week</p> <p>Experience as a book-keeper</p> <p>Unable to attend regular meetings without advance warning</p>	<p>Unable to give availability, changes weekly</p> <p>Has been a member before and has Leadership Qualification</p> <p>Works shifts</p>	<p>Available Mondays, Wednesdays from 6pm</p> <p>Works as a lawyer</p> <p>Was a member as a child and would like to give something back</p> <p>Not interested in volunteering with young members</p>	<p>Available weekends</p> <p>Works in the arts</p> <p>Unable to do weekdays because of work commitments</p>
Person E	Person F	Person G	Person H
<p>Available weekday evenings and some weekends</p> <p>Trains professionally in HR</p> <p>Parent of a young member</p>	<p>Available Saturday afternoons</p> <p>Experienced and has qualifications in outdoor activities</p>	<p>Available Tuesdays and Thursdays and half-term holidays</p> <p>Trained as a primary school teacher</p>	<p>Available most days</p> <p>Currently unemployed</p> <p>Previously worked in retail</p>

# Appendix E: When things don't go to plan

## Case studies

You have a strong team including skilled Advisers and Coordinators. Two of these Advisers have had difficulties with each other in the past. This has not been a problem during meetings but has since escalated. They have recently both answered a query from a Leader with conflicting information which has led to an argument, via email, which the Leader has been copied into.

There are a number of roles within your team that are coming to an end within a month of each other. You are keen to encourage new people to be involved in the local area, but are worried that you will be losing all your experience in the team. Some of the people holding these roles have indicated that they would not be willing to pass on their experience to other people. It is not their job to train. They have also said that they are not willing to carry on in the role as they've had enough of the 'endless meetings'.

At Division meetings you have noticed that a number of members have become increasingly negative. They hold separate conversations and will reject any new ideas. You have noticed that this is having an effect on contributions from newer, formerly extremely enthusiastic members and you are worried about how it will translate to guiding in your area.

A Leader in your Unit Team has disclosed to you that she has additional needs and will sometimes need more time to complete tasks. There may be times when she is unable to attend meetings for health reasons. She is still extremely keen to be involved and has a lot of skills to offer. She does not want you to tell the rest of the team about her additional needs as she is worried that this will lead to her being treated differently. You have noticed the rest of the group discussing this team member and are worried about statements they are making, as you want your group to be as inclusive as possible. Remember that you must respect this member's wish to have her additional needs kept private.

You have an extremely enthusiastic team working on a County event. However, they appear to be disorganised. They have had a number of meetings to discuss ideas but they are yet to put any into action.

# Appendix F: Who's not talking?

## Person cards

<p><b>Person A</b></p> <p>The caterers are no longer able to do the event.</p> <p>They were also providing all the equipment being used and are not providing copies of menus or budgets. This news could mean that the event is unable to happen and must be communicated to everyone in the team.</p> <p>You can communicate with only one person at a time. Those people can pass on information but you must make sure that all people have the <b>right</b> message.</p>			
<p><b>Person B</b></p> <p>You do not talk to Persons A, F or I, as they offended you at an event.</p> <p>They are not aware of this.</p>	<p><b>Person C</b></p> <p>You will not accept any information that hasn't been told to you first.</p> <p>In the past you have been the last to have information. You don't think this is good enough.</p>	<p><b>Person D</b></p> <p>You are talking only to Persons I and E.</p>	<p><b>Person E</b></p> <p>You do not trust information given to you by Person A or Person F.</p>
<p><b>Person F</b></p> <p>You are happy to pass on information.</p> <p>People need only the headlines; any more information is too much.</p>	<p><b>Person G</b></p> <p>Make sure that you are one of the first people to get the information.</p> <p>You really enjoy gossip.</p>	<p><b>Person H</b></p> <p>You do not seek out information.</p> <p>Do not move to sit with other people in the room. It is their role to approach you.</p>	<p><b>Person I</b></p> <p>You are talking only to Persons G, J and L.</p>
<p><b>Person J</b></p> <p>You have a busy life and will take only information that has been written down so that you can access it when you need to.</p>	<p><b>Person K</b></p> <p>You will not pass any information on.</p> <p>That is not your job.</p>	<p><b>Person L</b></p> <p>You are talking only to Persons M, F and C.</p>	<p><b>Person M</b></p> <p>You will get facts wrong when passing on information.</p>
<p><b>Person N</b></p> <p>You told everyone that this event would be a failure.</p> <p>You want all people to know this.</p>	<p><b>Person O</b></p> <p>You are not talking to Persons M, N or J.</p>	<p><b>Person P</b></p> <p>You are very difficult to contact.</p> <p>Do not talk to anyone.</p>	<p><b>Person Q</b></p> <p>You have been drafted in last minute by Person G.</p> <p>G is the only person you trust.</p>