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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.

This 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 'managing challenging behaviour in adults' to adult volunteers in leading and managing people roles, such as Unit Leaders, Advisers and Commissioners.

The material in the toolkit can be adjusted to suit different session lengths and different groups of participants. A number of activities and scenarios are provided, which cater for a variety of leading and managing people roles in Girlguiding. As a Trainer, however, you may find your own that are more appropriate to the needs of the group.

Challenging behaviour and the Five Essentials

Girlguiding depends on its adult volunteers to deliver a fun, adventurous and wide-ranging programme of opportunities to young members. Girlguiding's distinctive Method encourages these adult volunteers to work together in small groups and to engage in local self-government and decision-making. With such a collaborative method, it is possible that members will sometimes come across instances of challenging behaviour displayed by adults in Girlguiding.

Challenging behaviour is behaviour that we find unacceptable in some way. Behaviour becomes unacceptable when it hurts or undermines others, or is socially inappropriate in a damaging way to other people or to a project (within Girlguiding or otherwise), regardless of intention.

Those with leading and managing people roles in Girlguiding may therefore have to manage situations involving challenging behaviour. Sometimes challenging behaviour will be a barrier to the commitment to a common standard. It can prevent Leaders from working together effectively to deliver excellent guiding to young members. It may also affect other people, both members and non-members, and go against the values in the Promise and Guide Law.

Caring for the individual is central to the management of challenging behaviour. This applies in three ways.

Caring for the individual who has been hurt by challenging behaviour. Volunteers for Girlguiding have a responsibility to make every effort to safeguard its members from physical, sexual and emotional harm while participating in guiding activities.

Caring for the individual who has displayed the behaviour. Whatever the cause of challenging behaviour, the focus should be on care for the individuals involved and everyone's positive role to play in guiding, rather than the behaviour that has occurred. While it is important to manage the behaviour, the person behind it should never be disregarded.

Caring for yourself as an individual. It is impossible to look at challenging behaviour without considering the person dealing with it and their personal responses. Everyone has particular issues or feelings about some people that will make them react suddenly and emotionally. Be aware of how your own personal responses will affect the way in which you approach an incident of challenging behaviour and ensure, if necessary, that you have support to manage any situation.

Managing challenging behaviour can be one of the most difficult aspects of a leading and managing people role in Girlguiding. However, it can also be an opportunity to build a stronger relationship with other volunteers or find ways of supporting volunteers to make guiding even better in your area.

Aim and objectives of sessions delivered using this toolkit

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

Aim
To help adult members respond effectively to challenging behaviour in adults within Girlguiding.

Objectives
The following objectives are examples that could be included when designing a training session about challenging behaviour in adults. Each activity in this toolkit is linked to at least one of these training objectives.

You may like to use these objectives to run a general session on challenging behaviour in adults. You can also create your own objectives or add to those below according to the needs of your group of participants. See *Training* (see Useful resources, page 19) for more information on aims and objectives and creating a training plan.

Examples
Participants will have the opportunity to:

1. define what is acceptable and unacceptable behaviour within Girlguiding

2. explain possible causes of challenging behaviour

3. discuss Girlguiding's Code of Conduct and when and how behaviour becomes challenging

4. share ideas and begin developing techniques for preventing and managing challenging behaviour, and try some out

5. discuss their own personal responses to challenging behaviour

6. identify sources of support for helping them to manage challenging behaviour

7. identify ways to move on as a volunteer team after an incident of challenging behaviour.

Guidance for Trainers

Participants' past experiences may make discussing challenging behaviour a sensitive area. Some may have had negative experiences with other Girlguiding volunteers in the past or have experienced challenging behaviour in their personal or work lives. Additionally, the training session may be an opportunity for participants to discuss sensitive current or past local issues in Girlguiding. As a Trainer, you need to be aware of this both when planning your training session and during the session itself. Activities in this toolkit have been designed to be mainly scenario-based to ensure that issues can be discussed without participants feeling forced to share personal experiences.

This does not mean that participants should not feel free to share their own experiences appropriately. Trainers must ensure that all participants understand that any local issue raised during the training session should be considered confidential and not discussed elsewhere.

If you are concerned that an adult or young member is at risk of harm, please follow the guidelines in *A Safe Space*.

Trainers should also guard against the training becoming a negative session of sharing experiences. Each section of the training should finish positively with solutions, ideas and ways to move forward, with the focus on how to solve problems rather than the problems themselves.

Supporting information

Management and leadership

A member with a leading and managing people role has a vital part to play in managing challenging behaviour in adults involved in Girlguiding. This will include providing leadership and day-to-day management of any wider teams that are affected.

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

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

● using Girlguiding's Code of Conduct to set expectations of behaviour
● using the Girlguiding disciplinary procedures when appropriate
● communicating regularly with your team and other members.

Leadership is about inspiring and motivating. This will include:

● building relationships with team members and working through issues together
● modelling appropriate behaviour for other members of your team
● recognising and celebrating the achievements of team members
● setting a positive framework and encouraging a positive attitude for the team.

What is challenging behaviour?

Challenging behaviour is behaviour that we find unacceptable in some way. Behaviour becomes unacceptable when it hurts or undermines others, or is socially inappropriate in a damaging way to other people or to a project (within Girlguiding or otherwise), regardless of intention.

It may take the form of:

● verbal abuse
● sarcasm
● intimidation
● inappropriate body language
● bad language
● language that can undermine other people's self-esteem
● silence, actively ignoring people or disengagement
● abuse or inappropriate comments through email or social media.

Who is involved?

Challenging behaviour may be shown by and/or affect:

● young members
● Leaders
● other adult volunteers
● parents of young members
● family members
● colleagues
● outside organisations and agencies.

This toolkit focuses on managing challenging behaviour in adults and primarily on behaviour displayed by adult volunteers in Girlguiding.

What are the effects of challenging behaviour?

Short-term effects can include:

● members or other people being hurt physically or emotionally
● lack of progress on events, projects or developments within local guiding
● disruption to events and meetings
● damage to relationships between volunteers.

Long-term effects can include:

- volunteers or girls not staying in guiding
- lack of growth in units or areas
- low motivation within teams and areas
- lack of innovation and positive change within local areas
- damage to Girlguiding's reputation, locally and nationally.

Why does challenging behaviour occur?
Challenging behaviour can occur as a result of a wide range of issues, many of which you may have no control over.

Within the Girlguiding context, challenging behaviour could result from:

- a clash of personalities
- a lack of sensitivity or understanding from other volunteers
- bullying from another volunteer
- a volunteer feeling unable to manage all the responsibilities in their Girlguiding roles
- poor support or management from other adult volunteers.

External reasons why any adult's behaviour might become challenging could include:

- something which happened prior to the meeting or event
- problems brought from home or the workplace
- bullying outside Girlguiding
- a medical condition or personal situation affecting themselves or someone close to them
- difficulty understanding other people's points of view.

Finding out the cause beyond the immediate issue while being sensitive to other people's privacy can often help you to support the adult and other volunteers involved.

Challenging behaviour and Girlguiding

Girlguiding management processes
For Girlguiding volunteers, challenging behaviour is behaviour that goes directly against the Code of Conduct that all volunteers agree to follow. For adult volunteers who are members, and therefore have made their Promise, challenging behaviour would also go against the Promise and Guide Law.

See Handout 1 (page 20) for the adult Promise, the Guide Law and Girlguiding's Code of Conduct.

Girlguiding has processes for Commissioners to follow when managing adult membership in Girlguiding. Most of this toolkit focuses on skills to manage challenging behaviour before Commissioners proceed to the formal warning stage.

For more information, see *The Guiding Manual* and *Processes for Managing Adult Membership in Girlguiding: Guidance Notes for Commissioners* (see Useful resources, page 19).

Complaints policy
You may witness or experience challenging behaviour from another Girlguiding volunteer directly. Sometimes it will be brought to your attention by a complaint from another member, or by someone outside Girlguiding via the complaints procedure.

The Girlguiding complaints procedure is available to read in *The Guiding Manual* under 'Complaints Policy'.

Adults who are not Girlguiding volunteers
Sometimes, in a guiding context, you may come across challenging behaviour from other adults who are not Girlguiding volunteers. For example, you may encounter challenging behaviour from a parent who is not happy with how things are being run in the unit, or from members of another community organisation running a joint event with you.

In these cases, adopt the general principles outlined under 'Preventing challenging behaviour' (below) and 'Leadership skills for managing challenging behaviour' (page 7). This might mean communicating clearly with parents about what is going to happen each term so they have the opportunity to raise any concerns, or having a conversation with your link at a partner community group about the behaviour of some of their volunteers.

However, ultimately you do not hold the same responsibility to respond to behaviour of adults who are not Girlguiding members and your first priority is the safety of girls and adult members.

If somebody's behaviour is dangerous or unlawful, contact the police. If you are concerned that a child is at risk, follow Girlguiding's procedures as outlined in *A Safe Space*.

Preventing challenging behaviour

In an ideal world, challenging behaviour would not be exhibited by any adults involved in Girlguiding. However, circumstances or the thoughts or feelings someone experiences may lead to them behaving in an unacceptable way (see above, page 5). The reasons behind challenging behaviour are often outside anyone else's control; but there are ways of helping to prevent challenging behaviour, for example by being supportive to other Girlguiding volunteers and creating an environment that fosters positive attitudes among adults. Important ways of doing this include keeping open channels of communication and setting an example with your own behaviour.

Assertive behaviour

Being assertive means ensuring that your rights, goals and priorities are acknowledged and respected, while not infringing on other people's rights to the same acknowledgement and respect. This is in contrast to aggressive, passive or passive-aggressive behaviours.

Being clear about the difference between these types of behaviour can be useful for:

● recognising different challenging behaviours, such as aggressive or passive-aggressive
● knowing when and how to use assertive approaches to prevent challenging behaviour
● knowing when and how to use assertive approaches to manage challenging behaviour.

The following four types of behaviour are used in this framework.

Passive – not asserting your rights or opinions. This can look like:

● lack of eye contact with others
● quiet speech
● not speaking up when you disagree in meetings and conversations
● agreeing to forceful demands or giving in quickly in an argument
● not taking opportunities to state your point of view.

Aggressive – pushing your own rights while infringing on other people's, often in a confrontational or hurtful manner. This can look like:

● staring, glaring or making confrontational eye contact
● speaking loudly and forcefully, using dramatic or aggressive language
● interrupting, talking over others or dominating conversation
● violent and intimidating body language, such as standing too close or pointing at people.

Passive-aggressive – the indirect expression of hostility or aggression through passive means. This could look like:

● sarcasm
● stubbornness
● deliberate failure to accomplish tasks
● indirect aggressive communication, such as through notes, email or social media.

Assertive – ensuring that your point is stated and your position is upheld without infringing on other people's. This could look like:

- good eye contact
- calm, clear speech
- being firm on important points or goals
- listening to others' points of view and responding appropriately
- accepting criticism while maintaining a firm standpoint.

These examples show how behaving assertively can help to prevent and manage challenging behaviour in Girlguiding.

- A Unit Leader sets out clear expectations of each member of the Unit Leadership Team, explaining what they need to do for the next term's programme and when everything needs to be done, and giving them the opportunity to raise concerns.
- A Mentor listens to a Leader in Training explaining why she shouted at a young member, but explains clearly why it was unacceptable.

Top tips for preventing challenging behaviour

Ensure that everyone knows what they are expected to do.
If volunteers don't know what is expected of them, they can be unhappy when they are asked to do things they have not anticipated. Be clear what a role involves and what you are asking people to do. Make new Girlguiding members aware of the Code of Conduct and its expectations of behaviour.

Make it clear that people can come and talk to you about problems.
Be available and approachable so that you hear about problems early on, and straight from the person affected. This will make managing the situation a lot easier for you. Ensure that other volunteers know when and how you can be contacted, and encourage them to do so.

Be aware of when others may feel overwhelmed or burnt out.
Some volunteers have multiple roles and responsibilities within and outside Girlguiding, which can take its toll on people's well-being. Show awareness of how others are feeling by, for example, checking that everyone has had enough sleep and downtime during a residential; or talking through a difficult situation that a Leader has had to manage, such as the behaviour of a young member or a complaint from a parent. Celebrating the successes of volunteers or a local team can also help volunteers to feel appreciated.

Find the right role for the right person.
Sometimes volunteers take on tasks or roles before they fully realise the time involved, or for which they find they do not have the skills. This can result in a stressful experience. When recruiting people for tasks or roles, think about whether they have the necessary skills, experience, support, time and enthusiasm. If not, is there is a different role which they would be happier doing? Suitability for a role may change due to a volunteer's external circumstances, so roles should be reviewed regularly.

Leadership skills for managing challenging behaviour

When adults in Girlguiding display challenging behaviour, consider these points.

- What is the problem with this behaviour? What are the effects of this behaviour on other people and on Girlguiding?
- What do I want to happen?
- What approach will work best, with this individual, to enable this to happen? Am I the best person to respond to this behaviour?

Depending on the situation in question, a conversation about a member's behaviour is often the first step. Sometimes this may be a quick reminder of what you need a member to do, and asking whether there is anything they would like to talk to you about. At other times you will need to have a longer conversation about why the behaviour is unacceptable and what lies behind it.

An important skill for someone in a leadership and management role is knowing how to act to manage challenging behaviour. Two techniques are outlined below and can be explored through activities in this toolkit.

Active listening

In conversation, it is vital that you listen properly and find out what the world looks like from the other person's point of view. This can lead you to understanding the reasons for their behaviour and how you can support them so it doesn't happen again.

These top tips will help with active listening.

Time: Give the other person time to form sentences about how she is feeling and to express herself. Don't be afraid of silence; sometimes people need time to process and order their thoughts, especially when upset about something. Don't interrupt.

Concentration: Concentrate on what the other person is telling you and ignore the narrative inside your own head. Try to avoid immediately linking what you are hearing to your own experiences, feelings and opinions.

Non-verbal cues: Pay attention to the other person's non-verbal communication and what that tells you about their feelings and experiences. Use your own non-verbal communication to encourage the other person (eg leaning forward, smiling, nodding, making positive eye contact).

Open questions: Encourage the other person to express themselves further by asking open questions (eg 'How did you feel about this?').

Reflection: Respond to the other person by summarising what you have heard her telling you. This can help her to understand her own feelings and actions, and she can correct you if you have misunderstood.

Difference: Be aware that people have different backgrounds and abilities. A person may need more or less time to think about what they want to say, or might use different words.

'I' statements

Having a conversation with another volunteer whose behaviour is unacceptable can be a daunting prospect, and can lead to further confrontation if it goes badly.

The use of 'I' statements is a common technique used in conflict resolution and managing challenging behaviour. By starting with your own experience you can prevent yourself from making assumptions about other people's feelings and motivations. When you use an 'I' statement in a non-confrontational fashion to express how the behaviour in question has affected you, it is easier to open up a conversation with the person in question.

The 'I' statement should be delivered in the following way.

1. A description of how you are affected by a person's behaviour, eg 'hurt', 'upset', 'worried'.

2. A description of the other person's behaviour that is based on fact – ie what they have said or done, rather than how you have interpreted it.

3. A statement about what you would like to happen next.

This example shows how 'I' statements could be used in practice.

Situation: The Leaders of X Unit have told you that this person doesn't like the decisions you are making about District camp.

'I' statement:

'I feel upset…' [description of how you are affected]

'… when you tell other people in the District that you don't like my decisions about District camp.' [statement of fact about the behaviour]

'I would like it if we could meet to discuss your concerns directly and then I will have the opportunity to explain the reasons behind my decisions.' [what you would like to happen next]

'I' statements should be delivered in a calm tone of voice, with non-confrontational expressions and body language.

'I' statements should not be:

● used aggressively: 'I feel upset because you have been badmouthing me to other people'
● used passive-aggressively: 'I feel upset but it's OK, I'll deal with it'
● used as an excuse to highlight how you have been victimised by another person's behaviour: 'I feel upset because of the way people like you treat me'.

Moving on after an incident of challenging behaviour

After an incident of challenging behaviour in Girlguiding, relationships between volunteers might be damaged, people might be feeling hurt, and it can seem difficult to move on as a volunteer team in the future.

Top tips for moving on
Communicate what has happened and move on.
Ensure that the outcomes and learning have been discussed with all the adults involved in the incident, whether this is done all together or by meeting individuals. Make it clear that once this particular incident has been closed it will not be discussed further.

Celebrate success.
Continue to highlight great guiding and the contribution of all individuals to local guiding. This will help other volunteers to feel appreciated despite any difficult situations that may have happened.

Provide new ways of supporting local guiding.
Incidents of challenging behaviour can highlight a need for things to change. For example, you may need to recruit more volunteers to a team or try a different way of doing things.

Use personal reflection.
Reflecting on how you feel about a difficult situation with another adult, and acknowledging any feelings of hurt or disappointment, can help you move on from the situation.

Use support networks.
Managing an incident of challenging behaviour can be a really stressful time. Use your own support networks within and outside guiding to support you, such as friends and family.

Be positive.
Keep team communications positive and looking forward to what you are going to achieve in the future.

Lead by example.
As a volunteer in a leading role, it is important that you show the behaviour you wish to see in the team; for example, not holding grudges but instead making efforts to rebuild damaged relationships.

Activities

Introductory activities

Is it challenging?

Purpose: To introduce the range of challenging behaviours and the differences in how we view these as individuals. To demonstrate existing knowledge and approaches.

Objective: 1 – define what is acceptable and unacceptable behaviour within Girlguiding

Time: 10 minutes

Equipment: Examples of behaviour (Appendix A, page 26), signs saying 'Very challenging' and 'Not challenging'

Place the 'Very challenging' and 'Not challenging' signs on either side of the room. Ask participants to stand in the middle of the room.

Read out examples of different adult behaviours. Ask participants to move to somewhere that represents how they feel about the behaviour – the closer to 'Very challenging' they stand, the more challenging they find the behaviour.

When participants have decided where to stand, ask a few questions.

- What makes this behaviour more or less challenging?
- How does having the right tools or support matter?
- Are there any other factors?
- What are the differences in the room?

The whole picture

Purpose: For participants to begin working together and to introduce the importance of communication in preventing challenging behaviour.

Objective: 2 – explain possible causes of challenging behaviour

Time: 15 minutes

Equipment: Simple pictures (basic line drawings are the easiest), pens and paper

Participants work in pairs, seated back to back. One participant takes on the role of describer and the other the role of artist.

The describer is given a picture and describes it for the artist to draw, without saying what the picture is of, and describing it as unhelpfully as possible (eg being confusing with instructions, missing out important parts). The artist is not allowed to ask questions.

After three minutes pairs compare pictures to see the difference.

Pairs swap roles and are given a new picture that the describer then describes. The describer must still not say what the picture is, but the artist is allowed and encouraged to ask questions.

Pairs compare pictures again to see the difference.

Bring the group back together and discuss these questions.

- How did the artist react to poor communication from the describer?
- How did the artist feel the first time round?
- How was the situation different the second time?

Discuss with the group how this could link to challenging behaviour.

- What examples of behaviours did we see?
- Did anyone exhibit any behaviour that could be considered challenging?
- What role do poor and good communication styles play in causing and resolving challenging behaviour?
- Where do the frustrations come from?
- How could the behaviours have been prevented?

Red flags
Purpose: For participants to start working together and to recognise what they find personally challenging.

Objective: 2 – explain possible causes of challenging behaviour

Time: 10 minutes

Ask participants to turn to the person next to them and introduce themselves with their name, their role in Girlguiding and the best thing that they've done through guiding.

Next, ask them to tell their partner about three things that really irritate them. Suggest little things, such as people not closing their laptops in meetings, walking too slowly in the supermarket or creating an attention-seeking Facebook status.

Ask if anyone feels comfortable sharing and see if the group members have anything in common. Point out that we all have our different triggers, and that something that seems funny or trivial to one person can be extremely annoying for another.

Bombs and shields
Purpose: To get participants moving around, and to introduce the idea of situations and people that can be challenging and people who can support you.

Objective: 5 - discuss their own personal responses to challenging behaviour

6 - identify sources of support for helping them to manage challenging behaviour

Time: 10 minutes

Ask participants to spread out around the room and stand in a clear space.

Ask them silently to pick one person in the room who is their 'bomb'. They must try and get as far away from them as possible.

Next, they need to choose a different person in the room who is their 'shield'. Everyone must try to keep their shield between themselves and their bomb at all times.

Ask participants to move to somewhere in the room where they will be 'safe'. Participants will continue moving as their bombs and shields move around.

Tell participants to stop, and pick out a few to identify their bombs and shields. Did everyone find a 'safe' space or was it difficult?

Explain that your 'bomb' represents something or someone that brings you conflict and difficulty. Your 'shield' is something or someone who can support you.

Debrief with the group with the following questions.

- Who did you focus on: your bomb or your shield? Did anyone have a strategy?
- Is anyone willing to share who is their 'bomb' or 'shield' in real life?

Understanding and preventing challenging behaviour

What's the cause?

Purpose: To explore likely causes of challenging behaviour, and concerns and issues that challenging behaviour may be masking.

Objective: 2 – explain possible causes of challenging behaviour

Time: 20 minutes

Equipment: Case studies (Appendix B, page 27), pens and paper

● Ask participants to form small groups. Distribute at least one case study to each group and ask them to discuss the following questions together.
  – What is the challenging behaviour being demonstrated?
  – Who is being affected by it? What could its impact be?
  – What appears to be the immediate reason for it?
  – What other issues could be contributing to this situation?
● Ask each group to provide brief feedback with answers to the questions, and discuss as a group whether people agree and what the possible answers might be.

Am I bothered?

Purpose: To explore different personal responses to challenging behaviour.

Objective: 2 - explain possible causes of challenging behaviour

5 - discuss their own personal responses to challenging behaviour

Time: 20 minutes

Equipment: Video clips or photos (see below), equipment for playing videos (if necessary)

Select some video clips or photos of public figures or fictional characters who are well known for getting easily annoyed, particularly those in leadership or management roles. Consider bringing a selection, but also ask participants to suggest ones familiar to themselves to discuss. When choosing figures, consider what stereotypes might arise and need to be challenged in discussion.

Play the video clips or pass round the photos to participants. Facilitate a group discussion.

● What behaviour is really annoying these people? Is it a person or a particular behaviour?
● How are they reacting to the behaviour or situation?
● How can we tell? How are we interpreting what they say and do?
● Does their reaction make the situation better or worse?
● What could they do differently?
● Do people have different responses to conflicts and difficult situations? Do they have different personal needs, such as to win an argument?

Trading places

Purpose: For participants to experience situations in which challenging behaviour is likely and introduce the idea of how it can be caused and managed.

Objectives: 2 - explain possible causes of challenging behaviour

4 - share ideas and begin developing techniques for preventing and managing challenging behaviour, and try some out

Time: 15 minutes

Equipment: Your own choice of short article or video clip (on a non-Girlguiding subject) which takes a strong position for or against a new way of doing things, role cards (Appendix C, page 29)

Show the clip or article to the whole group.

Once the participants have read or watched it, ask them to form groups of four and give them role slips to allocate among their group. Encourage participants to adopt roles that are different to their

normal roles/behaviours.

- Facilitator – someone who aims to ensure there is a good discussion, with conclusions.
- Supporter – the person who is very much in favour of the article/report.
- Detractor – someone who is totally against the article/report.
- Devil's advocate – somebody trying to continue fuelling the discussion so that no agreement is possible.

Ask the facilitators to start a discussion on the article or clip, with everyone sticking to their adopted roles for five minutes.

Ask the facilitators to report their conclusions to the rest of the group.

- Did the group come to a conclusion?
- What was easy or difficult in the activity?
- What behaviours were displayed? Would anyone describe them as 'challenging'? Why?

Widen the discussion to include the whole group.

- What was difficult or easy about different roles?
- How did it feel to take on a role different from normal?
- Can the group think of similar situations they have experienced in a Girlguiding context?
- How do people think they have dealt with similar situations in the past? Do they have any ideas for the future?

What went wrong?
Purpose: For participants to explore ways to prevent challenging behaviour in different situations.

Objectives:

1 - define what is acceptable and unacceptable behaviour within Girlguiding

4 - share ideas and begin developing techniques for preventing and managing challenging behaviour, and try some out

Time: 25 minutes

Equipment: Preventing challenging behaviour scenarios (Appendix D, page 30), Top tips for preventing challenging behaviour (Handout 3, page 22), large pieces of paper and coloured pens/ pencils (for storyboard activity)

This activity can be done in three ways, as follows.

1. Rewrite history
Ask participants to form small groups. Distribute scenarios to the groups and ask them to discuss what went wrong in each scenario. What actions could have been taken to prevent the challenging behaviour?

Ask the groups together to rewrite the scenario with preventative measures in place. What could have happened differently?

2. Storyboard
Ask participants to form small groups. Distribute scenarios to the groups and ask them to create a simple four-box comic strip showing what happened.

Ask participants to identify one point in the comic strip when someone could have done something to prevent the challenging behaviour. What could this have been?

The group then draws a second 'branch' of the comic strip showing at what point something could change, the preventative actions someone took and the final, more positive, outcome.

3. Freeze tag
Ask for volunteers who are happy to perform a role play to the group or part of the group.

Give them a scenario and ask them to act it out exactly as it is written on the card. The group watches the role play.

Ask the volunteers to perform the role play again, but inform the participants watching that they can shout 'freeze' and swap in to one of the roles to do something different.

This can happen more than once during the role play.

Ask the group for their feedback on the original scenario and its outcomes, the chosen preventative actions people tried out, the timings of these, and the final outcomes.

Managing challenging behaviour

Using Girlguiding tools to manage challenging behaviour

Purpose: For participants to discuss Girlguiding's Code of Conduct, Promise and Guide Law, and understand how they can use these tools both to manage expectations with volunteers and to have conversations about breaches of these common standards.

Objectives:

1 - define what is acceptable and unacceptable behaviour within Girlguiding

3 - discuss Girlguiding's Code of Conduct and when and how behaviour becomes challenging

Time: 20 minutes

Equipment: Copies of the Code of Conduct, Promise and Law (Handout 1, page 20), Useful resources list (page 19)

Ask participants to work in small groups. Give each group a copy of the Code of Conduct, Promise and Guide Law and ask them to answer the questions.

- What examples of challenging behaviour (that you have seen or can imagine) would go against these standards?
- Why might that behaviour happen?
- How might you use these resources to anticipate and prevent challenging behaviour?
- How might you use these resources to manage challenging behaviour if it happens?
- What other sources of support or processes are there within Girlguiding?

How hard is it to listen?

Purpose: For participants to understand what is and is not active listening, and to practise active listening techniques.

Objective:

4 - share ideas and begin developing techniques for preventing and managing challenging behaviour, and try some out

Time: 10 minutes

Equipment: Top tips for active listening (Handout 4, page 23)

Ask participants to get into pairs and find their own space in the room to talk.

Ask one participant from each pair to speak for one minute about their most positive or negative experience in Girlguiding. The other participant in the pair must not follow the active listening guidelines but can do whatever they want and not bother listening.

The first participant then speaks again, and this time the other participant must listen properly, following the guidelines, for one minute – but again without speaking. Then they must continue listening for a further minute but this time may speak and ask questions.

The pairs swap roles and repeat the exercise.

Bring the group back together and ask for feedback on the experience. Discuss the following questions:

- Which was the most meaningful listening experience? Why?
- Was it hard to talk when someone wasn't listening? Why?
- Was it hard to listen and not speak? Why?
- Do the listeners feel they understand the important points in the speakers' story? How did they gain this understanding?

● Were there any particular listening techniques someone's partner used that made them feel particularly listened to?

What's your problem?

Purpose: To understand the use of 'I' statements to defuse tension and de-escalate a challenging situation with another adult in guiding. To practise using 'I' statements in a scenario and experience how this is different from other ways of starting a conversation.

Objective:

4 - share ideas and begin developing techniques for preventing and managing challenging behaviour, and try some out

Time: 15 minutes

Equipment: 'I' statements (Handout 5, page 24)

Ask the group to divide into pairs and line up facing each other in their pairs.

Introduce the following scenario. (Alternatively you could develop a different scenario relevant to the participants in the group).

Scenario: You (Leader A) are at camp and the Leader in the tent next to you (Leader B) kept you up all night by giggling and chatting with another Leader in the tent they are sharing. Not only did this keep you awake but it also meant you overheard their inappropriate gossiping about other Leaders and their partners. You are also concerned that girls were sleeping nearby and may have heard the conversation and been kept awake. You are very tired and angry with them, and as the Leader in charge you also feel responsible for dealing with this situation before it happens again tonight.

All the participants in one line assume the role of the person kept up all night (Leader A). They must explain the situation to their partner in the other line who assumes the role of the person who was gossiping all night (Leader B).

Leader A must explain by using sentences beginning with 'you' for one minute.

Ask the group to stay in their lines and provide feedback on the conversation.

● How did Leader A feel as they explained the problem? How would you describe their body language? Did they feel the outcome of the conversation was positive?
● How did Leader B feel as it was explained to them? How would you describe their body language? Did they feel the outcome of the conversation was positive?

Ask the pairs to swap roles and repeat the exercise. This time, Leader A must start every sentence with 'I' and avoid using the pronoun 'you' for one minute.

Ask the group to provide feedback on the conversation as before. Then discuss these questions.

● What was different this time?
● Did anyone find that 'I' statements were difficult to construct or use?

Passive, aggressive or assertive?

Purpose: For participants to identify passive, aggressive and assertive behaviour in relevant scenarios, and explore how to develop assertive communication techniques to counter challenging behaviour.

Objectives:

1 - define what is acceptable and unacceptable behaviour within Girlguiding

4 - share ideas and begin developing techniques for preventing and managing challenging behaviour, and try some out

Time: 20 minutes

Equipment: Assertive behaviour scenarios (Appendix E, page 31), Handout 2: Assertive behaviour, page 21

Ask participants to form small groups. Distribute the scenarios among the groups.

Ask groups to discuss their case studies and answer the following questions.

- Can they identify examples of passive, aggressive, passive-aggressive and assertive behaviour in these scenarios?
- Can they identify any challenging behaviour in these situations? Is it linked in any way to the style of communication used?
- If you were involved in these situations, how would you use assertive communication effectively?

Case studies

Purpose: Using case studies, to discuss difficult scenarios and potential ways that these could be dealt with.

Objectives

4 - share ideas and begin developing techniques for preventing and managing challenging behaviour, and try some out

Time: 20 minutes

Equipment: Case studies (Appendix B, page 27)

Ask the participants to form small groups.

Provide each group with a case study and ask them to discuss the potential ways to manage the situations, in either their own or other people's leading and managing people roles.

Ask participants to answer the following questions to support discussion.

- What are the examples of challenging behaviour in this situation?
- How are the following groups affected by this challenging behaviour: young people; adult members; members of the public (who could be potential members)?
- What could you do to manage the challenging behaviour being displayed in this situation?
- Who is responsible for managing each situation?

Ask the groups to provide feedback to the rest of the group, and ask the participants to come up with their own suggestions for ways of managing the situations.

Try it out

Purpose: Participants have the opportunity to rehearse different strategies for managing challenging behaviour and to discuss different scenarios where this would be appropriate.

Objective:

4 - share ideas and begin developing techniques for preventing and managing challenging behaviour, and try some out

Time: 20 minutes

Equipment: Complaints (Appendix F, page 32)

Ask all participants to work in pairs. If participants are uncomfortable performing in a role play, they can work in groups of three with one person advising and observing.

Give one person in each pair a complaint statement and ask her not to share this with her partner.

Read out the following scenario.

'One of the members of your local area is unhappy with an aspect of guiding. She has come to you to air her complaint at a large joint event in front of lots of other volunteers and girls in an aggressive manner.'

The person with the statement has come to air her complaint. Her partner must manage the situation. Ask the pairs to role-play the scenario for ten minutes.

Ask the pairs to provide feedback to the group.

- What did the person complaining want?
- How did the other person respond?
- Were you able to reach a solution?
- What would you do differently if faced with a similar situation?

Who can I go to for help?

Purpose: To show members the web of support that is available to them if they encounter challenging behaviour.

Objective: 5 - discuss their own personal responses to challenging behaviour

6 - identify sources of support for helping them to manage challenging behaviour

Time: 10 minutes

Equipment: Ball of string/wool, scenarios (any from Appendices A–F)

Ask the group to stand in a circle around the room.

Ask the question: 'Who can I go to for help with…?' and pick a scenario from the list. Holding on to the end of the string/wool, throw the ball to another person in the group while naming a place where they can find help.

The person who has received the string holds on to it and throws the ball to another person in the group, naming a different source of support. This continues until the group has named all sources of support. Then introduce a new scenario.

You may also wish to outline what form of support they would receive, eg a friend could give emotional support while a Commissioner could provide practical advice.

When finished you should be left with a 'web of support'.

People you could include are:
● your Commissioner
● another Leader in the area
● a friend
● CHQ
● a partner.

Remember: some issues may need to be dealt with confidentially and there may be an appropriate person to contact.

Water under the bridge

Purpose: For participants to explore ways of moving on after incidents of challenging behaviour in their teams or with other volunteers.

Objective: 7 - identify ways to move on as a volunteer team after an incident of challenging behaviour

Time: 15 minutes

Equipment: Large picture of a bridge over water, Top tips for moving on (Handout 6, page 25), scenarios (choose from Appendices A–F), sticky notes, pens

Provide or draw a picture of a river and a bridge that the whole group can see.

Ask the group to pick a scenario. Hand out some sticky notes and pens. Participants should use these to write details of the scenario, emotions involved, thoughts, impressions and actions taken to manage the behaviour. Stick these on the water on the left-hand side to represent what has already happened.

Facilitate a discussion: once all these things have happened, how could people move on and continue working together in the local area?

Participants should now come up with ways to move on, based on their own ideas and the list of suggested actions from Handout 6. They can stick these on the water on the right-hand side of the bridge, to represent moving on.

Managing challenging behaviour in adults

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	

Managing challenging behaviour in adults

Useful resources

Girlguiding resources

The Guiding Manual – for Girlguiding's policies (including Safety and Safeguarding, Equality and Diversity, Complaints), the Code of Conduct, and supporting information relevant to managing adult members

www.girlguiding.org.uk/guidingmanual

The following resources are available to download from Girlguiding's website.

Processes for Managing Adult Membership in Girlguiding: Guidance Notes for Commissioners

Handling Complaints: Good practice guidance to assist you in managing and responding to complaints

Training

Leading and Managing People Toolkits:

   Building a team

   Effective adult meetings

   Managing conflict

   Managing change

Other resources

GLOW WAGGGS – an online learning platform in leadership development

http://glow.wagggs.org

Mind-tools – online management training

www.mindtools.com

There is a range of further reading around managing challenging behaviour in adults and difficult conversations. Some examples include:

Hoppe, Michael, *Active Listening: Improve your Ability to Listen and Lead* (Center for Creative Leadership, 2006) **http://solutions.ccl.org/Active_Listening_Improve_Your_Ability_to_Listen_and_Lead**

Patton, Bruce, Stone, Douglas and Heen, Sheila*, The Power of Positive Confrontation: The Skills You Need to Know to Handle Conflicts at Work, at Home and in Life* (Penguin, 2011)

For more information on 'I statements' see Gordon Training International:
http://www.gordontraining.com/free-workplace-articles/why-conflict-is-a-good-thing/

Handout 1: The Promise, the Law and the Code of Conduct

The Guide Promise

I promise that I will do my best:

To be true to myself and develop my beliefs,

To serve the Queen and my community,

To help other people

and

To keep the Guide Law.

The Guide Law

1. A Guide is honest, reliable and can be trusted.

2. A Guide is helpful and uses her time and abilities wisely.

3. A Guide faces challenge and learns from her experiences.

4. A Guide is a good friend and a sister to all Guides.

5. A Guide is polite and considerate.

6. A Guide respects all living things and takes care of the world around her.

Girlguiding's Code of Conduct

As a Girlguiding volunteer, you are expected to:

- respect everyone as an individual
- provide a good example in your own behaviour
- respect everyone's right to privacy
- show understanding when dealing with sensitive issues
- adhere to the organisation's policies, as stated in *The Guiding Manual*
- abide by UK laws and legislation.

As a Girlguiding volunteer you must not:

- permit abusive behaviour
- have inappropriate physical or verbal contact with others
- jump to conclusions or make assumptions about others without checking facts
- encourage inappropriate attention-seeking behaviour
- show favouritism to anyone
- make suggestive or inappropriate remarks or actions
- deliberately place yourself or others in a compromising situation.

The trust between Leader or instructor and participant is fundamental to the learning process and therefore should not be jeopardised. For this reason those working with girls and young women must follow these guidelines.

Handout 2: Assertive behaviour

Being assertive means ensuring that your rights, goals and priorities are acknowledged and respected, while not infringing on other people's rights to the same acknowledgement and respect. This is in contrast to aggressive, passive or passive-aggressive behaviours.

Being clear about the difference between these types of behaviour can be useful for:

● recognising different challenging behaviours, such as aggressive or passive-aggressive
● knowing when and how to use assertive approaches to prevent challenging behaviour
● knowing when and how to use assertive approaches to manage challenging behaviour.

The following four types of behaviour are used in this framework.

Passive – not asserting your rights or opinions. This can look like:

● lack of eye contact with others
● quiet speech
● not speaking up when you disagree in meetings and conversations
● agreeing to forceful demands or giving in quickly in an argument
● not taking opportunities to state your point of view.

Aggressive – pushing your own rights while infringing on other people's, often in a confrontational or hurtful manner. This can look like:

● staring, glaring or making confrontational eye contact
● speaking loudly and forcefully, using dramatic or aggressive language
● interrupting, talking over others or dominating conversation
● violent and intimidating body language, such as standing too close or pointing at people.

Passive-aggressive – the indirect expression of hostility or aggression through passive means. This could look like:

● sarcasm
● stubbornness
● deliberate failure to accomplish tasks
● indirect aggressive communication, such as through notes, email or social media.

Assertive – ensuring that your point is stated and your position is upheld without infringing on other people's. This could look like:

● good eye contact
● calm, clear speech
● being firm on important points or goals
● listening to others' points of view and responding appropriately
● accepting criticism while maintaining a firm standpoint.

These examples show how behaving assertively can help to prevent and manage challenging behaviour in Girlguiding.

● A Unit Leader sets out clear expectations of each member of the Unit Leadership Team, explaining what they need to do for the next term's programme and when everything needs to be done, and giving them the opportunity to raise concerns.
● A Mentor listens to a Leader in Training explaining why she shouted at a young member, but explains clearly why it was unacceptable.

Handout 3: Top tips for preventing challenging behaviour

Ensure that everyone knows what they are expected to do.

If volunteers don't know what is expected of them, they can be unhappy when they are asked to do things they have not anticipated. Be clear what a role involves and what you are asking people to do. Make new Girlguiding members aware of the Code of Conduct and its expectations of behaviour.

Make it clear that people can come and talk to you about problems.

Be available and approachable so that you hear about problems early on, and straight from the person affected. This will make managing the situation a lot easier for you. Ensure that other volunteers know when and how you can be contacted, and encourage them to do so.

Be aware of when others may feel overwhelmed or burnt out.

Some volunteers have multiple roles and responsibilities within and outside Girlguiding, which can take its toll on people's well-being. Show awareness of how others are feeling by, for example, checking that everyone has had enough sleep and downtime during a residential; or talking through a difficult situation that a Leader has had to manage, such as the behaviour of a young member or a complaint from a parent. Celebrating the successes of volunteers or a local team can also help volunteers to feel appreciated.

Find the right role for the right person.

Sometimes volunteers take on tasks or roles before they fully realise the time involved, or for which they find they do not have the skills. This can result in a stressful experience. When recruiting people for tasks or roles, think about whether they have the necessary skills, experience, support, time and enthusiasm. If not, is there is a different role which they would be happier doing?

Suitability for a role may change due to a volunteer's external circumstances, so roles should be reviewed regularly.

Handout 4: Top tips for active listening

In conversation, it is vital that you listen properly and find out what the world looks like from the other person's point of view. This can lead you to understanding the reasons for their behaviour and how you can support them so it doesn't happen again.

These top tips will help with active listening.

Time: Give the other person time to form sentences about how she is feeling and to express herself. Don't be afraid of silence; sometimes people need time to process and order their thoughts, especially when upset about something. Don't interrupt.

Concentration: Concentrate on what the other person is telling you and ignore the narrative inside your own head. Try to avoid immediately linking what you are hearing to your own experiences, feeling and opinions.

Non-verbal cues: Pay attention to the other person's non-verbal communication and what that tells you about their feelings and experiences. Use your own non-verbal communication to encourage the other person (eg leaning forward, smiling, nodding, making positive eye contact).

Open questions: Encourage the other person to express themselves further by asking open questions (eg 'How did you feel about this?').

Reflection: Respond to the other person by summarising what you have heard her telling you. This can help her to understand her own feelings and actions, and she can correct you if you have misunderstood.

Difference: Be aware that people have different backgrounds and abilities. A person may need more or less time to think about what they want to say, or might use different words.

Handout 5: 'I' statements

Having a conversation with another volunteer whose behaviour is unacceptable can be a daunting prospect, and can lead to further confrontation if it goes badly.

The use of 'I' statements is a common technique used in conflict resolution and managing challenging behaviour. By starting with your own experience you can prevent yourself from making assumptions about other people's feelings and motivations. When you use an 'I' statement in a non-confrontational fashion to express how the behaviour in question has affected you, it is easier to open up a conversation with the person in question.

The 'I' statement should be delivered in the following way.

1. A description of how you are affected by a person's behaviour, eg 'hurt', 'upset', 'worried'.

2. A description of the other person's behaviour that is based on fact – ie what they have said or done, rather than how you have interpreted it.

3. A statement about what you would like to happen next.

This example shows how 'I' statements could be used in practice.

Situation: The Leaders of X Unit have told you that this person doesn't like the decisions you are making about District camp.

'I' statement:

'I feel upset...' [description of how you are affected]

'... when you tell other people in the District that you don't like my decisions about District camp.' [statement of fact about the behaviour]

'I would like it if we could meet to discuss your concerns directly and then I will have the opportunity to explain the reasons behind my decisions.' [what you would like to happen next]

'I' statements should be delivered in a calm tone of voice, with non-confrontational expressions and body language.

'I' statements should not be:

● used aggressively: 'I feel upset because you have been badmouthing me to other people'
● used passive-aggressively: 'I feel upset but it's OK, I'll deal with it'
● used as an excuse to highlight how you have been victimised by another person's behaviour: 'I feel upset because of the way people like you treat me'.

Handout 6: Top tips for moving on

Ensure that the outcomes and learning have been discussed with all the adults involved in the incident, whether this is done all together or by meeting individuals. Make it clear that once this particular incident has been closed it will not be discussed further.

Celebrate success.

Continue to highlight great guiding and the contribution of all individuals to local guiding. This will help other volunteers to feel appreciated despite any difficult situations that may have happened.

Provide new ways of supporting local guiding.

Incidents of challenging behaviour can highlight a need for things to change. For example, you may need to recruit more volunteers to a team or try a different way of doing things.

Use personal reflection.

Reflecting on how you feel about a difficult situation with another adult, and acknowledging any feelings of hurt or disappointment, can help you move on from the situation.

Use support networks.

Managing an incident of challenging behaviour can be a really stressful time. Use your own support networks within and outside guiding to support you, such as friends and family.

Be positive.

Keep team communications positive and looking forward to what you are going to achieve in the future.

Lead by example.

As a volunteer in a leading role, it is important that you show the behaviour you wish to see in the team; for example, not holding grudges but instead making efforts to rebuild damaged relationships.

Appendix A: Examples of behaviour

- Not answering emails.
- Turning up late.
- Disagreeing in front of the girls.
- Looking at their phone when someone is talking to them.
- Casual sexism.
- Cultural/racial stereotypes.
- Homophobic language.
- Swearing.
- Talking over people.
- Negative conversation.
- Direct criticism.
- Not telling the truth.
- Leaving people out of communications.
- Showing favouritism towards young members.

Appendix B: Case studies

1. Leaders falling out

Two Leaders in your local area are known not to get on. This has always been kept quiet, but they recently had an argument at a local event that was attended by parents and members of your local community. You are worried about the impact that this behaviour might have on how guiding is viewed in your area.

- How should you investigate this incident?
- How do you begin the discussion with the Leaders?

2. An unhappy parent

Your unit has been given a limited number of places at a Country/Region event. You discussed with your Leadership Team the fairest way to decide who will attend the event, and have decided to offer the places to the older girls first, as the other girls will have other chances to attend events in the future.

One parent is extremely unhappy with the decision. She knows 'for a fact' that one of the places has been given to a girl who has been in the unit for less than a year, while her daughter has been there longer. She is demanding that you find her girl a place on the event.

- Would it be possible to please everyone in this scenario?
- How should you explain your decision to the parent?

3. A disgruntled former member

A former member of Girlguiding is telling people in your local area 'not to bother with the Guides'. She was a member and it was 'rubbish'. 'They only did sewing and I was kicked out for not going to church parade.' You are worried that this will have an impact on numbers in your area.

- Would it be appropriate to approach the person directly?
- What other actions could you take?

4. An inadequate response to potential new Leaders

You have noticed that a number of Join Us queries from local adults wishing to volunteer have not received a response. Some of the units could do with new Leaders and there are some very enthusiastic people wanting to volunteer.

You have spoken to some local Leaders who have said that they don't need any help, and that the new people would have no background in guiding and 'would only do everything wrong anyway – they don't know how we do things here'.

- How could some of these issues been avoided?
- How could you respond to the local Leaders?

5. A Leader stops attending meetings

A local unit has a very small Leadership Team with only one qualified Leader. You find out that the Unit Leader has stopped attending meetings without warning, leaving the other two volunteers on their own. They are not very confident and have only just started their Leadership Qualification. You phone the Unit Leader who tells you that meetings have 'stopped being convenient' and that she doesn't know why she even bothers with guiding anymore.

● Could there be any further issues that have influenced the Leader's decision?
● How can you support the other Leaders in Training?

6. Community problems

You hold your meetings in a local church hall. Recently the church has decided to increase the rent. A number of girls in your meeting cannot afford an increase in subs, and this could mean that these girls would not be able to come to Guides any more. You try to explain the situation to the hall committee, who are very hostile. They tell you the Guide unit is a hassle to host and always ends up breaking things in the kitchen and leaving paint stains on the tables; they tell you rudely your options are to pay the increase, or leave.

● Would there be another way to present the information?
● Is there a way to work with the hall committee?

7. Social media

Two Leaders disagree about a County event and are having a public fight on Twitter about it. One of the Leaders is using her unit Twitter account to do so, and both Leaders are followed by parents, other Guide units and local youth organisations. They are also using the hashtag of the County event. The comments have become borderline offensive and others have started wading into the row.

● Why would you be concerned about this behaviour?
● What would be your first course of action?
● How would you approach this behaviour with the Leaders involved?

Appendix C: Trading places role cards

Facilitator:
You must ensure there is a good discussion, with everyone being heard and conclusions reached.

Supporter:
You are very much in favour of the article/report and must stick to this position.

Detractor:
You are totally against the article/report and must stick to this position.

Devil's advocate:
You must continue fuelling the discussion so that no agreement is possible.

Appendix D: Preventing challenging behaviour scenarios

A volunteer has been pressured into doing the accounts for a unit, even though she really didn't want to. When the accounts are reviewed at District level an error is found, and the Commissioner is cross as this is very important. The volunteer in question stops replying to emails and doesn't pick up the phone when her Unit Leader calls her.

A new volunteer is very enthusiastic and keen to get involved with a Brownie unit. She would like to do her Leadership Qualification because, as she says, 'It's just one hour a week to make a difference'. She does not have many other volunteers at her unit to support her and her Mentor has little contact with her. Her Commissioner soon begins to get complaints from parents that the unit is underprepared, the programme is boring and there aren't many adults present at the meetings.

In lots of meetings volunteers have voiced their concerns about how new volunteers are being recruited. The local Commissioner is always very curt and cuts them off straight away, refusing to talk about the matter. She also talks scathingly of Leaders who 'don't put the commitment in and aren't very good'.

A local Leader has an ongoing issue with a Guide's behaviour, which is very disruptive in meetings. The Guide's parents refuse to talk to her about it. The Leader tells the family that the girl cannot come back to Guides and the Commissioner receives a complaint from the family.

A group of volunteers are planning a District camp. Two of them are very enthusiastic and signed up straight away, whereas the others took a bit more persuasion. Tensions soon arise over when the camp can take place and which venue to use. One volunteer refuses to take any more part in the team or bring her unit to the event. Another volunteer is seen shouting at another member of the event team at the end of a County training day.

Appendix E: Assertive behaviour scenarios

A Commissioner complains to you that she is always having trouble with Leaders in her District. She explains that when they do something 'out of line' she tells them 'straight up', no matter what the situation is, what they have done wrong and why it is a problem, as she doesn't believe in 'pussy-footing around people'. She is disappointed that some Leaders have taken the opportunity to open a public debate with her in these situations rather than take the 'constructive criticism'.

Two Leaders always dominate the conversation at District meetings. They often tell others they don't know what they're talking about because they don't even have children and are new to Girlguiding anyway. The Commissioner seems unwilling to talk to them about their behaviour, even when others in the District bring it up, and she never does anything when they become confrontational during meetings. On one occasion when she tries to intervene, the Leaders in question laugh at her and try to make it into a joke.

You are leading a committee which is running an upcoming Division event. One volunteer seems very willing and always agrees when other volunteers ask her to do something. However, in email conversations with the whole committee she always adds sarcastic asides about different people's behaviour and roles, and hints that she feels overburdened with her list of jobs.

Two Leaders at camp feel that the catering isn't being organised well, and are disappointed that they don't seem to be getting any seconds. They complain loudly in the hearing of the Leader in charge of cooking. She promptly tracks them down during washing up, and tells them loudly what she thinks of their leadership skills.

Appendix F: Complaints

- The annual subscription fee is too high.

- We can't recruit new Leaders because no one wants to commit to anything any more - particularly young people.

- Girls aren't interested in doing proper Guide activities like knots, camping and first aid any more.

- There is too much for the new Leader to do in the Leadership Qualification; it puts most Leaders off and they leave.

- Too much is expected of Leaders - it's supposed to be voluntary.

- Filling in DBS forms and waiting for references stops people wanting to be Leaders; it will put them off.

- There are too many rules in Girlguiding; they stop girls having any fun.

- You can't rely on getting anything from Trading Service in time - everything is always late.

- There are too many meetings in Girlguiding.

- I don't know why they send out *guiding* magazine free to all Leaders - nobody reads it.