

Leading and Managing People Trainers' Toolkit: Managing conflict

Contents

Introduction	2
About Leading and Managing People	2
How to use this toolkit	2
Managing conflict and the Five Essentials	2
Aim and objectives of sessions delivered with this toolkit	3
Guidance for Trainers	3
Supporting information	4
Leadership and management	4
What is conflict?	4
Types and causes of conflict	5
Personal responses to conflict	6
Managing and resolving conflict	7
Moving on after conflict	10
Activities	11
Introductory activities	11
Causes of conflict	13
Preventing, managing and resolving conflict	15
Moving on	18
Participant feedback form	20
Useful resources	21
Handout 1: Types and causes of conflict	22
Handout 2: Recognising conflict	23
Handout 3: Personal responses to conflict	24
Handout 4: Top tips for preventing conflict	25
Handout 5: Top tips for active listening	26
Handout 6: Top tips for moving on	27
Appendix A: Conflict examples	28
Appendix B: Conflict scenarios	29
Appendix C: Signs for personal responses to conflict	31
Appendix D: 'Build a wall' personal agendas	32
Appendix E: Word stress sentences	33
Appendix F: Dream holiday instruction sheet	34
Appendix G: 'Spending the money' roles	35

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 conflict 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 sessions of differing lengths and for 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. However, as a Trainer you may find your own activities and scenarios that are more appropriate to the needs of the group.

Managing conflict and the Five Essentials

Conflict begins when the needs, wants, values and ideas of a person or group clash with the needs, wants, values and ideas of others.

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 therefore not unexpected that there may be potential for conflict in Girlguiding.

Those with leading and managing people roles in Girlguiding may therefore find themselves in the position of defusing situations that may lead to conflict, or managing conflict, either involving themselves or between volunteers.

Sometimes conflict between volunteers may be a barrier to the commitment to a common standard. It may prevent Leaders from working together effectively to deliver excellent programme to young members, or stall innovation and progress. It may also result in challenging behaviour in other adult and young members, and go against the values in the Promise and Guide Law. This could result in prospective young and adult members being put off joining.

Caring for the individual is central to managing conflict. This applies in two ways.

Caring for the individuals who are in conflict. 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. Whatever the cause of the conflict, the focus should be on care for the individuals involved and everyone's positive role to play in guiding, and how to move forward to resolve issues.

Caring for yourself as an individual. Managing conflicts between people is a stressful aspect of any Girlguiding role: either disagreements that you are directly involved in or those between other people. Ensure you have support to manage the situation and are aware of how your own personal responses and experience of similar situations will affect how you approach an incident. However, this can also be an opportunity to build a stronger relationship with other volunteers or find ways to change and make guiding even better in your area.

Aim and objectives of sessions delivered with this toolkit

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

Aim

To support adult members to manage conflict between volunteers in Girlguiding positively and effectively.

Objectives

The following objectives are examples that could be included when designing a training session about managing conflict in Girlguiding. 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 managing conflict. You can also create your own objectives or add to those below according to the needs of your group of participants. See *Training* (Useful resources, page 21) for more information on aims and objectives and creating a training plan.

Participants will have the opportunity to:

1. identify examples of conflict within Girlguiding and explain possible causes of conflict
2. discuss their own personal responses to conflict
3. share ideas and begin to develop techniques for preventing, managing and resolving conflict
4. identify sources of support for helping them to manage conflict
5. identify ways to move on as a volunteer team after an incident of conflict.

Guidance for Trainers

Participants' past experience may make discussing managing conflict a sensitive area. Some may have had negative experiences of being involved in, or having to manage, conflict with other Girlguiding volunteers in the past. Others may have experienced negative conflict situations 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. There may have been past conflict between participants present at the training session, which could make participants feel uncomfortable about discussing the topic or even restart unresolved conflicts.

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.

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

Leadership and management

A key part of a leading and managing people role is managing conflict between adults involved in Girlguiding. 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:

- 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
- supporting team members to develop a positive approach to conflict resolution
- being a positive role model for other members of your team in your behaviour and relationship-building skills.

What is conflict?

Conflict begins when the needs, wants, values and ideas of a person or group clash with the needs, wants, values and ideas of others. Disagreements between members of a team are not necessarily a negative aspect of working together; these can lead to creative solutions to challenges the team is facing. However, when disagreements escalate into damaging conflicts between team members this can lead to negative impacts on the team and local guiding.

Instances of conflict can arise at any time, and are situations that Girlguiding volunteers in any capacity may come across, particularly those who are responsible for leading and managing people. Often there will be minor disagreements between team members, and it is important to monitor and manage these before they escalate into more damaging situations.

Conflict can be caused by a number of factors, and understanding these can help to prevent, manage and resolve conflict within a team. Sometimes the cause of the conflict will not always be obvious, and could be masked by group dynamics or communication breakdowns. Here are some examples of potential conflict that volunteers in different roles within Girlguiding could encounter.

- **Adult volunteers** - conflict with or between parents over programme, leadership or opportunities for young members.
- **Unit Leaders** - conflict between other volunteers in the Unit Leadership Team about responsibilities in a term's programme.
- **Advisers** - conflict between other volunteers in their particular area of responsibility.
- **Trainers** - conflict between other volunteers, such as disagreement with a Training Organiser over the aims and objectives of a session.
- **Commissioners of any level** - conflict between volunteers they manage, including other Commissioners.

Who can be involved?

Anyone can be involved in situations that can lead to conflict, ranging from disagreements to more challenging and hurtful altercations. This can include:

- young members
- Leaders
- other adult volunteers
- parents of the girls
- family members
- colleagues
- outside organisations and agencies.

This toolkit focuses on managing conflict between adults, and primarily between adult volunteers in Girlguiding.

What is the impact of conflict?

Positive impacts of disagreements and differences of opinion include:

- opportunities for team members to challenge decisions constructively and have their voice heard in local changes
- opportunities to change and innovate
- highlighting training and development needs.

Negative impacts of conflict include:

- damage to relationships between volunteers
- lack of progress on or disruption to events, projects or developments with local guiding
- low motivation within teams or areas
- damage to Girlguiding's reputation locally and nationally
- members or other people being hurt physically or emotionally (please see *A Safe Space* guidance for how to respond to these impacts).

Conflict can involve people in different ways. Those in leading and managing people roles may find themselves in conflict with other volunteers they manage. There might be conflict within or between teams or areas, or between volunteers and people outside Girlguiding.

The guidance, activities and approaches in this toolkit are relevant to all these types of conflict, although Trainers may wish to focus on some forms of conflict more than others depending on the needs of participants.

Conflict and challenging behaviour

Conflict between volunteers in Girlguiding is not necessarily an instance of challenging behaviour. Conflict does not necessarily need to be damaging or harmful to others, and it does not have to be aggressive. If you are in a leading and managing people role, conflict between yourself and a member of your team is also not necessarily challenging behaviour. However, it is when we come to the management of that conflict, the behaviour involved and how it is taken forward, that we must guard against it escalating to inappropriate behaviour. Some conflicts may have reached that stage already before you begin to manage them. For supporting information and materials to help with this, please see the toolkit *Managing Challenging Behaviour in Adults* (Useful resources, page 21).

Types and causes of conflict

Girlguiding volunteers in leading and managing people roles may come across different types of conflict, so it is important to start by learning to recognise the different kinds of conflict you will encounter, and what strategies and tools you can use to deal with these situations.

The two main forms of conflict are **substantive** and **affective**. Some instances of conflict will have elements that are linked both to tasks (substantive) and to relationships (affective).

Substantive conflict arises from disagreements over the team's tasks. People could disagree over the decision-making process, the best way to complete tasks, how resources are divided or who is performing the task. For example, there may be conflict around how a budget for a Division event is spent. When effectively managed, this conflict can lead to an open discussion about the work being done and greater innovation in the approach to tasks.

Examples of causes of substantive conflict

- **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 goals:** Different team members may have personal goals they wish to achieve; sometimes they may view these goals as competing with each other, and this could lead to conflict. 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, some may be left feeling unsupported and this can lead to conflict. For example, a last-minute decision might be made about an event which will create lot more work.

- **Conflicting roles:** There may be times when a member of the team is asked to complete work in someone else's area, for example helping with a residential event. The person who normally works in this area may feel it is interfering with their role and this may lead to conflict.

Affective conflict arises from relationships within the group and can take the form of rivalries and power struggles. For example, two volunteers may have an ongoing difficult relationship following disagreements in the past. The conflict will not be related to the tasks being performed but will have an impact on the work.

Examples of causes of affective conflict

- **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, which can be beneficial to the team. 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 on a particular matter.
- **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.
- **Conflicting pressures:** A team member may have multiple Girlguiding roles in different teams, and these may compete for her time and energy, which could lead to conflict.
- **Conflicting roles:** There may be two team members who both feel they should be taking a lead on a certain area of a project, leading to potential conflict.

Recognising conflict

Conflict can look like:

- disagreements or arguing at a unit meeting, a local area meeting or an event
- disagreements or arguing in other communication forms, such as email or social media.

However, conflict within your team may not always be so obvious and recognisable. The following signs and symptoms might be caused by other issues going on with volunteers, but they could also indicate conflict within a volunteer team.

Behaviour: Volunteers could be acting in a way that is surprising, challenging, or unlike their usual behaviour. This may be directed towards particular individuals or situations and could indicate conflict with those individuals or with a particular issue.

Motivation: Changes in motivation may mask underlying conflict. A volunteer who is usually really enthusiastic about something may suddenly lose motivation because of unrecognised conflict.

Productivity: A team of volunteers that is usually very organised and busy suddenly appears to be stalling, with few ideas and not much progress on local projects. This could be explained by conflict within the team, or between particular individuals.

Personal responses to conflict

Individuals respond to conflict in different ways. Therefore, in understanding and managing conflict, it is important to examine our own personal responses to conflict, and how other people's might differ. This shapes how we approach conflict that we have with others, but also conflict between other people we are managing.

Kenneth Thomas and Ralph Kilmann identified five main responses to conflict, known as the Thomas-Kilmann Conflict Mode Instrument (TKI) (see Useful resources, page 21 for more information). The responses listed below from this framework can be helpful for understanding the range of responses to conflict, from the most direct and confrontational to the most cooperative. Each instance of conflict will be different, and a person can have different responses, or a combination of responses to different conflicts, which may be appropriate when trying to deescalate a potential conflict situation.

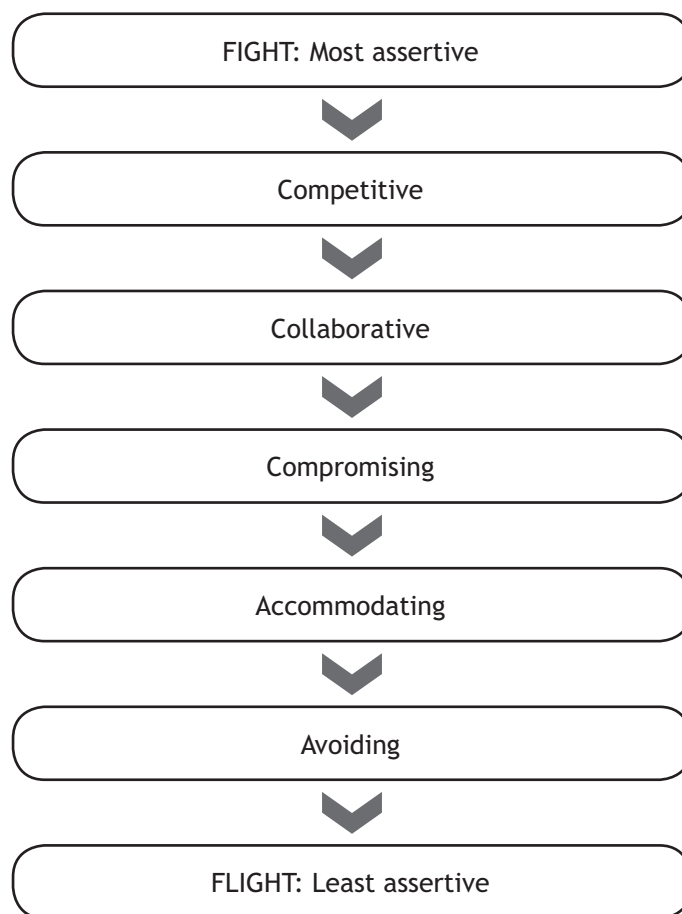
Competitive: People using a competitive style will be assertive and not willing to cooperate. This style can be useful when a decision needs to be made quickly. However, in less high-pressured situations this can make people feel undervalued and could cause further conflict.

Collaborative: The collaborative style is cooperative while retaining assertiveness. Using this style, people will aim to work together to reach a solution. This style is useful when there are a number of issues that all need to be considered in order to function effectively.

Compromising: Compromise, like collaboration, is both assertive and cooperative. The aim is to find an acceptable solution for both parties. This will mean that both people may have to give up something that they feel is important. This is useful when the negative impacts arising from the conflict outweigh the costs of a compromise.

Accommodating: A person using this style will put the needs of the other person before their own. This can be useful if the issues of the conflict are not as important as the relationship with the other person.

Avoiding: A person using this style will try not to address the conflict; they may change the subject, postpone meetings or become uncontactable.



Managing and resolving conflict

Girlguiding management processes

A conflict situation may lead to behaviour from Girlguiding volunteers that goes directly against the Code of Conduct that all volunteers agree to follow. For adult volunteers who are members, and therefore have taken their Promise, challenging behaviour would also go against their Girlguiding Promise and Guide Law.

Girlguiding has processes for managing adult members that Commissioners can use (see Useful resources, page 21).

Adults who are not Girlguiding volunteers

Sometimes in a guiding context, you may come across conflict situations between adult members and adults who are not Girlguiding volunteers. For example, a Unit Leader and a parent may be in conflict about the way a unit is run, or how a Brownie is treated within it. Alternatively, there may be conflict with volunteers from other organisations when planning a joint event.

In these cases, the same general principles outlined in preventing and managing conflict guidance need to be adopted. 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 they are putting a child at risk, follow Girlguiding procedures outlined in *A Safe Space*.

Preventing conflict

While it is normal for a certain amount of disagreement to happen in teams, instances of conflict can be very damaging to team relationships. The reasons for these conflicts often lie outside our control. However, there are also ways that we can help prevent these situations escalating into damaging encounters - by supporting other volunteers and helping create an environment that fosters positive attitudes of adults involved in Girlguiding.

Top tips for preventing conflict

Lead by example

Managing personal conflict with other team members in a positive and constructive way sets a great example for the rest of the team. Acknowledge that there are always times when people will disagree, but that it can be managed in a friendly and supportive way. For example, a Commissioner is seen to take concerns about opening a new unit seriously, and meets the volunteers involved to talk about how they can move forward.

Be available to talk

If you are available and open to hearing from different volunteers in the area, team members will be happier to raise issues or potential problems earlier when they are easier to manage. You don't have to be available all the time, but being responsive to emails or calls will encourage people to come to you.

Foster an open team atmosphere

If members of the team are happy to raise issues and discuss problems without feeling judged by anyone, it is less likely that issues will be allowed to fester and lead to conflict. You may like to put aside a regular time in meetings for people to bring forward challenges and concerns they have, or positively challenge any judgemental comments that are made when people bring concerns.

Avoid cliques and showing favouritism

Ensure that you are transparent about decision-making processes and why you have involved individuals at different stages. Encourage all members of the team to get to know each other and work together, and celebrate all individuals' contributions to local guiding.

Care for the individual

Make an effort to get to know team members on an individual basis. They are more likely to confide in you if something is a problem, and you are more likely to understand and anticipate sources of conflict for them.

Manage expectations

If members of a team know what they are meant to be doing, what they are responsible for and what it is meant to look like, everyone knows where they stand and conflict is less likely. Be realistic with timelines and when people have capacity to complete tasks.

Managing conflict and leadership

When managing conflict, whether you are directly involved in the conflict or mediating between other volunteers, consider these questions.

- What is the impact of this conflict?
- What are the reasons or issues involved in this conflict? How do I find these out?
- What do I want to happen?
- What approach will work best for these individuals to enable this to happen?

Depending on the situation in question, having a conversation with the members involved is often the first step forward in bringing the conflict to a positive resolution.

There are leadership skills which will support you to manage conflict between volunteers in Girlguiding. Two techniques are outlined below and can be explored through activities in this toolkit.

Active listening

When discussing conflict, either with another volunteer or group of volunteers, it is vital that you listen properly and find out what the world looks like from each person's point of view. This can lead you to understanding the reasons for the conflict and how you can support to find a resolution to the conflict.

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.

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.

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 in writing before the meeting 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?
- 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.

Moving on after conflict

After conflict in Girlguiding, even if it is resolved well, relationships between team members will be changed, and often damaged. People might be feeling hurt, and many others outside the main conflict focus may also be feeling hurt or angry. Teams may have lots of members who have ‘taken sides’ in the conflict. Sometimes it can seem difficult to move on as a volunteer team in the future.

Top tips for moving on

Recognise there may be a need for ongoing conflict management

Sometimes an ongoing conflict between team members will not be resolved quickly and may arise again at times of change or when difficult decisions have to be made. Anticipate further conflict and ensure you are handling situations sensitively and keeping communication channels open.

Communicate what has happened and move on

Ensure 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 this particular incident of conflict has been closed and 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 team members to feel appreciated despite any difficult situations that may have happened. Recognise efforts volunteers have made to collaborate, compromise and resolve conflict.

Provide new ways of supporting local guiding

Incidents of conflict 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 (or mediating between other team members) and acknowledging if you feel hurt or disappointed can help you move on from the situation.

Use support networks

Managing conflict can be a really stressful time. Use your own support networks within and outside guiding to support you.

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

The timings given for each activity are advisory only and will depend on the size of the group and the participants in the training session.

Introductory activities

These activities have been included to introduce different aspects of the topic of managing conflict.

Decisions

Purpose: For participants to recognise how often we experience conflict, especially when making decisions with a group of people.

Objective: 1 - identify examples of conflict within Girlguiding and explain possible causes of conflict

Time: 15 minutes

Give the group a subject, such as 'Girlguiding', 'respect' or 'young women'. Ask participants to decide individually on four words that describe the subject.

Next, ask participants to work in pairs. They must decide which four words they will choose between them to describe the subject.

Now ask participants to work in groups of five participants. They must decide again which four words they will choose to describe the subject.

Collect these words from each small group, and ask the whole group to decide on the four final words that will be used to describe the subject.

Ask participants to discuss these questions.

- How easy was it to make a decision on your own?
- How much harder did it get at each stage? What were the issues that arose?
- How did people communicate?
- Were there any conflicts and how were they dealt with?

Different perspectives

Purpose: For participants to begin to explore how different interpretations of a situation can fuel conflict.

Objective: 1 - identify examples of conflict within Girlguiding and explain possible causes of conflict.

Time: 10-20 minutes

Equipment: Flipchart and pens

Ask the participants to sit in a circle.

Pick a willing volunteer and explain to her, away from the rest of the group, that she needs to sit in the middle of the room where everyone can see her, on a chair with her head buried in her hands. She must not move or react.

When the volunteer does so, ask different participants to talk about what they see, and write their comments down on a flipchart.

Ask the volunteer to come back and sit in the circle, and discuss these points with the group.

- Which things were factual things they could see, for example 'head in hands'?
- Which were interpretations of what they could see, such as 'she looks sad'?
- Distinguish facts and interpretations on the flipchart. Is the difference important? Why?
- What if it hadn't been a person, but a conflict situation? What is the significance of different perspectives and interpretations then?

Fixed positions

Purpose: For participants to examine the idea that what we perceive depends on our perspective. To promote discussion of how our backgrounds and our knowledge or experience of a situation could influence our response to it.

Objective: 2 - discuss their own personal responses to conflict

Time: 10-20 minutes

Form a circle and ask one participant to stand in the middle. Ask a participant who is standing in front of the person, 'How many eyes has she got?' Ask another participant who is standing behind the person in the middle the same question. Then ask it of someone standing directly to the side of the person in the middle. The person in the middle stands still, facing the same way, throughout the questions and answers. **Explain that at all times participants should answer according to what they can actually see from their static position, not what they know is there.** You may like to give participants the opportunity to observe this activity if they feel more comfortable doing so, and their observations will be useful in the group discussion.

You can repeat the exercise with another participant in the middle and a different question, for example: 'How many arms does she have?'

Ask the group to discuss these questions.

- How does your perspective on a situation shape your understanding of it?
- How can we gain a more complete picture more of the time?
- Has anyone got examples of this to share?

You can take this further in the following ways.

- Ask a participant to walk round the circle and look at the person in the middle from all angles. Ask them to give a running commentary on what they are seeing and how their vision of the person changes.
- Ask another volunteer to go to the far end of the room and walk slowly towards the rest of the group. How much can each participant see of the person as they approach?
- Ask participants to change one thing about their appearance without telling the rest of the group, then ask the other participants to identify the changes.

Two truths and a lie

Purpose: For participants to get to know each other, and also to introduce the idea of assumptions and stereotyping as a cause or fuel for conflict.

Objective: 1 - identify examples of conflict within Girlguiding and explain possible causes of conflict

Time: 10 minutes

Ask participants in turn to share two things that are true about their life and one thing that is a lie. The rest of the group has to decide which one is the lie.

If your group is large you may want to ask participants to split into two smaller groups for this activity.

Ask the group to discuss these questions.

- What was the evidence for making our decisions? Was it based on fact or assumption?
- How could assumptions and stereotypes about people lead to conflict?
- How could they fuel conflict further?

Small ball workshop

Purpose: For participants to begin to explore working together to negotiate difficult situations.

Objective: 4 - identify sources of support for helping them to manage conflict

Time: 10 minutes

Equipment: Ping-pong balls (10-12 per small group), bags, tables, rules on a flipchart if needed

Ask participants to work in small groups and sit themselves around a table. Give the ping-pong balls to one participant at each table, and the bag to the person sitting directly opposite them. Give them the following instructions.

- The team must get all the balls from one side of the table to the other.
- Each person must touch each ball.
- You may not pass any balls to the person either side of you.

- The balls must all end up in the bag.

The teams start, and negotiate how they ensure the balls all move into the bag.

Ask the groups to stop and count the balls in the bags to see which team achieved the task. Discuss these questions with the group.

- What was easy and difficult about this task?
- How did each group approach the problem? What skills did they use to negotiate together?

Different ways with paper

Purpose: To demonstrate that we all have different ways of doing things, and the importance of recognising this in responding to and managing conflict.

Objective: 2 - discuss their own personal responses to conflict

Time: 15 mins

Equipment: A4 paper

This activity can be used as an introductory activity, or as a more in-depth activity later in the session.

Give each participant one sheet of A4 paper. Provide the following instructions to participants (you can read them out or write them down) and ask everyone to follow them. No one is allowed to ask questions and everyone must concentrate on their own sheet of paper.

Fold your piece of paper in half.

Fold it diagonally.

Rip off a corner.

Fold it in half again.

Fold it in one third.

Rip off a corner.

Ask everyone in the group to unfold their sheets of paper and discuss these questions.

- What do they look like? Are they all different?
- How different therefore are our approaches to managing conflict?

Causes of conflict

What's the cause?

Purpose: For participants to identify different causes of conflict in Girlguiding conflict situations.

Objective: 1 - identify examples of conflict within Girlguiding and explain possible causes of conflict

Time: 15 minutes

Equipment: Causes of conflict (Handout 1, page 22), examples of conflict (Appendix A, page 28)

Ask participants, at first individually and then in small groups, to think of as many examples of conflict within different areas of Girlguiding as possible for each cause of conflict. Provide examples if groups need prompting.

Groups compare their examples, and also discuss how there can be more than one cause of any conflict.

Why conflict?

Purpose: For participants to understand the differences between different types of conflict that they may encounter.

Objective: 1 - identify examples of conflict within Girlguiding and explain possible causes of conflict

Equipment: Causes of conflict (Handout 1, page 22), Recognising conflict (Handout 2, page 23), Conflict scenarios (Appendix B, page 29)

Time: 15 minutes

Ask participants to work in small groups and look at a series of conflict scenarios. For each scenario, ask them to discuss these questions.

- What type of conflict is this?
- What are the possible causes?
- How would you recognise it and understand it?

Personal responses to conflict

Purpose: For participants to explore different personal responses to conflict and how these can affect how people manage conflict.

Objective: 2 - discuss their own personal responses to conflict

Time: 15 minutes

Equipment: Signs saying 'fight', 'flight' and personal responses to conflict (Appendix C, page 31), Personal responses to conflict (Handout 3, page 24), Conflict scenarios (Appendices A and B, pages 28-30)

Lay out the 'fight' and 'flight' signs at either end of the room to show a scale. If participants are comfortable doing so, ask them to put themselves where they feel they 'naturally' respond to conflict. Do they 'fight' and get involved, or do they tend towards 'flight' and avoid it?

Introduce a series of scenarios and ask participants to place themselves on the scale according to how they would respond, as this will differ according to each conflict situation. If participants are comfortable doing so, they can share the reasons why they have chosen to stand in a certain place.

Add the signs for possible responses to conflict to the scale, ranging from most assertive ('fight') to least assertive ('flight'). For each scenario, ask participants to place themselves according to which response they feel would be most appropriate or effective for managing the conflict in hand.

Finally, ask participants to place themselves along the scale according to which response to conflict they find most difficult to deal with from other people.

Discuss these questions.

- How does knowing how different people manage conflict help us to manage conflict/other volunteers better?
- Can you think of any examples from your own guiding experience where understanding other people's reactions to conflict would have helped?
- Can you think of any examples where understanding your own reaction to conflict would have helped?

Build a wall

Purpose: For participants to understand how personal agendas can lead to conflict and make it difficult to resolve.

Objectives: 1 - identify examples of conflict within Girlguiding and explain possible causes of conflict
3 - share ideas and begin to develop techniques for preventing, managing and resolving conflict

Time: 20 minutes

Equipment: Building bricks in different colours, 'Build a wall' personal agendas (Appendix D, page 32)

Ask participants to work in groups of four. Provide them with a selection of bricks of different colours, and distribute the personal agenda cards to each person. Ask them not to share their instructions with other people in their group.

Ask the groups to compete as teams to build a wall as quickly as possible. Specify what type of wall you would like, for example: 'The wall must be five bricks wide, but with a window halfway up.'

Bring the groups together and see who achieved the task. Discuss these questions as a group.

- How did the personal agendas hamper progress as a team?
- Did people achieve personal agendas? Was this difficult?
- Was there conflict within the team? How did people respond to this? How was this managed?
- Can people think of real-life personal agendas that hamper teamwork and fuel conflict?

Orange time

Purpose: For participants to understand the importance of different agendas, and begin developing communication and negotiation skills to resolve conflicts.

Objective: 3 - share ideas and begin to develop techniques for preventing, managing and resolving conflict

Time: 15 minutes

Equipment: An orange, instructions (see below)

Ask participants to work in two groups. Give each group instructions as follows.

Group 1: You need the orange because you need the orange peel to make an orange cake.

Group 2: You need the orange because you need the orange juice to make an orange jelly.

Tell the groups they are not allowed to share this information. However, they need to ensure they get what the instructions tell them to. The orange must not be subjected to any physical violence. Ask the groups to attempt to argue their case for the orange. Groups should start with a stalemate and then gradually work out that they can have a compromise and still get what they want.

Discuss these questions as a group.

- What techniques did people use to advance their interests?
- What behaviours were shown?
- How did people work as a team?
- What vital information would have been useful to know?

Preventing, managing and resolving conflict

Active listening skills

Purpose: For participants to practise techniques involved in active listening, receive constructive feedback, and experience being listened to in an active constructive way and the positive outcomes that can have.

Objective: 3 - share ideas and begin to develop techniques for preventing, managing and resolving conflict

Time: 20 minutes

Equipment: Top tips for active listening (Handout 5, page 26) (optional)

In this activity participants may share sensitive personal information. You should ensure that the group members are comfortable and do not feel pressured to share information they don't want to. **Remind participants of the need for confidentiality and that they should not refer to individuals by name when citing examples.**

Participants form groups of three and find a space away from other people, taking a copy of the active listening techniques handout if needed.

Each person takes it in turn to be the speaker, the listener and the observer.

The speaker speaks for two minutes on a conflict situation that is important to them, and that they are bothered about at the present time. This could be a personal or a more general conflict. You may want to encourage participants to pick something outside guiding, and without feeling pressured to share too much, ask them to be honest about how they feel about this subject.

After two minutes, the listener is allowed to talk as well, ask questions, reflect points back to the speaker and generally practise active listening skills.

The observer is there purely to observe the listener and give constructive feedback on their skills and listening techniques. After the second two minutes is over the observer can give feedback for two minutes, before the roles rotate.

Ask the groups to provide feedback on these points.

- How did everyone find the exercise?
- What made the listeners ‘good listeners’?
- What was the most helpful feedback people received from observers?
- How do these skills apply in terms of conflict management?
- When is active listening an important skill to employ?

Two stories

Purpose: To introduce the difficulty of listening to two sides of a story, and for participants to develop techniques for having conversations about conflict.

Objective: 3 - share ideas and begin to develop techniques for preventing, managing and resolving conflict

Time: 15 minutes

Equipment: Top tips for active listening (Handout 5, page 26), Conflict scenarios (Appendix B, page 29)

Ask participants to work in groups of three. Ask two of the group members to decide on an incident that has happened in guiding, either from the scenarios or their own ideas. Ask them to tell the story from two points of view. The third person is designated ‘listener’, and listens to the conversation.

After the two speakers have spoken for five minutes, ask each listener to provide feedback on these points.

- What was the incident?
- How did the two people tell the story?
- Were there any differences in how they interpreted or expressed it?
- How easy was it to listen to both at the same time?

Ask the groups to discuss the incident for another few minutes. The ‘listener’ can now speak and reflect back to the speakers what they think has happened, and offer any ideas on how to move forward from the incident.

You can ask for discussion from the group.

- How did the listener find the experience?
- How did the speakers find it?
- How could the situation have been made easier/more positive for the listener and speakers?

Word stress

Purpose: For participants to investigate how they communicate when faced with conflict.

Objectives: 1 - identify examples of conflict within Girlguiding and explain possible causes of conflict

3 - share ideas and begin to develop techniques for preventing, managing and resolving conflict

Time: 10 minutes

Equipment: Word stress sentences (Appendix E, page 33)

The emphasis we put on the words we say can have a significant effect on their meaning. Putting the emphasis on the wrong word can result in conveying a meaning we don’t intend. Ask participants to work in pairs and try saying the following sentence out loud, stressing the highlighted word each time.

I didn't shout at your daughter.

*I **didn't** shout at your daughter.*

*I didn't **shout** at your daughter.*

*I didn't shout **at** your daughter.*

*I didn't shout at **your** daughter.*

*I didn't shout at your **daughter**.*

Ask participants to discuss these questions with their partner and then with the group.

- How did the different sentences sound?
- Could you hear the different message conveyed with each change of emphasis?

Ask participants to try the following sentences, stressing different words again.

Thank you for being my friend.

How are you feeling today?

Now ask participants to discuss these points.

- How do tone and emphasis affect a person's reaction to conversation?
- How could this start, escalate or help resolve conflict?
- How is communication altered when you are unable to show tone or emphasis, such as through email or social media?

Dangerous words

Purpose: For participants to explore how the use of particular words and phrases can encourage, escalate or help resolve conflict.

Objectives: 1 - identify examples of conflict within Girlguiding and explain possible causes of conflict

3 - share ideas and begin to develop techniques for preventing, managing and resolving conflict

Time: 10 minutes

Equipment: Paper and pens, flipchart

Ask participants to think of three conflict situations they are happy to share; ones that they have either been part of or witnessed. Ask them to write down whether there were any 'dangerous words' that were used during the conflict, that they felt escalated it.

Ask participants if they are happy to share any of those words, and write any common ones on a flipchart. Some examples you could use include:

I told you...

Some people...

Good for you...

Suit yourself

Discuss these questions with the group.

- Why are these 'dangerous words'?
- How do they react personally to the use of these words?
- Do they ever use these words themselves?
- What could be alternatives?
- What words do people find lead to resolving conflict?

As a group, discuss what alternative words could be used in conflict situations and note them on the flipchart.

Dream holiday

Purpose: For participants to practise and develop techniques for compromise.

Objective: 3 - share ideas and begin to develop techniques for preventing, managing and resolving conflict

Time: 20 minutes

Equipment: Pens, Dream holiday instruction sheets (Appendix F, page 34)

Distribute copies of the instruction sheet and explain the participants are all winners of a dream holiday for two worth £5,000. Ask participants to write in the first box labelled 'Dream Holiday' where they would like to go, for how long, at what time of year and what they would like to do. Everyone should keep their answers to themselves at this stage.

Give participants a few minutes to do this, and ask them to list six reasons for their choice, numbered in importance. Ask them not to show their answers to anyone else.

Now inform participants that the competition organisers have chosen the other person they are going

on the holiday with. Match participants up with people they have not worked with yet. If you know them well enough, select people with different backgrounds and interests and ask them to work in pairs.

Ask participants now to negotiate a holiday for two that is acceptable to both of them.

Bring them back into the large group. Ask participants to discuss these questions.

- Where did they first dream of going and where did they end up?
- How far did their final choice satisfy the reasons for choosing the first destination?
- Do they think the process of making a choice was made easier by having analysed the reasons for their first choice? Was it easier than if they had just started with each person choosing a destination but giving no more details?

Spending the money

Purpose: For participant to begin discussion about how conflict can be resolved within a local area.

Objective: 3 - share ideas and begin to develop techniques for preventing, managing and resolving conflict

Time: 20 minutes

Equipment: Role cards (Appendix G, page 35)

Divide the participants into groups of no more than six. Give each member of the group a role; ask them not to share this. Read out the scenario below.

Scenario: Your District/Division/County has been given a sum of £5,000 to be spent on outdoor activities for girls.

Ask the participants to discuss and agree on how they will spend the money. Ask everyone to stay in role.

After the groups have reached a decision, discuss these questions.

- How did they reach a compromise?
- Has everyone gone home happy?
- Did everyone get their voice heard?
- Has everyone taken ownership of the decision?

Moving on

Who can I go to for help?

Purpose: For participants to discuss members the web of support that is available to them when they are managing conflict.

Objective: 4 - identify sources of support for helping them to manage conflict

Time: 10 minutes

Equipment: Ball of string/wool, scenarios (any from Appendices A and B, pages 28-30)

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, for example 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
- Girlguiding HQ
- 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 conflict within their teams or with other volunteers.

Objective: 5 - identify ways to move on as a volunteer team after an incident of conflict

Time: 15 minutes

Equipment: Large picture of a bridge over water, Top tips for moving on (Handout 6, page 27), scenarios (choose from Appendices A and B, pages 28-30), 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 and resolve the conflict. 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.

Conflict to change

Purpose: For participants to develop understanding of how conflict can be a useful catalyst for change within teams of volunteers.

Objective: 5 - identify ways to move on as a volunteer team after an incident of conflict

Time: 20 minutes

Equipment: Conflict scenarios (Appendix B, page 29), Top tips for preventing conflict (Handout 4, page 25), paper and pens

Ask participants to work in small groups and give each group a conflict scenario. Ask them to write about (or draw as a comic strip) the conflict situation and how it develops. Ask groups to pick a moment in this scenario when the conflict could be used to enable change.

Ask groups to write or draw 'what happens next' if the conflict has been used to enable change in the situation. Ask groups to share with each other, and provide further ideas. Where can groups go to support and enable change in their local area?

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

Girlguiding resources

The Guiding Manual - for Girlguiding's policies, the Promise and Law, the Code of Conduct and supporting information relevant to managing adult volunteers

www.girlguiding.org.uk/guidingmanual

The following resources are available to download from Girlguiding's website www.girlguiding.org.uk.

Leading and Managing People Trainers' Toolkits

- *Building a team*
- *Effective adult meetings*
- *Managing challenging behaviour in adults*
- *Managing change*

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

Further resources

For more information on the Thomas-Kilmann Conflict Mode Instrument (TKI) different responses to conflict:

Kilmann Diagnostics, www.kilmanndiagnostics.com

For more information on causes of conflict:

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

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

Handout 1: Types and causes of conflict

Girlguiding volunteers in leading and managing people roles may come across different types of conflict, so it is important to start by learning to recognise the different kinds of conflict you will encounter, and what strategies and tools you can use to deal with these situations.

The two main forms of conflict are **substantive** and **affective**. Some instances of conflict will have elements that are linked both to the tasks (substantive) and to relationships (affective).

Substantive conflict arises from disagreements over the team's tasks. People could disagree over the decision-making process, the best way to complete tasks, how resources are divided or who is performing the task. For example, there may be conflict around how a budget for a Division event is spent. When effectively managed, this conflict can lead to an open discussion about the work being done and greater innovation in the approach to tasks.

Examples of causes of substantive conflict

- **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 goals:** Different team members may have personal goals they wish to achieve; sometimes they may view these goals as competing with each other, and this could lead to conflict. 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, some may be left feeling unsupported and this can lead to conflict. For example, a last-minute decision might be made about an event which will create a lot more work.
- **Conflicting roles:** There may be times when a member of the team is asked to complete work in someone else's area, for example helping with a residential event. The person who normally works in this area may feel this is interfering with their role and this may lead to conflict.

Affective conflict arises from relationships within the group and can take the form of rivalries and power struggles. For example, two volunteers may have an ongoing difficult relationship following disagreements in the past. The conflict will not be related to the tasks being performed but will have an impact on the work.

Examples of causes of affective conflict

- **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, which can be beneficial to the team. 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 on a particular matter.
- **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.
- **Conflicting pressures:** A team member may have multiple Girlguiding roles in different teams, and these may compete for her time and energy, which could lead to conflict.
- **Conflicting roles:** There may be two team members who both feel they should be taking a lead on a certain area of a project, leading to potential conflict.

Handout 2: Recognising conflict

Conflict can look like:

- disagreements or arguing at a unit meeting, a local area meeting or an event
- disagreements or arguing in other communication forms, such as email or social media.

However, conflict within your team may not always be so obvious and recognisable. The following signs and symptoms might be caused by other issues going on with volunteers, but they could also indicate conflict within a volunteer team.

Behaviour: Volunteers could be acting in a way that is surprising, challenging, or unlike their usual behaviour. This may be directed towards particular individuals or situations and could indicate conflict with those individuals or with a particular issue.

Motivation: Changes in motivation may mask underlying conflict. A volunteer who is usually really enthusiastic about something may suddenly lose motivation due to unrecognised conflict.

Productivity: A team of volunteers that is usually very organised and busy suddenly appears to be stalling, with few ideas and not much progress on local projects. This could be explained by conflict within the team, or between particular individuals.

Handout 3: Personal responses to conflict

Individuals respond to conflict in different ways. Therefore, in understanding and managing conflict, it is important to examine our own personal responses to conflict, and how other people's might differ. This shapes how we approach conflict that we have with others, but also conflict between other people we are managing.

Kenneth Thomas and Ralph Kilmann identified five main responses to conflict, known as the Thomas-Kilmann Conflict Mode Instrument (TKI). The responses listed below from this framework can be helpful for understanding the range of responses to conflict, from the most direct and confrontational to the most cooperative. Each instance of conflict will be different, and a person can have different responses, or a combination of responses to different conflicts, which may be appropriate when trying to deescalate a potential conflict situation.

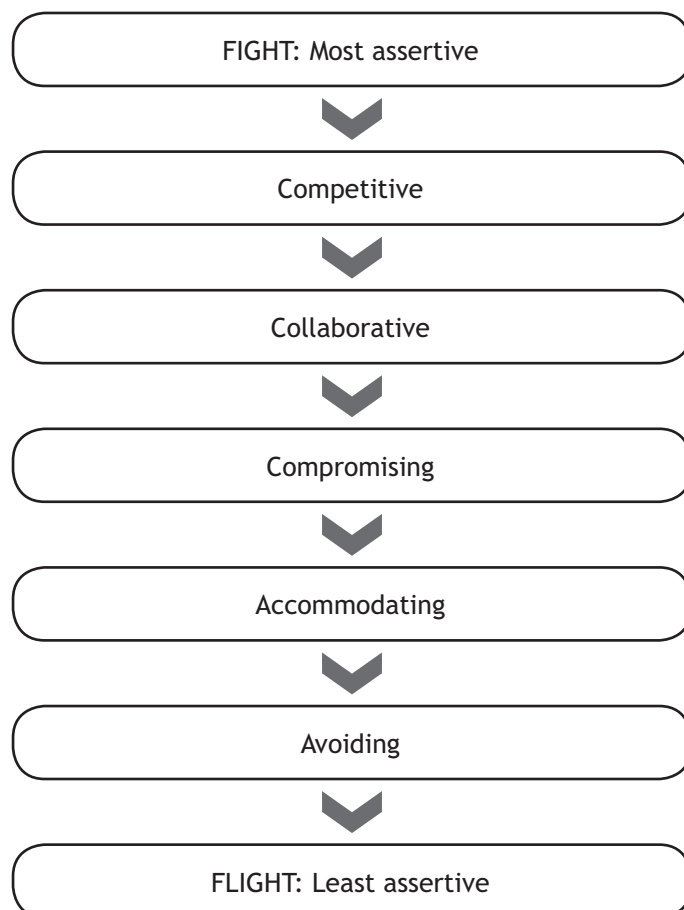
Competitive: People using a competitive style will be assertive and not willing to cooperate. This style can be useful when a decision needs to be made quickly. However, in less high-pressured situations this can make people feel undervalued and could cause further conflict.

Collaborative: The collaborative style is cooperative while retaining assertiveness. Using this style, people will aim to work together to reach a solution. This style is useful when there are a number of issues that all need to be considered in order to function effectively.

Compromising: Compromise, like collaboration, is both assertive and cooperative. The aim is to find an acceptable solution for both parties. This will mean that both people may have to give up something that they feel is important. This is useful when the negative impacts arising from the conflict outweigh the costs of a compromise.

Accommodating: A person using this style will put the needs of the other person before their own. This can be useful if the issues of the conflict are not as important as the relationship with the other person.

Avoiding: A person using this style will try not to address the conflict; they may change the subject, postpone meetings or become uncontactable.



Handout 4: Top tips for preventing conflict

Lead by example

Managing personal conflict with other volunteers in a positive and constructive way sets a great example for the rest of the team. Acknowledge that there are always times when people will disagree, but that it can be managed in a friendly and supportive way. For example, a Commissioner is seen to take concerns about opening a new unit seriously, and meets the volunteers involved to talk about how they can move forward.

Be available to talk

If you are available and open to hearing from different volunteers in the area, team members will be happier to raise issues or potential problems earlier when they are easier to manage. You don't have to be available all the time, but being responsive to emails or calls will encourage people to come to you.

Foster an open team atmosphere

If members of the team are happy to raise issues and discuss problems without feeling judged by anyone, it is less likely that issues will be allowed to fester and lead to conflict. You may like to put aside a regular time in meetings for people to bring forward challenges and concerns they have, or positively challenge any judgemental comments that are made when people bring concerns.

Avoid cliques and showing favouritism

Ensure that you are transparent about decision-making processes and why you have involved individuals at different stages. Encourage all members of the team to get to know each other and work together, and celebrate all individuals' contributions to local guiding.

Care for the individual

Make an effort to get to know volunteers on an individual basis. They are more likely to confide in you if something is a problem, and you are more likely to understand and anticipate sources of conflict for them.

Manage expectations

If members of a team know what they are meant to be doing, what they are responsible for and what it is meant to look like, everyone knows where they stand and conflict is less likely. Be realistic with timelines and when people have capacity to complete tasks.

Handout 5: Top tips for 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.

Handout 6: Top tips for moving on

Recognise there may be a need for ongoing conflict management

Sometimes an ongoing conflict between volunteers will not be resolved quickly and may arise again at times of change or when difficult decisions have to be made. Anticipate further conflict and ensure you are handling situations sensitively and keeping communication channels open.

Communicate what has happened and move on

Ensure 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 this particular incident of conflict has been closed and 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. Recognise efforts volunteers have made to collaborate, compromise and resolve conflict.

Provide new ways of supporting local guiding

Incidents of conflict 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 (or mediating between other team members) and acknowledging if you feel hurt or disappointed can help you move on from the situation.

Use support networks

Managing conflict can be a really stressful time. Use your own support networks within and outside guiding to support you.

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: Conflict examples

People are not supporting the Commissioner because they don't agree with her decisions/don't think she's the right person for the role.

Someone feels that they should have a more senior role in the area because they have more experience than other Leaders.

Units with lots of funds and units with few funds coexist in the same area. Assumptions are made at District level that everyone will be able to contribute the same amount to events.

A Leader is angry because she has been told she can't do her Going Away With Scheme on a residential event outside the County.

The Guide Unit Team is annoyed that the Brownie unit isn't sending older girls up to Guides.

Some volunteers on a unit rota keep failing to turn up and the Unit Leader has had enough of being let down.

Some units claim that preferential treatment is being shown to girls from particular units for County international opportunities.

Some Leaders claim they didn't receive the County camp forms so haven't been able to give them to their young members, but other Leaders have the forms.

Some units are using the old Promise and some the new one.

Two units want to use a meeting hall on the same night.

When discussing a risk assessment for a District event, old arguments over the best way to chop wood are brought up again.

Some Leaders can never make District meetings because of their shift patterns, and complain they are left out of information and opportunities.

Leaders are angry because they are told by a local Adviser they can't take Brownies camping.

Some Leaders are never included in conversations because they are seen as 'too posh' for the area.

Appendix B: Conflict scenarios

Suggested starting points for discussion (further questions are provided in specific activities).

- What are the causes of this conflict?
- How should you investigate this incident?
- How do you begin the discussion with the volunteers in question?

Case 1: Coach let down

The local Guide unit and Brownie unit are planning to go to a large-scale event in a nearby town together. The Guide Leaders assure the Brownie Leaders they will book a coach. The Brownie Leader calls them the week before and the Guide Leaders tell her they've cancelled and the unit isn't going, because they didn't get enough interest from the girls. The Brownie Leader informs her Commissioner that she will never organise anything with them again.

Case 2: Too many girls

In a District, one unit is very popular and lots of girls are trying to join. In contrast, some of the other units are really struggling to recruit girls to make the unit meaningful. At a District meeting, it is suggested that the first unit should 'share the girls and not hog them for themselves'. The Leadership Team respond in kind.

Case 3: Division split

A Division has historically been split in two groups. One half of the Division is run by local Leaders who have been in the area a long time and like a traditional programme. The other half is run mainly by students, who have shorter terms and are keen on outdoor activities. The Division has a very active unit in The Senior Section and lots of Young Leaders are supported at the different units. When Young Leaders become adult Leaders, pressure is put on them to 'side' with one group or the other.

Case 4: Event planning

A group of volunteers are planning a District camp. Two of the volunteers 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.

Case 5: Accounts

A Unit Helper 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.

Case 6: Community space

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 anymore. 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.

Case 7: Twitter

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.

Case 8: Recruitment of new Leaders

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'.

Case 9: Email conversations

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.

Case 10: Not enough bacon

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 aggressively what she thinks of their leadership skills.

FIGHT (most assertive)

Competitive

Collaborative

Compromising

Accommodating

Avoiding

FLIGHT (least assertive)

Appendix D: 'Build a wall' personal agendas

Fill in the spaces below with colours of bricks you are using.

You must ensure that each row has one of each colour on it.

You are scared of the wall getting too high. Do not let this happen.

Make sure that there is a vertical line of _____ bricks.

Make sure that there are no _____ bricks on the edge of the wall.

You need to have an even number of bricks on the wall overall, but an odd number of bricks on each row.

You do not like bricks and will not touch them.

You must place every brick on the wall yourself.

Appendix E: Word stress sentences

I didn't shout at your daughter.

I **didn't** shout at your daughter.

I didn't **shout** at your daughter.

I didn't shout **at** your daughter.

I didn't shout at **your** daughter.

I didn't shout at your **daughter**.

Thank you for being my friend.

How are you feeling today?

Appendix F: Dream holiday instruction sheet

FIRST PRIZE: DREAM HOLIDAY FOR TWO WORTH UP TO £5,000

Where do you want to go? _____

For how long? _____ At what time of year? _____

What do you want to do? _____

DO NOT FILL IN THIS BOX UNTIL YOU ARE ASKED TO

Reasons

() _____	() _____
() _____	() _____
() _____	() _____

DO NOT FILL IN THIS BOX UNTIL YOU ARE ASKED TO

Where do you want to go? _____

For how long? _____ At what time of year? _____

What do you want to do? _____

Appendix G: 'Spending the money' roles

The Chair

It is your responsibility to help the members reach a decision on this item on the agenda.

Quiet ideas

You often have unusual and well-thought-out ideas to contribute in the meeting, but you generally won't speak up unless asked. You would be interested in using the money to develop guiding for the future, maybe through buying land for a campsite.

Experienced international

You are an extremely experienced Leader. You have taken part in international events and been a Leader for all sections but find it hard to let other people contribute to meetings (they don't have the experience you have!). You would like the money to go towards an international fund.

No dinner

You are only here because the District Commissioner said you must attend. You have come straight from work and haven't had a chance to eat beforehand, let alone read the agenda. You didn't realise that the fund was being discussed.

Tried and tested

You have a lot of experience in guiding and are well-respected within the District. From experience you know that a lot of the suggestions will not work and would prefer to stick to tried and tested methods. In the past this kind of fund has been used for one-day large-scale events.

Encourager

You are keen for all members of the District to feel supported in their suggestions as you want as many people to be involved in guiding as possible. Even if you can see a flaw in an idea you will be positive and support it (regardless of what it is).