



Somerset
Adult Training

Module 9

Working with Adults

This presentation pack supplements the learning undertaken by attending a Course.

November 2021

Topics covered

Introduction

Communication

Working with Teams

Decision Making Structures

Representing others at meetings

Managing Conflict

What next ?



Introduction

Introduction

Working with Adults is aimed at Section Leaders in Scouting. Whilst the primary engagement for many working within Sections will be with young people, there are many occasions where engaging with other adults is a key part of the role.

This might be:-

- With your immediate leadership team
- With other adults in your Group
- At District meetings
- When planning and executing District events
- With guests assisting in the delivery of programme
- With parents and carers

The learning provides some really useful information so that the outcome, when working with other adults, is beneficial, positive and rewarding.

Communication



Communication

Any communication needs to be effective if it is to be of benefit. Otherwise, it could just be “noise”.

Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood.

Effective communication sounds like it should be instinctive. But all too often, when we try to communicate with others something goes astray. We say one thing, the other person hears something else, and misunderstandings, frustration, and conflicts ensue.

Communication

Common barriers to effective communication include:

Stress and out-of-control emotion. When stressed or emotionally overwhelmed, you're more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behaviour. To avoid conflict and misunderstandings, you should try and calm down before continuing a conversation.

Lack of focus. You can't communicate effectively when you're multitasking. If you're checking your phone, planning what you're going to say next, or daydreaming, you're almost certain to miss nonverbal cues in the conversation. To communicate effectively, you need to avoid distractions and stay focused.

Communication

Common barriers to effective communication include:

Inconsistent body language. Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel that you're being dishonest. For example, you can't say "yes" while shaking your head no.

Negative body language. If you disagree with or dislike what's being said, you might use negative body language to rebuff the other person's message, such as crossing your arms, avoiding eye contact, or tapping your feet. You don't have to agree with, or even like what's being said, but to communicate effectively and not put the other person on the defensive, it's important to avoid sending negative signals.

Communication

Listening can be more important than talking

When communicating with others, we often focus on what we should say. However, effective communication is less about talking and more about listening. Listening well means not just understanding the words or the information being communicated, but also understanding the emotions the speaker is trying to convey.

There's a big difference between engaged listening and simply hearing. When you really listen—when you're engaged with what's being said—you'll hear the subtle intonations in someone's voice that tell you how that person is feeling and the emotions they're trying to communicate. When you're an engaged listener, not only will you better understand the other person, you'll also make that person feel heard and understood, which can help build a stronger, deeper connection between you.

Communication

How to be a better listener

Focus fully on the speaker. You can't listen in an engaged way if you're constantly checking your phone or thinking about something else. You need to stay focused on the moment-to-moment experience in order to pick up the subtle nuances and important nonverbal cues in a conversation. If you find it hard to concentrate on some speakers, try repeating their words over in your head—it'll reinforce their message and help you stay focused.

Favour your right ear. As strange as it sounds, the left side of the brain contains the primary processing centres for both speech comprehension and emotions. Since the left side of the brain is connected to the right side of the body, favouring your right ear can help you better detect the emotional nuances of what someone is saying.

Communication

How to be a better listener

Avoid interrupting or trying to redirect the conversation to your concerns. By saying something like, “If you think that’s bad, let me tell you what happened to me.” Listening is not the same as waiting for your turn to talk. You can’t concentrate on what someone’s saying if you’re forming what you’re going to say next. Often, the speaker can read your facial expressions and know that your mind’s elsewhere.

Show your interest in what’s being said. Nod occasionally, smile at the person, and make sure your posture is open and inviting. Encourage the speaker to continue with small verbal comments like “yes” or “uh huh.” These are known as “listening noises”.

Communication

How to be a better listener

Try to set aside judgment. In order to communicate effectively with someone, you don't have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand them. The most difficult communication, when successfully executed, can often lead to an unlikely connection with someone.

Provide feedback. If there seems to be a disconnect, reflect what has been said by paraphrasing. "What I'm hearing is," or "Sounds like you are saying," are great ways to reflect back. Don't simply repeat what the speaker has said verbatim, though—you'll sound insincere or unintelligent. Instead, express what the speaker's words mean to you. Ask questions to clarify certain points: "What do you mean when you say..." or "Is this what you mean?"

Communication

Pay attention to non-verbal signals

The way you look, listen, move, and react to another person tells them more about how you're feeling than words alone ever can. Nonverbal communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing.

Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships.

You can enhance effective communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you're talking to.

Communication

Pay attention to non-verbal signals

Be aware of individual differences. People from different countries and cultures tend to use different nonverbal communication gestures, so it's important to take age, culture, religion, gender, and emotional state into account when reading body language signals.

Look at nonverbal communication signals as a group. Don't read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you receive, from eye contact to tone of voice to body language. Anyone can slip up occasionally and let eye contact go, for example, or briefly cross their arms without meaning to. Consider the signals as a whole to get a better "read" on a person.

Communication

Other considerations regarding effective communication

Audio only – Consider what is “lost” by not seeing the person(s). Need to pay more attention to what is said and how it is said to get an idea of engagement, support or challenge.

Text only – Text, e-mail and letters rely upon words to convey the message so many of the benefits gained by looking and listening are not available. Take care in what is written, check and review before sending to ensure that the message reads as required and gets the message across with little or no opportunity for misunderstanding.

Where there is a choice, choose the most appropriate method of communication for the message that is required.



Working with Teams

Working with Teams

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

Research over many years has shown that effective teams are made up not only of people with different skills, but who also work in different ways and have different personalities.

Recognising and accepting this is possibly the most important skill in team work, because it is counter – intuitive. Instinctively we like people who think and work like us.

Working with Teams

Our criticisms of other people are often of their characteristics that are not like our own – ‘he spends too much time on detail’, ‘she runs away with the first idea that pops into her head’ – however this combination of approaches is essential. If no one focuses on detail, things will often go wrong. If no one had new ideas, the programmes will be repetitive and boring. If too long is spent talking about something, there is no time (or interest) in doing it.

Accepting that others work differently is a key step to being an effective team member and one that can eliminate a huge amount of conflict and disputes.

There are no ‘right’ and ‘wrong’ ways to work – there are different ways.

Working with Teams

Meredith Belbin created a model of team roles describes different characteristics of members within a team, all of which contribute different qualities and are necessary to achieve balance.

Understanding the different roles that people assume can help you as a manager/supporter to identify their strengths and weaknesses. This, in turn, can help you to appropriately support and develop individuals, as well as improve the team's overall performance.

Balancing your team with the right people in this way will help you to carry out your role more effectively.

The model identified nine roles with different characteristics

Working with Teams

Action Oriented Roles

The Implementer

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

The Shaper:

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

The Completer-Finisher:

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

Working with Teams

People Oriented Roles

The Coordinator:

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

The Resource-Investigator:

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

The Team Worker:

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

Working with Teams

Thought Oriented Roles

The Monitor-Evaluator:

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

The Plant:

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

The Specialist:

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

Working with Teams



Carmichael's Personality Colours Model

Personality traits:

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

How to communicate with them:

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

Working with Teams

Carmichaels Personality Colours Model



Personality traits:

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

How to communicate with them:

Be friendly and show genuine interest in them. It is important to them to develop trust so be sociable and informal before talking about business. Be sure to explain ideas fully and give them the opportunity to express their opinions by asking open questions. Do not try to dominate the discussion or push them to make decisions quickly without giving them time to weigh up the information for themselves.

Working with Teams

Carmichaels Personality Colours Model



Personality traits:

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

How to communicate with them:

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

Working with Teams

Carmichaels Personality Colours Model



Personality traits:

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

How to communicate with them:

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

Working with Teams

Bruce Tuckman created a model of team which describes the four stages of its development.

Generally, the team would work through each stage however, elements such as a new member, a member being away for a period or leaving can necessitate returning to previous stages to ensure the best outcome.



Working with Teams

Stage 1: Forming - This stage is classified by:

- High dependence on the leader for guidance and direction.
- Little agreement on team objectives other than those received from the leader.
- Individual roles and responsibilities are unclear.
- The leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes are often ignored.
- Members test the tolerance of system and leader.
- The leader directs (**similar** to Situational Leadership 'Telling' mode).

Working with Teams

Stage 2: Storming - This stage is classified by:

- A lack of agreement when it comes to making group decisions. Team members attempt to establish themselves and their position in relation to other team members and the leader, who might receive challenges from team members.
- Clarity of the team's purpose increases but many uncertainties persist.
- Cliques and factions form. This may lead to power struggles. The team needs to focus on its goals to avoid becoming distracted by relationships and emotional issues.
- Compromises may be required to enable progress.
- The leader coaches (**similar** to Situational Leadership 'Selling' mode).

Working with Teams

Stage 3: Norming - This stage is classified by:

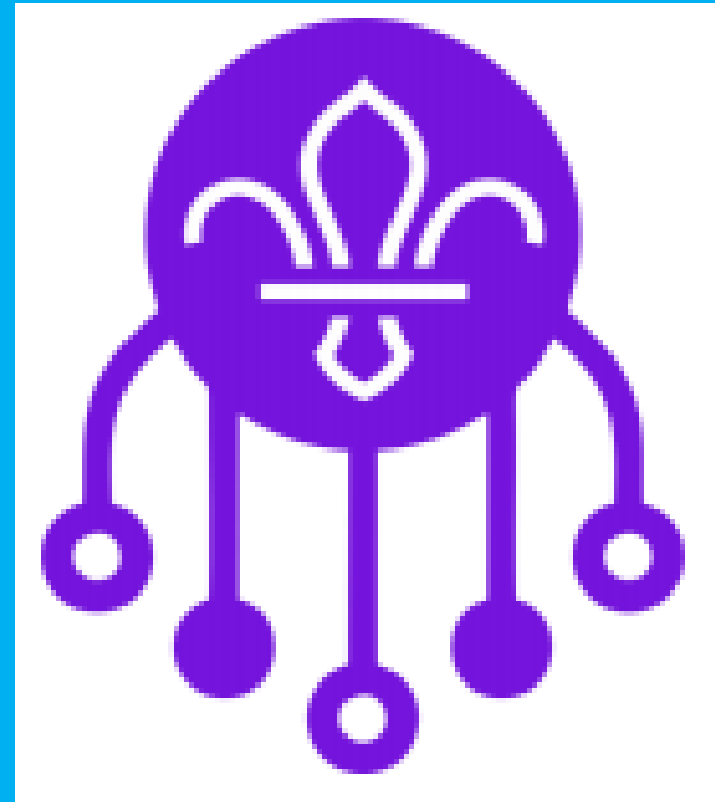
- Agreement and consensus largely forming among the team, who respond well to facilitation by the leader.
- Roles and responsibilities are clear and accepted.
- Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within the group.
- Commitment and unity are strong. The team may engage in fun and social activities.
- The team discusses and develops its processes and working style.
- There is general respect for the leader and leadership responsibilities are now shared amongst the team.
- The leader facilitates and enables (**similar** to the Situational Leadership 'Participating' mode).

Working with Teams

Stage 4: Performing - This stage is classified by:

- The team's increased strategic awareness. It is now clear why the team is doing what it is doing.
- The shared vision of the team. It is now independent and does not need interference or participation from the leader.
- A focus on over-achieving goals and the team makes most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy.
- Disagreements. However, they are now resolved within the team positively, and necessary changes to processes and structure are made by the team.
- The team can work towards achieving the goal and to attend to relationship, style and process issues along the way.
- Team members looking after each other.
- The team requiring delegated tasks and projects from the leader.
- The team not needing to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development.
- The leader delegating and overseeing (**similar** to the Situational Leadership 'Delegating' mode).

Decision Making Structures



Decision Making Structures

These are likely to vary depending on your role and where you sit in your team in Scouting.

It is certainly something that your line manager (Group Scout Leader or District Explorer Scout Commissioner) will be able to help you with.

Some decisions are likely to be made by individuals; Section Leader or Group Scout Leader whilst others could well be the responsibility of the Executive Committee.

Remember, we are a youth orientated movement so some decisions will be made by the young people themselves.

Knowing who to ask, especially if there is a possible time lag for a decision is important.

Representing Others



Representing Others

These are likely to vary depending on your role and where you sit in your team in Scouting. This could be a District Leaders meeting, an Event meeting, an AGM etc

Ensure that you have met with / discussed with the person or group that you are representing the topics to be discussed so that you are aware of and can “voice” the general comment or questions.

You are representing others so try to exclude overriding with your personal opinion.

Be clear about the authority that you hold, what you can and cannot commit to or support.

Ideally, take notes so that you can give a clear and accurate report back promptly after the meeting.

Managing Conflict



Managing Conflict

Whilst most people in Scouting make a real effort to get on together and to display the Scouting values at all times, conflicts and disagreement do occur and, sadly, most of these are between adults.

Issues also arise with adults outside of Scouting and the majority of these are with parents/carers.

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

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

Managing Conflict

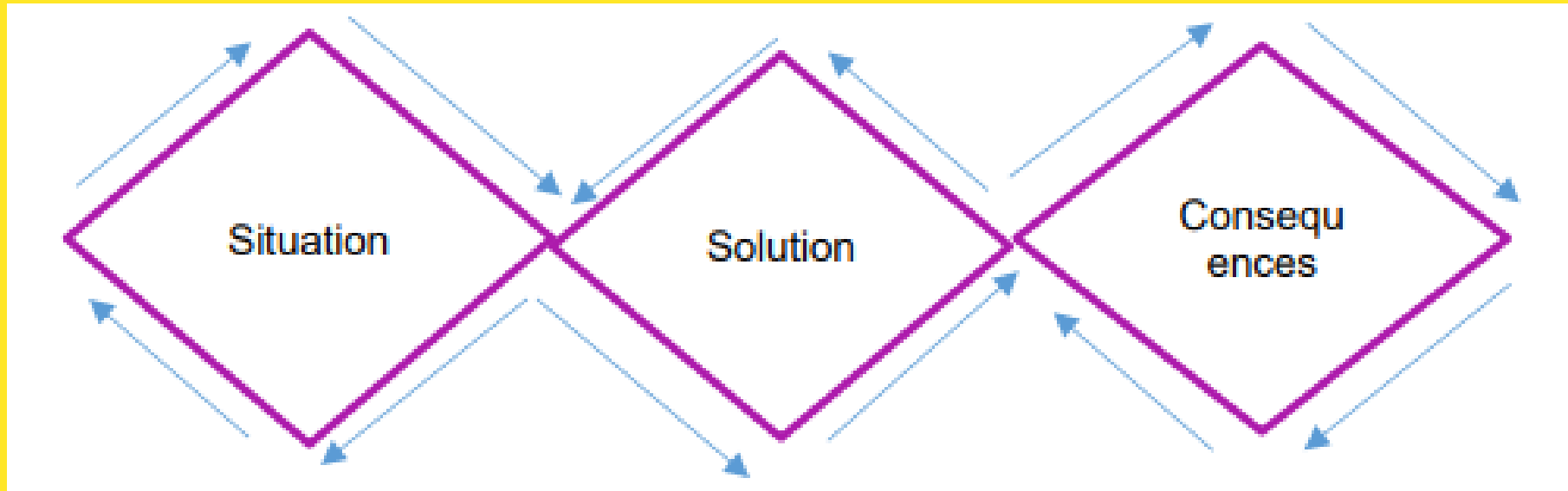
Conflict can arise through people often being too busy or dismissing the need to make time to develop and mutually agree any “ground rules” or plans. This potentially leads to misunderstandings and individuals taking different approaches or delivering different messages.

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

There is often more than one issue to address in a conflict situation, and different approaches may be taken for different parts of an issue – you might compete for something you feel strongly about but be accommodating on another to reach an overall compromise.

Managing Conflict

The following model can be used to prepare before entering into any conflict situation that you might unfortunately find yourself in.



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

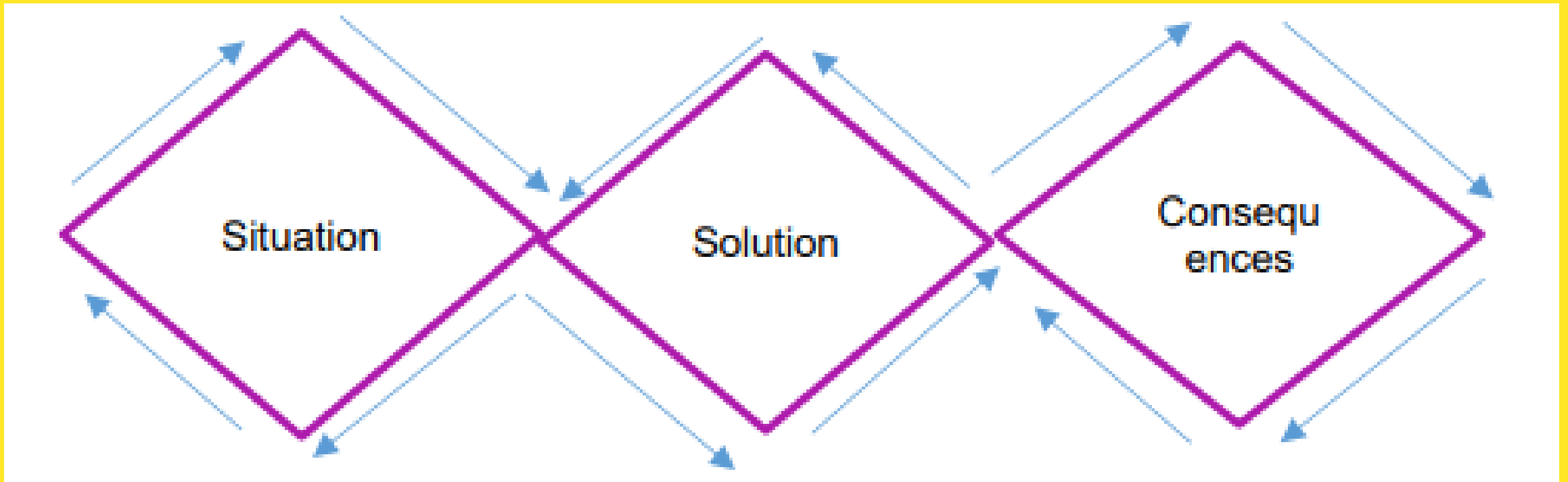
Managing Conflict

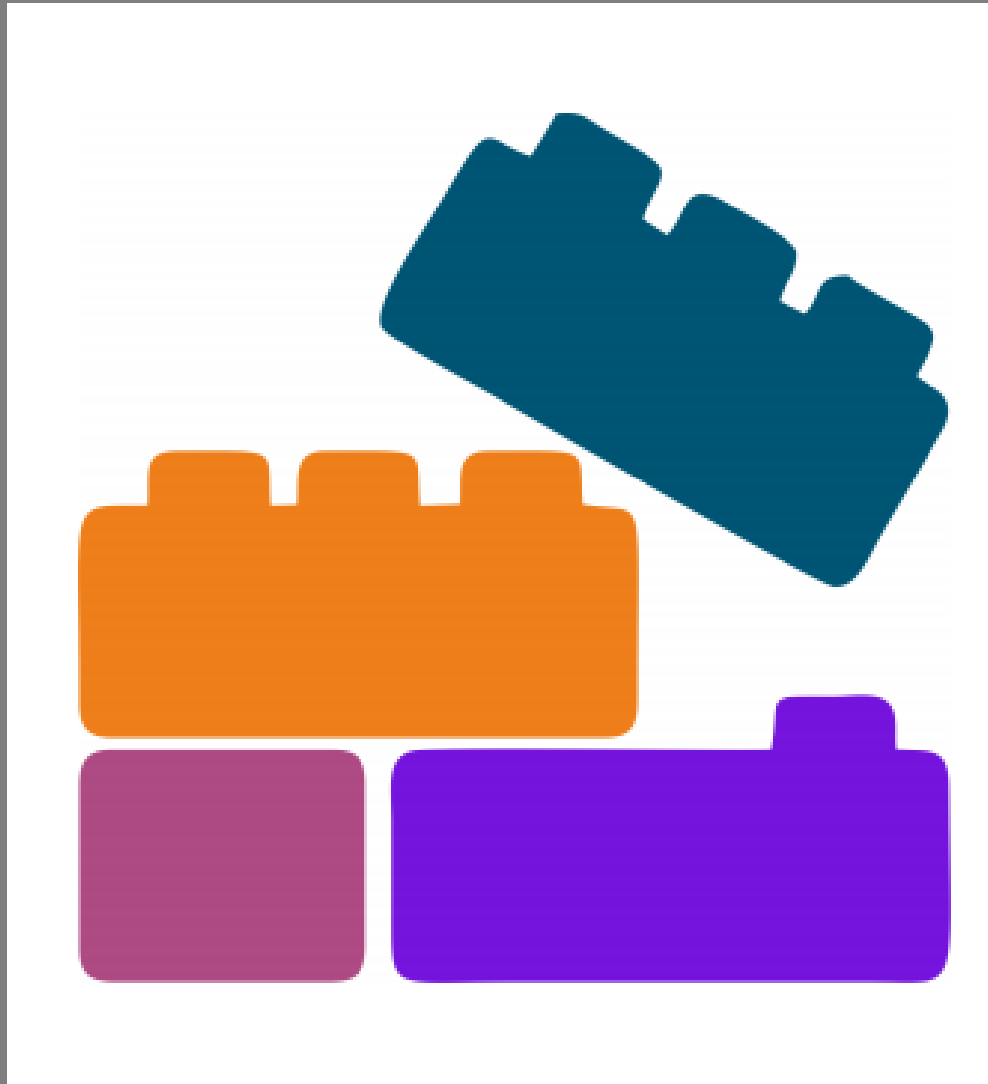
Consider **solutions** – there will be many solutions, but not all will produce the outcome you wish for. Consider the five approaches and what outcomes are acceptable to you. It is extremely helpful to go in to a conflict resolution situation knowing what your preferred outcome is, but also having identified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

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

Managing Conflict

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





What Next

What Next

- **How is this Module Validated ?**
- **Where can I find Help & Guidance ?**

Validation

This module is validated by your Training Adviser and can be arranged once the learning has been completed. In the current circumstances, that may be difficult to achieve so, as an alternative, use the online validation tool that is accessed through the County Website using the following path: Adult Support > Adult Training > Learners Hub > Validation > Online Validation – Wood Badge Modules 3-19 or Online Validation – Manager & Supporter (if appropriate).

If you have a Training Adviser, you should complete the relevant information so that your responses can be sent to them for review and subsequent recording in Compass. If you do not have a Training Adviser, your submission will be reviewed by a member of the County Training Team.

Where can I find help and guidance ?



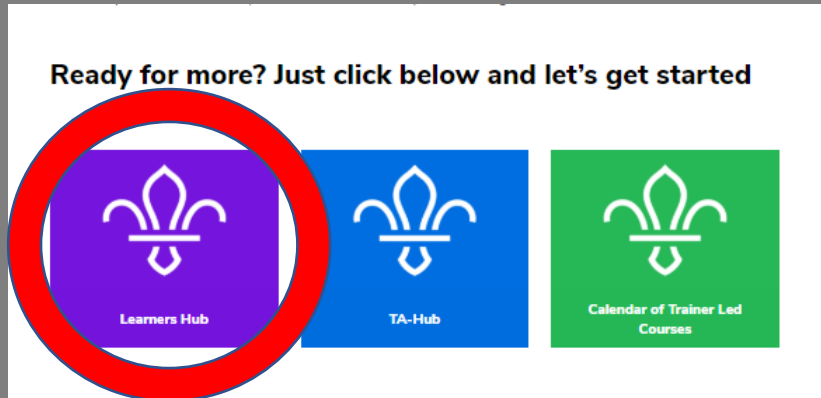
Somerset Scouts have a Website which provides all our members with news, information and support materials. This is certainly true for Adult Training. There is a whole section within Adult Support that is dedicated to providing information on training from – what training do I need to complete to learning materials and documents to help with learning validations.

The Training pages also include details of the training calendar where dates, venues and details of the face to face training can be found. You can book your training direct from the Website and get an e-mail confirmation.

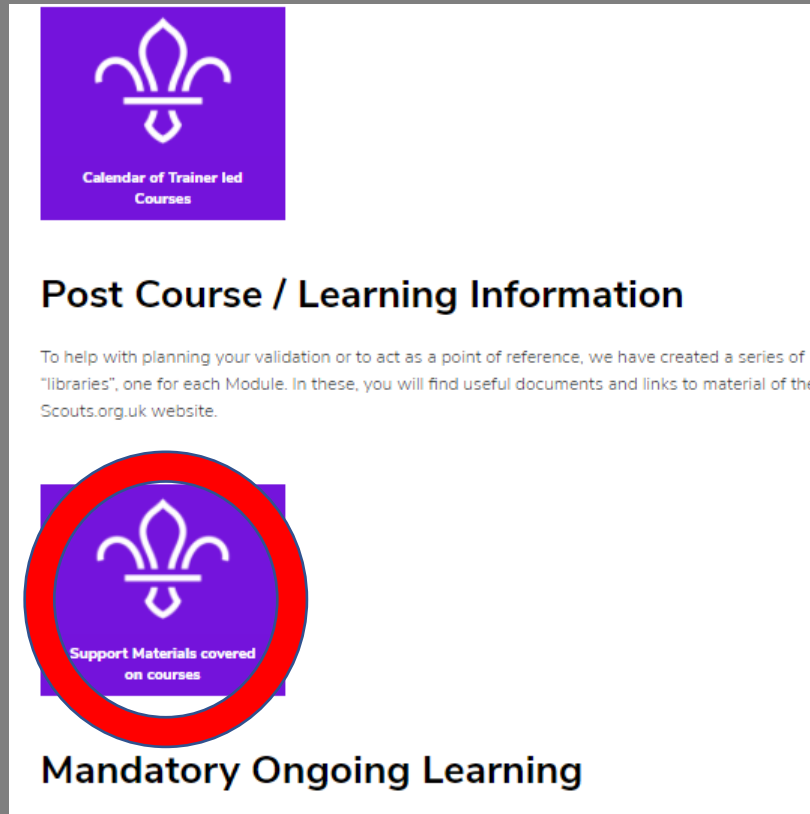
The training pages are regularly updated with new information, ideas and links to help you work through your learning.

County Website - Training

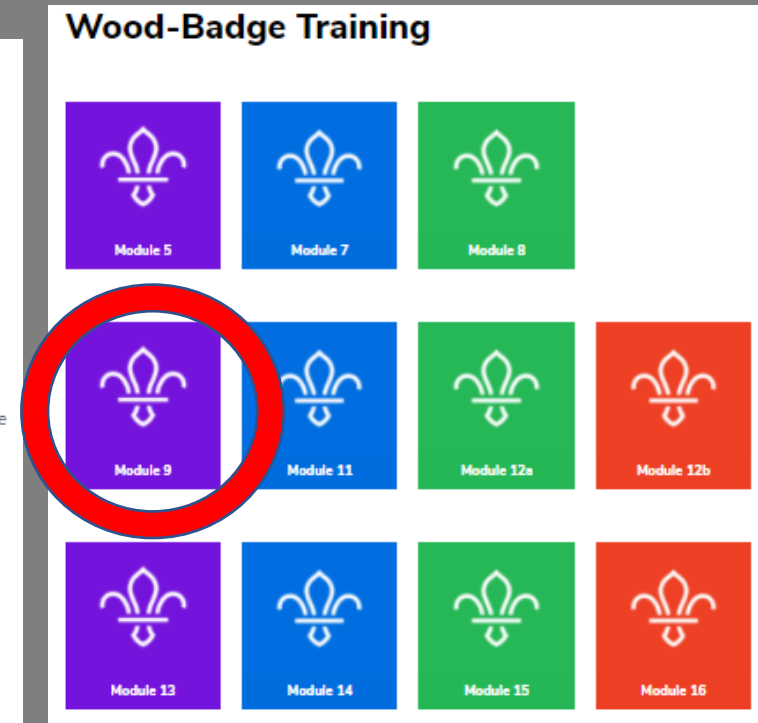
Now select the Learners Hub
from the bottom of the page



In the middle of the next page is
a purple flag “support materials
covered on courses”

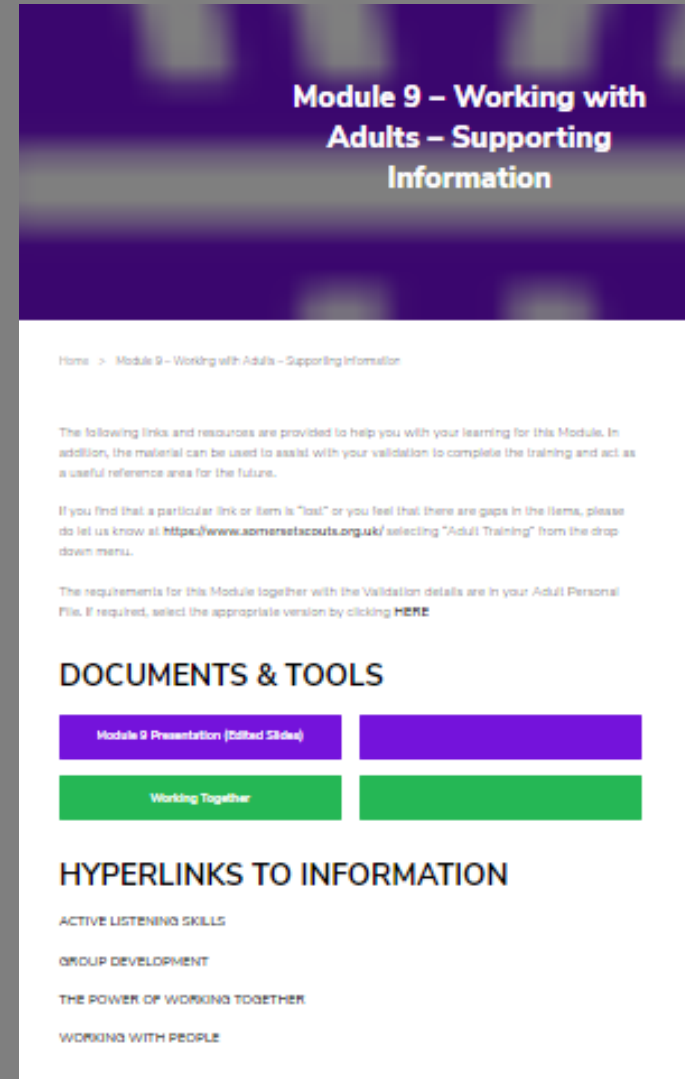


Select the purple flag –
Module 9



County Website - Training

On this page are hyperlinks to further information that you may find useful to assist with validation of this Module but also as a reference point for your future experiences within Scouting.



The screenshot shows a webpage with a dark blue header containing the title "Module 9 – Working with Adults – Supporting Information". Below the header, there is a breadcrumb trail: "Home > Module 9 – Working with Adults – Supporting Information". The main content area includes a paragraph explaining that the following links and resources are provided to help with learning and validation. It also includes a note about reporting broken links or gaps in items to <https://www.somersetscouts.org.uk/>. Below this is a section titled "DOCUMENTS & TOOLS" with four buttons: "Module 9 Presentation (50 Slides)", "Working Together", and two other buttons with red backgrounds. The bottom section is titled "HYPERLINKS TO INFORMATION" and lists several topics: "ACTIVE LISTENING SKILLS", "GROUP DEVELOPMENT", "THE POWER OF WORKING TOGETHER", and "WORKING WITH PEOPLE".

Module 9 – Working with Adults – Supporting Information

Home > Module 9 – Working with Adults – Supporting Information

The following links and resources are provided to help you with your learning for this Module. In addition, the material can be used to assist with your validation to complete the training and act as a useful reference area for the future.

If you find that a particular link or item is "lost" or you feel that there are gaps in the items, please do let us know at <https://www.somersetscouts.org.uk/> selecting "Adult Training" from the drop down menu.

The requirements for this Module together with the Validation details are in your Adult Personal File. If required, select the appropriate version by clicking [HERE](#)

DOCUMENTS & TOOLS

- Module 9 Presentation (50 Slides)
- Working Together

HYPERLINKS TO INFORMATION

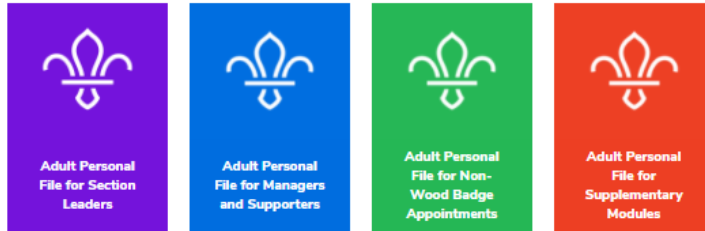
- ACTIVE LISTENING SKILLS
- GROUP DEVELOPMENT
- THE POWER OF WORKING TOGETHER
- WORKING WITH PEOPLE

County Website – Training - Validation

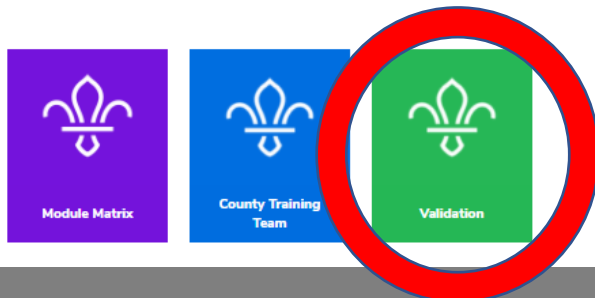
From the Learners Hub, select the green flag “Validation”

Information to help you with your Specific Training Requirements

Here are some links to key information. Find out the details of what training is required for your role, there is an Adult Personal File which will be applicable for you.

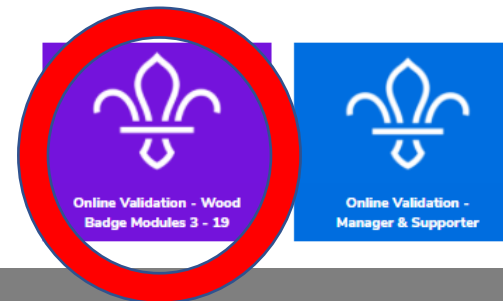


Here too is a summary of your training requirements (Module Matrix), details of the County Training Team and a link to take you to another page which covers how this learning is validated. Validation is a key part of your training.



From the Validation Page, select the purple flag

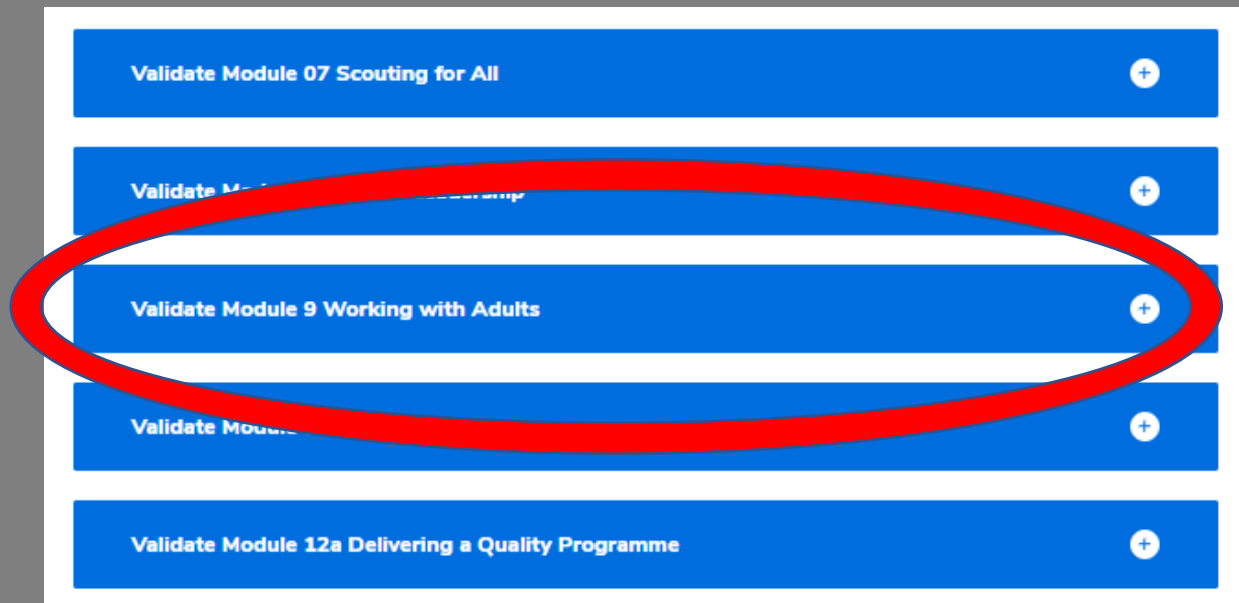
In addition, Somerset County have developed the ability to validate some of the adult training modules using an on-line tool. This method is not aimed at replacing Training Advisers but to supplement our offering where, in some circumstances, this option may be appropriate. More information on how to complete this option together with links to the currently available Modules is found by clicking the relevant box for your role below.



County Website – Training - Validation

From the Online Validation page, select Module 9

Go to the Online Form, read the instructions and then complete and submit the Form.



09 Working with Adults

- Some of the questions can easily be covered by short answers, a sentence or two. If appropriate, use bullet points (you can create bullet points by pressing keys "Alt and 7" on your keyboard).
- You need to answer Questions 1 – 7 then two of Questions 8,9,10 or 11.
- If there are any notes, pictures or maybe comments from another adult you worked with that are relevant to any of your answers, these can be uploaded in the box below Question 11.
- There is a box at the end of the form for you to add any comments to support this validation.

In your responses, where asked for, please focus your answers on the part or element that you personally played or contributed.

Working with Adults

FIRST	LAST
SCOUT GROUP / UNIT *	
SCOUT MEMBERSHIP NUMBER *	
DO YOU HAVE A TRAINING ADVISER? *	
<input type="checkbox"/> Yes	<input type="checkbox"/> No



Somerset Adult Training

If you have any questions on this material which supports your learning after completion of your Course attendance (Module 9- Working with Adults), contact your Training Adviser, your Local Training Manager or Alan Henderson, Deputy County Training Manager at ltm-orange@somersetscouts.org.uk