

# Conflict Resolution

## *Fast Fundamentals*



### Overview

At Girl Scouts, we recognize our girls are members of diverse communities and are affected by unique challenges and that they may seek guidance or support from their troop leaders and other volunteers. Given our focus on identifying community needs and creating positive change, it is important that you feel comfortable creating an environment where girls have the freedom and security to ask difficult questions and to air views and concerns in respectful conversations.

### Follow these steps when problem-solving an issue:

1. Bring all involved parties together to seek an understanding of each other's perspectives

- Identify who the issue or situation is currently affecting or could affect
- Allow each person to state their concerns without interruption

Encourage re-stating of concerns shared by others to check for understanding.



2. Identify options for a mutually satisfactory solution

Discuss ideas for resolving the situation, so that all parties' needs are met while the needs of the girls are the priority

3. Agree on a solution.

Set a timeframe to ensure the solution is effective for all parties

### Things to consider when mediating a problem-solving issue:

- Maintain respectful, open communication with all parties throughout the problem-solving
- Remember, as a Girl Scout adult you are modeling positive, responsible, and mature behavior for the girls!
- Circle back around to how the girls are representing the Girl Scout Promise and Law
- Put it in writing! All parties should agree to the solution and the timeframe as well as what next steps will be taken if the solution proves ineffective
- GSWO encourages the problem-solving of concerns to occur with the parties most directly involved in the situation, but there are times when council staff assistance is necessary. This may include:

1. The safety and well-being of the girls and their assets are at risk
2. The safety and well-being of adult volunteers, parents/caregivers or community members are at risk
3. Problem-solving attempts with parties directly involved were unsuccessful
4. The initial issue or concern has escalated in seriousness or urgency

## Pearl of Wisdom

### Use "I" Statements:

- Using an “I” message can help you state your concerns, feelings, and needs in a manner that is easier for the listener to hear and understand.
- An “I” statement focuses on your own feelings and experiences. It does not focus on your perspective of what the other person has done or failed to do.
- It is the difference, for example, between saying, “I feel that I am not being utilized in the Service Unit to the extent that others are” and “You always let Marge work on the Service Unit Events, but you never ask me if I’m interested.”
- If you can express your experience in a way that does not attack, criticize, or blame others, you are less likely to provoke defensiveness and hostility which tends to escalate conflicts, or have the other person shut-down or tune you out which tends to stifle communication.
- “I” statements help create more opportunities for the resolution of conflict by creating more opportunities for constructive dialogue about the true sources of conflict.

## Activity 1: Dizzy Debate

### Instructions:

Dizzy Debates are perspective exercises.

1. Split the group into teams, or choose two participants.
2. Give participants an issue to debate. (*Debate topics can be large scale problems, such as global warming or dealing with waste within your industry, or more specific scenarios relevant in your community*)
3. Set a timer, and give each group or participant two to three minutes to prove their point.
4. Switch sides and have participants argue the counterpoint. (*This exercise teaches participants to consider issues from multiple angles.*)

If you have time, you can also add one extra round and ask debaters to argue both sides of the argument together by collaboratively thinking up new points for each topic.

## Activity 2: Shake It Out

### Instructions:

Have participants stand in a circle with a bit of room between each person. Explain that we will shake out our right hand, left hand, right leg, and left leg on different counts. First, we will shake 5 times with each body part, then 4, then 2, then 2, then 1. Each time, everyone counts out loud from one up to the number shaking that body part and then moving on to the next with the same number. Example:

Right arm: 5, 4, 3, 2, 1

Left arm: 5, 4, 3, 2, 1

Right leg: 5, 4, 3, 2, 1

Left leg: 5, 4, 3, 2, 1, then we will start with the right arm again just counting down starting at 4

Right arm: 4, 3, 2, 1

Left arm: 4, 3, 2, 1

and so on through 4, 3, 2, 1.

The game is fast and can be used as a cool off (shaking off the work) or as a warm-up to prepare for work. After “1, 1, 1, 1” everyone can either take in a deep breath and let it out or say something together, depending on the goal of the exercise.

## Activity 3: 2 Dollar Game

### Objective:

Learn how communication differs based on different people's objectives. Great for adults and high school students.

### Supplies:

- Participant worksheet, one for everyone
- Pen/Pencil one for each participant
- Scenarios 1 and 2, enough to hand out to each group
- Stopwatch or phone timer

### Description:

- Hand participant worksheet out to each participant.
- Explain we are going to do 3 round of negotiations. Before you begin, discuss with the group:
  - » What qualities would a person need to be a good negotiator?
  - » What would a successful negotiation look like?

### Round 1

- Divide the girls into pairs and explain they will have 3 minutes to negotiate with their partner over how they will split \$2.
- Distribute the Secret Instructions for Round 1 (face down) and explain that girls will need to follow these instructions, even if it means acting differently than usual. Explain they can't propose side deals or creative solutions, they just need to negotiate how much of the \$2 they will get before the time is up.
- Give girls one minute to read their instructions, make notes on their worksheet and think about how they will negotiate what they need.
- At the end of 3 minutes, girls record the amount they took from round 1 on their worksheet under 'negotiated amount.' If they didn't reach an agreement, they record N/A ('no agreement.')

### Round 2

- Switch partners.
- Distribute Round 2 scenarios.
- Follow remaining instructions from Round 1.

### Round 3

- Return to partners from Round 1.
- There are no scenarios this round. Use the knowledge you have learned.
- Follow remaining instructions from Round 1.



# Two Dollar Game

## Round 1

Carefully read your Secret Instructions and complete the first 2 columns of the table below. Enter the 'Negotiated Amount' at the end of the round.

### Before you begin, think:

- What is your partner likely to want?
- How will you find out?
- How will you persuade your partner to get the outcome you want?
- What strategies will you use?

	Goal Amount	Amount I'd Settle For	Negotiated Amount
<b>ROUND 1</b>			

## Round 2

Carefully read your Secret Instructions for Round 2 and complete the first 2 columns of the table below. Enter the 'Negotiated Amount' at the end of the round.

### Before you begin, think:

- How are you going to act during this negotiation?
- How do you think your partner will respond?
- What additional strategies or story could you use?

	Goal Amount	Amount I'd Settle For	Negotiated Amount
<b>ROUND 2</b>			

## Round 3

There are no Secret Instructions for this round. However, you will need to negotiate with this person in the future. Use what you have learnt from Rounds 1 and 2 to decide on the most effective strategies to use this round.

### Before you begin, think:

- What strategies worked in the previous negotiations?
- What strategies were not effective?
- How will you balance getting what you want this time with building a good relationship for future negotiations?

	Goal Amount	Amount I'd Settle For	Negotiated Amount
<b>ROUND 3</b>			



# Secret Instructions - Round 1

Print enough copies of these instructions for each girl to receive one instruction each. Remind students that the minimum amount they will settle for this round is contained in their instructions. Whether they share their reason for wanting this amount—or make up a different story—is up to them.

Try to get as much of the \$2 as you can. Bargain as effectively as possible and make up any story you wish.

It is important that you get at least 50 cents. You don't have enough money to catch the bus home today after your sports training. If you don't get at least 50 cents, you will have to walk for over an hour and the sun will go down before you get home. You don't feel safe walking by yourself after dark. Get more money if you can but get at least 50 cents.

Try to get as much of the \$2 as you can. Bargain as effectively as possible and make up any story you wish.

It is important that you get at least 80 cents. You forgot to bring your lunch today and there are only a few silver coins at the bottom of your bag. If you get at least 80 cents you'll be able to afford a sausage roll from the tuckshop. Get more money if you can but get at least 80 cents.

You don't like to be taken advantage of. You want to get what you consider your fair share in life. As a result, you refuse to walk away from this round with less than \$1.

If possible, you'd like to get all of the \$2. You're saving money for a new pair of sneakers and every little bit counts. Get as much of the \$2 as you possibly can, using whatever story you like.

You have one goal for this negotiation: to get at least \$1.30.

\$1.30 is the exact cost of your favourite snack at the tuckshop. You've had a bad day so far and you deserve to treat yourself. \$1.30 is an amount that you are not prepared to compromise on. Use any story or strategy you like to get it. If possible, get more.

It is really important that you get \$1.60.

It means your partner will only get 40 cents but that's okay. You're playing this game to win. Get \$1.60 (or more if you can) using any story or strategy you wish.



## Secret Instructions - Round 2

Print enough copies of these Round 2 instructions for each girl to receive one instruction each.

### **You are a 'battle-axe'**

When it comes to negotiating, you are a battle-axe. You love competition, and conflict does not bother you. Because you are strong-willed and persistent, you almost always get what you want. How your partner feels during the negotiation is not important to you. You're not here to make friends. You are here to get as much of the \$2 as you can. In fact, demand all of it. Try not to budge. If you have to come down, do so 5 cents at a time.

### **Your partner is untrustworthy**

Your goal this round is to get as much of the \$2 as you can, using whatever story or strategy you like. However, a word of warning: your partner is not to be trusted. They are known to tell lies and misrepresent themselves. They have deceived others to get what they want in previous negotiations. Treat your partner politely but be on your guard. Be wary of anything they tell you. If necessary, ask questions and dig deeper to see if they're really telling you the truth.

### **You must reach an agreement**

In this round, you're actually an agent, completing the negotiation on behalf of someone else. The person you represent has given you 2 clear instructions. Firstly, you are to secure as much of the \$2 as you can, using whatever stories or strategies you think will work. Secondly, you must reach an agreement within the 3 minute time frame. In fact, reaching an agreement is your number one priority.

### **Your partner is struggling**

The person you are negotiating with has been having a really hard time lately. They may not mention it to you, as they are good at putting up a front but life is not easy for them right now and they are having difficulty coping. Nevertheless, you want to get as much of the \$2 as you can. Just remember as you negotiate with your partner that they are going through a hard time.

### **You're being recorded**

Your aim this round is to get as much of the \$2 as you can, with any story you like. However, there's something you need to know about your negotiating partner. They'd never tell you but there's a chance they're secretly recording what you say during this negotiation. They've been known to secretly record conversations in the past. In fact, they recently damaged someone else's reputation that way. Your reputation is very important to you. Get as much of the \$2 as you can but be aware everything you say could be shared.

### **Say little**

This round you're going to try an interesting tactic. Decide now how much you want to get from the negotiation (and aim high!). When the negotiation begins, let your partner know how much you want but say little else. If you can, try to get away with saying nothing at all. Keep quiet and let your partner do almost all the talking. If things get too tense, repeat how much money you want but try to avoid saying anything else.

## S'more Info

- Volunteer Essentials
- VTK - Resource Tab
- GSWO Blog
- GSWO.org
- Conflict Resolution Curriculum
- GSWO Staff

## S'more Info

### Six Ways You Can Foster Respectful Conversations Within Your Troop



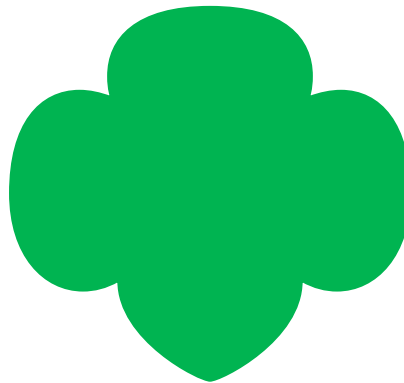
[\\_girlscouts.org](https://www.girlscouts.org) > Tips for Troop Leaders> Working with Girls and Families> Six Ways You Can Foster Respectful Conversations Within Your Troop



### 7 Ways to Deal When the World Is Just So Overwhelming



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