



RECIPES FOR SUCCESS

Use these reference cards to help guide you through some common situations Girl Scout volunteers encounter.



FAIR

Facts

State a general fact about the situation that can be agreed upon. This will help ease any heightened emotions and get “buy-in” from all of the parties involved.

Acknowledge

Acknowledge and empathize with the other person’s situation.

Impact

State the impact that the behavior has on you and others.

Result

Know your desired result and ask for their input. Invite them to be a part of the solution.

And of course, thank them for working with you to resolve the situation.

The **FAIR** Approach to Delivering Feedback

How do I talk to parents about a girl's unacceptable behavior?



Use the F.A.I.R. Technique.

This conversation is best done in person or over the phone.

The girls designed a Troop Agreement including consequences and have all agreed to follow it. Be sure to give parents a copy of the agreement.

Without prying, ask the parents if there is something going on at home or school that could make the girl act out or be disruptive during meetings.

Verbally communicate with the parent on a regular basis if a girl's behavior is difficult.

Ask the parent if they have suggestions on how to discipline the girl if she is disruptive during a meeting, event, or outing.

Sample Script Using the F.A.I.R. Approach



F – Facts

“ Good morning. I wanted to talk to you about [Name]. I have noticed she has had a difficult time (keeping still, talking out of turn, being mean to other girls) during our last few meetings. ”

A – Acknowledge

“ I just want to bring this to your attention and see if there is anything going on that I, as her troop leader, should know so I can help [Name] during our meetings. ”

I – Impact

“ When [Name] behaves like this, it is disruptive to our meetings and divides our troop. ”

R – Result

If the parent does not know or think the behavior is unacceptable then:

“ I want to bring this to your attention because the girls have a Troop Agreement that they designed and agreed to follow. ”

If the parent does not agree then:

“ I would like to invite you to our next troop meeting so you can work with us to evaluate [Name’s] behavior. Are there any suggestions you can give us to help [Name]? We would appreciate your input so that Girl Scouts is enjoyable for all the girls in our troop. Thank you. ”

How do I get parents to pay the amount owed?



Use the F.A.I.R. Technique.

This conversation can be done either by written correspondence or through a verbal conversation.

Parents are informed of payment due (for activity, dues, event, etc.) and told to pay the troop by a specific date.

Set expectations during a conversation or correspondence to let the parents know the consequences for not making a payment, such as missing a field trip.

Enforce the consequence for a missed payment.

Sample Script Using the F.A.I.R. Approach



F – Facts

“ Good evening. This is [Name], your girl’s troop leader. I am calling to follow up regarding the money that is due to our troop for [Name’s] cookie order. ”

A – Acknowledge

“ I understand that you have been (sick, busy, etc.) and it has been a stressful time for you. ”

I – Impact

“ The troop will be unable to order more cookies for the booth sale next weekend if we do not receive your payment. ”

R – Result

“ I need a check by [date] to deposit into the troop account to be able to order more cookies. If this is a problem, can we work out a payment schedule? Or is there another plan that would work better for you? I appreciate you working with me to resolve this. ”

How do I get parents more involved?



Use the F.A.I.R. Technique.

This conversation can be done either by written correspondence or through a verbal conversation.

Describe the types of jobs parents can fill, such as treasurer, product sales managers, drivers, etc.

Ask each parent or family either personally or by written correspondence to sign up for a troop job. Tell the parents that unless certain troop jobs are filled, the troop may not be able to participate in certain activities or programs, like cookie sales.

Follow up with the parents one-on-one to match their skills to open jobs.

Sample Script Using the F.A.I.R. Approach



Approach with parents who do not sign up for troop jobs

F – Facts

“ Last week we distributed a list of the available jobs in our troop and asked each parent to volunteer for a role. We still have several opportunities to help out [name jobs]. ”

A – Acknowledge

“ Everyone has something they can contribute. I know you have an accounting background and we need a troop treasurer. ”

I – Impact

“ If we don't fill this job, we won't be able to maintain our troop account and the troop won't be able to sell cookies. ”

R – Result

“ If that job doesn't work for you, is there another way you would like to be involved? Do you have an interest or skill that you'd like to share with the girls? We're having a planning meeting on Monday, so I need to know what you'd like to do by Sunday. We appreciate your help and [Name] will be happy you're involved. ”

How do I develop effective two-way communication with my troop parents?



Use the F.A.I.R. Technique.

This conversation can be done either by written correspondence or through a verbal conversation.

Effective communication between troop leaders and parents allows for beneficial results for both parties, like a greater understanding of each other and clear information delivery.

Respond to parents' emails and/or send out regular emails to keep parents informed about troop meetings and activities.

Put time aside before or after meetings to answer parent questions.

Distribute troop calendars to families in a timely manner with date of troop meetings and/or planned events.

Sample Script Using the F.A.I.R. Approach



F – Facts

“The leaders will communicate troop information via email, phone, and in person in a timely way so parents have a chance to look over the information and respond if needed. We are available to answer any questions or discuss concerns after each meeting, over the phone, or through email.”

A – Acknowledge

“I know it can be a challenge to keep track of everything and we appreciate you checking your email on a regular basis and reaching out to us with any questions or concerns.”

I – Impact

“When we develop effective, two-way communication on a regular basis, we are building strong bonds that will help our troop be successful.”

R – Result

“Please read over the information we send home, respond if needed, and share any concerns you may have.”

How do I get parents to turn in required paperwork?



Use the F.A.I.R. Technique.

This conversation can be done either by written correspondence or through a verbal conversation.

Inform parents about paperwork that is required to participate in Girl Scouts (permission slips, health history, etc.).

Explain the consequences for not completing and returning the required paperwork (without a permission slip your girl cannot participate in an event/activity/meeting).

Follow up with a phone call to the parents who have not responded.

Sample Script Using the F.A.I.R. Approach



F – Facts

“Last week I emailed the permission slip for our upcoming outing and asked that it be completed and returned to me by Monday. As of right now, I have not received [Name’s] permission slip.”

A – Acknowledge

“I know it was a short turnaround time and may have slipped your mind.”

I – Impact

“If we don’t receive [Name’s] permission slip by Friday, she will not be able to attend the outing with the troop and that would be a big disappointment for her and the other girls.”

R – Result

“Can you bring the permission slip by Friday? If there is a problem with downloading or printing the attachment, please let me know and I will provide a hard copy for you to complete and hand in. Thank you.”

How do I get parents to drop off and pick up girls on time?



Use the F.A.I.R. Technique.

This conversation can be done either by written correspondence or through a verbal conversation.

Discuss the importance of dropping off and picking up girls on time with the parents. Confirm the meeting or activity time with all of the adults.

Explain the impact on the troop and leader when girls are not dropped off or picked up on time (impact on their other commitments, dinner, family time, etc.).

Sample Script Using the F.A.I.R. Approach



F – Facts

“ I am checking to see if you know that our troop meetings end at 5:00 p.m. [Name] was picked up late from our last two meetings. ”

A – Acknowledge

“ I know you get off work at 4:30 p.m. and it may be hard for you to get here by 5:00 p.m. ”

I – Impact

“ When [Name] is picked up late, my co-leader and I have to stay with her and this makes us late to pick up our kids from day care. ”

R – Result

“ We really need [Name] picked up by 5:00 p.m. Is there another option that would work better for your schedule and ours, like carpooling with another parent or having a relative pick her up? We appreciate you working with us to resolve this. ”

How do I request startup funds for a new troop in advance?



Use the F.A.I.R. Technique.

This conversation can be done either by written correspondence or through a verbal conversation.

Explain the details about startup funds at your first parent meeting, by phone, or in person. Details should include how funds are used, and what troop funds are and are not used for.

Get parent and girl input and agreement on a fair amount for each family to contribute as a startup fee (like \$25 per year or \$2 per meeting, etc.).

Sample Script Using the F.A.I.R. Approach



F – Facts

“As a new troop, we have not had the opportunity to be involved in any product sales that would provide funds to cover troop expenses. We need to ask each family for a contribution to help purchase craft supplies, pay for our meeting room, cover the cost of events, etc.”

A – Acknowledge

“We are asking for parents’ and girls’ ideas and input to decide on a fair, affordable amount for each family in our troop to contribute.”

I – Impact

“The amount that we agree upon will determine the activities and supplies that the troop can provide.”

R – Result

“What do you think is a fair contribution? Can we specify an amount like \$25 for the year or \$2 per meeting? If this amount is a concern, we can discuss a payment plan or other options like financial assistance.”

Any conversation regarding a financial hardship should be kept confidential between the parent and the troop leader. Girl Scouts of Utah can provide additional information about requesting financial assistance for families in need.

How do I get non-volunteer parents and siblings to not stay at the meetings?



Use the F.A.I.R. Technique.

This conversation can be done either by written correspondence or through a verbal conversation.

Inform parents that unless a parent is assisting at a meeting, they are not expected to stay.

Encourage parents who stay at meetings to become a co-leader or take on another troop volunteer role.

Inform parents that siblings cannot “participate” in troop meetings.

Offer parents who want to stay at meetings and are not registered members a “job” during meetings, such as preparing the snack or cutting paper. This job should not be working with the girls or money.

Explain to all of the parents and families that troop meetings are only for registered Girl Scouts.

Sample Script Using the F.A.I.R. Approach



F – Facts

“ I have noticed that you and [Sibling] have stayed for our last two troop meetings. I wanted to clarify that you do not have to stay for the meetings.”

A – Acknowledge

“ I know it’s fun to see what the girls are working on, but feel free to take advantage of the free time – you deserve it! ”

I – Impact

“ If you want to stay, we would like you to volunteer and help the troop during the meetings. You need to register as a Girl Scout member and complete a Volunteer Application. [Sibling] will not be able to participate since he/she is not a registered Girl Scout member and is not covered under our insurance policy. ”

R – Result

“ *If the parent says no:*
If you are not interested in volunteering, how about helping in another way like preparing the snacks or crafts? ”

“ *If the parent still says no:*
Thank you. We request that you remain off to the side while we conduct our troop meetings. ”

How do I approach volunteers about bringing siblings to troop meetings?



Use the F.A.I.R. Technique.

This conversation is best done in person or over the phone.

Explain to troop volunteers that troop meetings are intended for registered members only. Siblings are not covered under our insurance and cannot “participate” in meetings.

Offer suggestions to keep the siblings busy during the meeting (books, coloring, etc.)

Sample Script Using the F.A.I.R. Approach



F – Facts

“ I wanted to talk to you about bringing [Sibling] to our troop meetings. The meetings are only for the girls and adults who are registered Girl Scout members. ”

A – Acknowledge

“ Sometimes it is unavoidable and we understand that you occasionally need to bring him/her. ”

I – Impact

“ Siblings can be a distraction to the girls and are not covered under the Girl Scout insurance policy. ”

R – Result

“ If there is a particular meeting that you need to bring him/her to, just let me know and the troop can purchase the additional insurance to cover any non-members. When [Sibling] needs to attend, please bring something to keep him/her occupied during the meetings, like a book or coloring pages. Do you have any other suggestions? ”

All paperwork and information about obtaining additional insurance can be found on Girl Scouts of Utah’s website under the “Forms and Documents” section.

How do I incorporate inclusion in my troop if there isn't a diverse group of girls?



Use the F.A.I.R. Technique.

This conversation is best done in person or over the phone.

Girl Scouts has a strong commitment to inclusion and diversity, and we embrace girls of all abilities and backgrounds into our wonderful sisterhood.

Inclusion is at the core of who we are; it's about being a sister to every Girl Scout and celebrating our unique strengths. Part of the important work you do includes modeling friendship and kindness for your girls and showing them what it means to practice empathy. Here's how you can nurture an inclusive troop environment.

Explain the importance of inclusion and diversity at a troop/parent meeting, by phone or in-person. Girl Scouts embraces girls of all abilities and backgrounds into our wonderful sisterhood. Get parents/girls input on how the troop can incorporate inclusion and diversity with troop/family members and when participating in Girl Scout activities.

Sample Script Using the F.A.I.R. Approach



F – Facts

“ In our current Girl Scout troop, the dynamics are relatively the same for economic, racial, and/or religious backgrounds. ”

A – Acknowledge

“ I know our troop, school, and area are similar in the way we think, look, and see the world, but there are many other areas that don't have the same opportunities. As Girl Scouts, we are an inclusive and diverse organization, giving a voice for all girls. Let's implement this in our troop. ”

I – Impact

“ By acknowledging inclusion, we find ways to incorporate girls' opinions and ideas with a different perspective. By teaching the Girls in the troop to seek out other opinions, we develop an open mind. This will give girls the skills to transition to a different environment easily as they get older and travel outside of their immediate community. ”

R – Result

“ We are going to discuss ways to make our troop more inclusive and open opportunities for girls with different abilities. We will seek out information and learn more about different backgrounds, race, ethnicity, religion, sexual orientation, socioeconomic status, national origin, or physical or developmental disability. ”