**TRAINING OF TRAINERS HANDOUT**

**INTRODUCTIONS**

The first minutes of training are the most important because it’s at that time when the basis for the future work as well as for the success of the whole training, is laid.   
  
The introductory part of training includes four main elements:

1. Presentation of the contents of the programme (what knowledge and skills will the participants obtain during the training) and of the schedule (what follows what, when does the work start and finish, when are the breaks) of the training.
2. Introducing participants to each other.
3. Development of rules for group work at the time of the training.
4. Discovering expectations and fears (concerns) of the participants.

The order of these elements may vary. The duration of the introductory part depends on the full duration of the training.

* **Start with a short introduction!**Welcome the participants and announce the subject of the training and its goals.
* Present the programme of the training.
* Give information about its duration and the planned breaks. If necessary, explain the essence of the interactive training method and the need for active participation.
* Give an opportunity to ask questions about the goals and objectives as well as the opportunity to express ideas or concerns.   
  Briefly introduce yourself. If you took part in similar courses earlier, speak briefly about this as well as about your impressions.
* Ask the participants of the training about their experiences related to the subject of the seminar.

**Be sure to carry out an interactive getting-acquainted session!**  
There are different methods to organise getting-acquainted sessions. The selection of the most appropriate one depends on the duration of the training, special characteristics of the participants and on how comfortable you feel whilst using one method or another.

To enable participants to get to know each other you can ask them to briefly introduce themselves or to introduce the person next to them, after a short conversation with him or her, asking them to talk about their job and hobbies. To organise the getting-acquainted session you can use a tennis ball and ask the participants to pass it to each other at random. The one who catches the ball will introduce themselves. It is also possible to use various symbols (on postcards, for instance). After the participants have picked the symbols for themselves, they introduce themselves and explain why they picked those particular symbols.

**Don't be afraid to experiment and use more complex methods in order to get acquainted!**   
  
**Set up the rules of work inside the group!**  
Discuss with the group the rules developed in advance, and include their proposals. Observing the rules in the course of training will help you organise a group and create the conditions for successful effective work. It is standard to recommend the inclusion of the following in the list of rules:

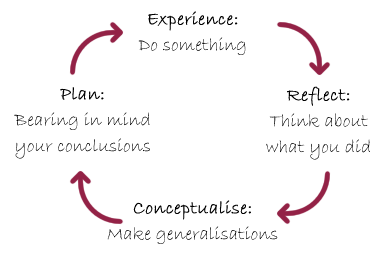
* be on time;
* speak in turn;
* speak on your own behalf;
* be positive;
* no-one can force anyone else to speak, people only speak when they are willing to do so;
* do not use mobile phones/lap tops in the training room.

**Evaluate the expectations of the participants!**  
One possibility to begin a session is to evaluate participants’ expectations. Start by giving a few examples of answers, then ask the participants what they expect from the session and put the most important things on the whiteboard or on the flip-chart. Then explain, in what way the course or session may help them reach their individual goals, expressed in the expectations. At the end of the session return to this list of expectations, evaluating the results.

**Use the exercises to create atmosphere!**  
In order to break the ice and create a positive rapport between the participants and the trainer, both the previous and some other ‘icebreaker’ exercises can help to create a good atmosphere. When training is conducted over many days, having an icebreaker at the beginning of each day helps the participants tune in to the spirit of cooperation and stimulates them to actively participate.

**LEARNING CYCLE**

Kolb's Learning Cycle is a well-known theory which argues we learn from our experiences of life, even on an everyday basis. It also treats reflection as an integral part of such learning. According to Kolb (1984), the process of learning follows a pattern or cycle consisting of four stages, one of which involves what Kolb refers to as 'reflective observation'. The stages are illustrated and summarised below:



|  |  |
| --- | --- |
| **Stage 1: Experience (Kolb's "Concrete experiences")** | Life is full of experiences we can learn from. Whether at home or at work or out and about, there are countless opportunities for us to 'kick-start' the learning cycle. |
| **Stage 2: Reflect (Kolb's "Reflective observation")** | Reflection involves thinking about what we have done and experienced. Some people are naturally good at this. Others train themselves to be more deliberate about reviewing their experiences and recording them. |
| **Stage 3: Conceptualise (Kolb's "Abstract conceptualization")** | When we pass from thinking about our experiences to interpreting them we enter into the realm of what Kolb termed 'conceptualization'. To conceptualize is to generate a hypothesis about the meaning of our experiences. |
| **Stage 4: Plan (Kolb's "Active experimentation")** | In the active experimentation stage of the learning cycle we effectively 'test' the hypotheses we have adopted. Our new experiences will either support or challenge these hypotheses.  To learn from our experiences it is not sufficient just to have them. This will only take us into stage one of the cycle. Rather, any experience has the potential to yield learning, but only if we pass through all Kolb's stages by reflecting on our experiences, interpreting them and testing our interpretations.  Summing up, learning from our experiences involves the key element of reflection. Obviously, most people don't theorize about their learning in this way, but in their learning follow Kolb's cycle without knowing it. |

**LEARNING STYLES**

The learning cycle was then developed further by Honey and Mumford into the idea that individuals usually have a preference as to which part of the learning cycle they get the most from and developed the concept of learning styles.

The four learning styles are:

* Activist
* Reflector
* Theorist
* Pragmatist

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning style** | **Attributes** | **Activities** |  |
| **Activist** | Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences. | * brainstorming * problem solving * group discussion * puzzles * competitions * role-play |  |
| **Theorist** | These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'. | * models * statistics * stories * quotes * background information * applying theories |  |
| **Pragmatist** | These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. Experimenters, trying out new ideas, theories and techniques to see if they work. | * time to think about how to apply learning in reality * case studies * problem solving * discussion |  |
| **Reflector** | These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines.  Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion. | * paired discussions * self-analysis questionnaires * personality questionnaires * time out * observing activities * feedback from others * coaching * interviews |  |

The idea is that when we are designing training we should be including activities and approaches that include a range that will ‘speak’ to all learning styles.

**CREATING A LEARNING ENVIRONMENT**

It is our responsibility as a trainer to create a learning environment for all participants. Many participants come to a training course with some apprehension: who is the trainer, will they like the other participants, what they will be required to do - are all thoughts that they may have.

We can try to provide the information and reassurance they need before the course, even begin by giving as much information as possible in advance to reassure them and so they arrive at the course as relaxed as possible. Information we need to share are exact details of the venue, the course objectives and timetable, who the trainer is etc.

They should be made to feel as welcome as possible on arrival and provided with all the practical information they need to settle into the venue and event. Where refreshments will be served, where the rest rooms are, access to internet and Wi-Fi, what will happen during the course and adequate opportunity to get to know others in the room.

During the course we can use some creative ways of creating a learning environment for example using music in breaks or during exercises, putting up the flip chart work they have completed on the walls, having daily review sessions to get their feedback on the training which is then referred to the next day, providing time each morning to do a review of the previous day’s work, energisers and icebreakers, using different methods to split the group into smaller working groups.

**USING ENERGISERS AND ICEBREAKERS**

As we run a training session, we need to think of ways of continuing to get participants engaging with each other and keeping energy levels up. This is the reason why we often use energisers and icebreakers throughout the course at times.

The most obvious time to use them is immediately after lunch and before an afternoon session, as this is when energy is often the lowest. We also need to continually assess how the energy levels are in the room and whether we need to inject some energy by undertaken an energetic activity. They are often very short (five mins) bursts of activity.

Towards the beginning of a training programme it is often more appropriate to use exercises that allow participants to get to know each other better and then to use more ‘fun’ or ‘silly’ activities later when they are comfortable with each other. Energisers often involve some sort of physical movement but be aware that this may not always be possible for people with a physical disability or impairment.

There are hundreds of different types of icebreakers and energiser exercises that can be used and you should use the ones that you feel comfortable running with a group.

For further ideas on energisers and icebreakers please see

<http://www.trainingzone.co.uk/develop/cpd/great-ice-breakers-and-energisers>

**TRAINING TECHNIQUES**

Many different training techniques exist other than the standard PowerPoint presentations, group discussions, feedback in plenary etc.

Examples include:

* Picture Gallery
* Using quotes to promote discussions
* Role plays
* Case studies
* Simulations
* Debates and debate line
* World Café
* Quizzes
* ‘Speed dating’
* Films
* Story telling
* Creating pictures
* Carousel
* Energisers
* Quizzes
* Showing film clips

A good website with lots of ideas is <http://www.trainingzone.co.uk/>

**MANAGING GROUPS AND FACILITATION SKILLS**

As a trainer you have not only to observe and facilitate the work of the group, but also to evaluate the development of group dynamics, and effectively intervene, if the group dynamic hampers the effective implementation of the training. According to one model (Tuckman) a group goes through five major stages in the development of a group process (group dynamics): forming, storming, norming, performing, parting.

During each stage, change your actions in order to ensure positive group dynamics!  
The table below provides some advice on what activities to use at each stage.

|  |  |  |
| --- | --- | --- |
| **Stage** | **Attributes** | **Main tasks for the trainer** |
| **Forming** | • The participants have not yet decided, what role they should accept, or don't know what roles the others will accept  • On a non-verbal level the participants are communicating diffidence  • Nobody wants to "stick their neck out ", mediocrity is supported | • Explain the goals of the training, discover doubts  • Encourage participants to formulate their own goals  • If the participants are not acquainted - conduct an introduction session  • Establish norms and rules of work  • Carry out the first assignments of the work plan |
| **Storming** | • A leader or leaders appear within the group  • The participants start manifesting their attitude towards what’s going on negative behaviour may emerge, i.e. such that could hinder or sabotage the work of the group  • Conflict arises  • "Difficult" participants emerge | • Questions to the participants regarding their expectations (diary of wishes and remarks)  • Moderate the work  • Make sure aggressive behaviour is ‘de-fused’ and the energy used in a positive way  • Formation of goals |
| **Norming** | • Acceptance of the training  • The participants clearly understand the assignment, take part in discussion, openly express their opinions, learn  • The group functions efficiently without trainer's attention, a facilitator may arise from among the members of the group  • Cooperation, mutual support and mutual perception | • Secure an efficient workflow and the flow of the training process  • Summarise the work of the group, moderate the training  • Gather feedback information from the participants |
| **Performing** | • The group starts functioning as an effective group  • The members of the group take part in doing the assignments, bringing in their ideas, analysing the ideas of the others | • Compare the group's activity with the goals and assess their capability to apply the knowledge they receive in exercises and assignments  • Evaluation of the work of the group against established criteria |
| **Parting** | • Summarising the results of the work  • Determining the prospects of cooperation  • Exchanging contact information | • Comparing the results of the group process with the tasks of the training  • Stimulating the preparation of individual plans  • Expressing gratitude for the creative work |

**Note that all groups develop in different ways!**   
It is worth noting that in reality the work of the group can have a wave-like character — the group can ‘back out’ of some stages or ‘jump into’ others.

**How to deal with “difficult" participants**

Sometimes during training we can observe undesirable behavioural patterns of particular participants that cause damage to the learning process and may even bring to nought the work of the group. Dealing with "difficult" participants is an essential part of the work during the training. Bear this in mind, viewing the "difficult" participants as an opportunity to raise your own professionalism. Manifesting patience, politeness, avoiding arguments with them, etc., will enable you to have control at all times over the real situation of the training

Training Tips

**If the participants are late …**Sometimes it is not possible to avoid late arrivals but at the same time this should be treated as a misuse of time of those who did arrive on time. Here are a few ways to overcome this problem:

* Help the group to adopt the corresponding rule about being punctual. If the group members choose to establish this rule on their own, they will most probably observe it.
* Be an example for others: don't let yourself be late. Your own behaviour will be viewed as reflecting the degree of your seriousness about providing the group with good training.
* Make it important to be present at the beginning of a session. If the participants understand that they will miss something important during the first minutes of a session, they will make more effort to come on time. For example, distribute the handouts that present the subject of the forthcoming session.

**If the participants don't show up at all …**Sometimes the participants who were invited do not show up at the training or at a part of it. The absence of participants may seriously affect the work of the group. This problem can be solved with the help of several methods (or techniques).  
Make it so that there is a real need to attend the sessions. If the participants receive little benefit from the training, it is only natural that its value falls, reducing its original importance on their list of priorities

* Distribute some materials during each session. Participants do not like to miss the handouts and instructions on how to do an assignment;
* Make an agreement in advance with the administration of the organisations where the participants work. Often the participants excuse themselves from attending the training, referring to the fact that they are urgently summoned to their work. While talking to their boss, point out that the participation of their subordinate in the training for the whole period of its planned duration will significantly increase the effectiveness of the training and will bring greater benefit to the organisation.

**If inappropriate conversations take place in the group …**  
While organising work in small groups, you give the participants an opportunity to communicate with each other, exchange knowledge and experience, training each other. This significantly reduces the participants' need to have conversations outside the subject.  
The possibility of inappropriate conversations occurring may be reduced by other means too:

* Come closer to the participants who are talking to each other. If the conversation is inappropriate indeed, it usually stops. If it's something useful, then you may join in and provide assistance.
* Discover the reason why the conversation took place. Sometimes you may discover some sound reasons. For instance, the participants may be explaining to each other the material that is not clear or helping to catch up with material one or more of them missed.

**If the participants leave the session early…**  
As a rule, only a few participants dare leave a session before it finishes. Sometimes during work in small groups situations arise when the participants leave early or don't come back to a session after a break. The following advice will help reduce such behaviour to a minimum:

* Maintain activity during the session. One of the most widespread reasons why participants leave early from joint sessions, is that they get the feeling that nothing important will happen there. It is better to give the groups more assignments at a certain point, than too few. But provide for some time in order to "finish what was started" during the next sessions.
* Be careful with breaks. If you have quite a long session and need to have a lunch or coffee break, make an agreement about the exact time when the session will resume. Write it on a flipchart, a slide or a whiteboard/blackboard in such a manner that everyone not only hears it, but also sees this information. An ‘unrounded" time is memorized best, for example "10.43", and not "quarter to eleven".
* Leave something very important for the participants for the end of a session. For example, ask the participants to make, with your help, a summary of the accomplished work. The resulting discussions should not be as important as the introductory ones. Sometimes distribute an especially important handout at the very end of a session.

**If the participants don't work on their assignments…**  
Much time is wasted when the members of the group get distracted from working on their assignments or don't hurry to move to the next stage of work. The following methods will help you maintain the participants' focus on the fulfilment of their assignment

* Explain clearly what needs to be done. It is better to give an assignment to every participant in a printed form. Verbal explanations are quickly forgotten, which makes it more difficult to fulfil the given task.
* Make the first part of the group exercise short and simple. This will give the group an opportunity to accumulate the energy faster and to move on to doing more complex assignments without unnecessary delay.
* Define the training goals clearly. When the participants know what benefit they will receive from doing a specific exercise, they will get involved in it more actively.
* Use the method of step-by-step implementation of an assignment and set up a time frame for completion of each of the stages. The more the participants approach the time limit, the more effort they invest. If you want to help the group work, watch the time: softly remind "there is six minutes left" — this helps significantly increase the amount of work that gets completed.

**If the behaviour of particular participants distracts the group from the work…**Group work sometimes is less effective due to the behaviour of one or two participants who slow down the training process, distracting the focus from the subject of the training or session. Sometimes it is quite difficult to find a simple solution to prevent such behaviour, but the following advice should help you cope with such situations:

* Make sure the participant is really impeding the work. It is possible that while observing the work of several groups you approached a group at the very moment when one of its members was expressing his or her opinion quite emotionally, or arguing too passionately. The other members of the group may take it as normal, but the trainer may incorrectly interpret the situation, by assuming the worst.
* Learn why this person creates obstacles. Sometimes the reason behind this is the fact that the group as a whole loses the ability to function, or that the members of the group understand the meaning of the assignment in different ways.
* Watch the difficult participant, keep track of him or her in order to see whether or not he or she continues to influence the group in a destructive way. As a rule, it only takes a talk with such a person to discover the reason for such behaviour. If the situation does not improve, change the composition of the group between different assignments. In this way it is possible to reduce the influence of the difficult participant on a particular small group.
* Always use the support and help of the group when the situation permits. Often they are capable of coping with the difficult situation better than yourself.
* It may be useful to think over the tactics and strategy to tackle the "unruly" participants before the beginning of a session (a seminar).
* In extreme cases you may resort to such measures as:
* 1) Group criticism. Allocate time for analysis of the participant's behaviour in the group, pointing it out as an obstacle to the group dynamics; 2) confrontation. During the break talk to the "difficult" participant privately: "I think we have a good group with a high growth potential. It would be easier to work for both the group and myself, if you restrained yourself more and gave the others more opportunity to express themselves. Can I rely upon your support in this?” 3) expulsion. May I be honest with you? You have disrupted several sessions of the seminar and no one, including myself, knows what to do with this. But it is not my intention to jeopardize the success and the achievements of the whole group. If you cannot abstain from arguing, wrangling and misusing our limited time, I will have to ask you to leave the seminar".

**Participants who create problems: how to work with them**

|  |
| --- |
| The majority of participants in seminars do not create problems, but willingly participate in the training, fully investing themselves. Nonetheless, in practically any group one may come across at least one participant who will make the work of the group difficult in one way or another. The most widespread types of "problem" participants can be described as "**Doubting**", "**Monopolist**", "**Experienced**", "**Squabbler**", "**Clown**", "**Show off**", etc.   There are no universal or simple answers to all questions, that arise in relation to problem participants, but the recommendations that follow below can be useful in some situations.   **Doubting**  This type of person, humble, shy, and for the most part, quiet, can be encountered in virtually every group. Participant Sonia The Doubting is shy and does not like to speak before an audience. It is necessary to think over the ways to get Sonia involved in active work. Work in pairs or in groups of three can be used for this purpose, as everyone's participation is virtually guaranteed there. While working in groups, try to give such assignments that require every person to give a small report before the whole group after the exercise is completed You can also use the method of "chain" and ask one and the same question to several participants, automatically including Sonia in their number. It is useful to address Sonia directly from time to time: "It seems to me that Sonia has not yet spoken on this subject" or "You seem to have wanted to add something" or "If I am not mistaken, you have quite broad experience in this area. I am sure everyone will be grateful if you could share it with us". Ask her a lot of "simple" questions, especially the ones that relate to her everyday activities and everyday life. Some moderators prefer to talk to such a participant during a break about things unrelated to the subject of the training. Usually this raises the self-esteem of the participant and positively influences the level of his or her activity in the future.  **Monopolist**  This participant only needs to talk, and if nothing stops him, he could talk without a break for the seminars entire duration. Politely, but firmly say to Misha The Monopolist: "Not everyone has had an opportunity to express themselves yet. I hope you will not object if we listen to the others' opinions on this subject?" Or: "Let's talk about this during the break".  Your message to monopolist Misha can in this case be defined as follows: "We want to be fair, and therefore please let us evenly distribute the time among everyone who wishes to speak". But just as when dealing with any other "difficult" participant, be polite. Let Misha understand that we value his input, but selectively rather than unconditionally.  Sometimes you can resort to more effective means — for example, say in a humorous way: "Is it really you again?" or "All right, that's enough Misha, let the others have a say too".  **"Show off"** Polina The "Show Off" loves to show how knowledgeable she is — using scientific-sounding terms, complex phrases, plenty of statistics and quotations every minute, describing her broad and "unique" experience, etc. If Polina's statements become too long, use the same advice as were given for dealing with "Monopolist". On the other hand, if Polina's interventions are quite rare, it is not worth paying special attention to it There is a high probability that one of the participants will make a remark about her behaviour. Best of all is to let the group itself solve this problem.  **Experienced**  Just as the Monopolist, the participant Boris The Experienced feels a huge need to be heard. Perhaps recently, Boris has not been receiving the job satisfaction that he used to receive and therefore he tends to remember "the past" all the time. It is not that easy to cut down Boris' enthusiasm — his interventions are not necessarily aggressive or pushy but they are rather long and have little relevance to the business. The best advice for handling Boris is accentuated politeness. The following remarks will help: "This is all very interesting, but we have to move ahead", or: "Thank you for the interesting story. And now, let's return to our main subject…”  **Squabbler** Slava The Squabbler constantly seeks reasons to disagree both with other participants and with the trainer. Constructive objection helps the work, but constant reasoning and pointless arguments only distract and present obstacles to moving ahead. One of the ways to cope with Slava is to let the group "deal" with him: ‘Would anyone like to react to this objection (statement)?" The main thing is not to engage in discussion with Slava. If Slava continues to insist that his point of view is right even after the exchange of opinions, simply say: "Your position is clear to me. You think, that… Let's agree that we have different viewpoints on this matter”. Or: "We have given enough attention and time to this issue. We have to move on to the next subject. If you like, we will continue this discussion during the break".  Remember, there has never been a trainer who has ever out-argued a participant. The thing is, the participants will always be on the side of your opponent, because he or she is also a participant, albeit a "difficult" one. And, besides that, the participants always rely on your understanding, tact and patience.  **"Never listening"** Natasha The Never-Listening likes to interrupt, entering the discussion whenever possible, which deprives her of the ability to listen. Natasha's inability to listen is possibly a manifestation of her keen desire to be heard or to correct others. It is also possible that it may be explained by her special interest in the subject of the discussion and her yearning to express her ideas. Regardless of the motives, Natasha's behaviour can impede the work of the group. Here is some advice on how to work with Natasha. Insist on observing the schedule: "I see that you have a valuable remark, but Petr has so far had no opportunity to speak. You won't mind if I give him an opportunity to speak, will you?"  Ask for a comparative analysis: "How does your idea/viewpoint match Andrei's viewpoint?" This type of approach can help Natasha understand that she has to take into account the positions and viewpoints of other participants, and in order to do this she has to listen before she can give her own comments.  **Critic of ideas**  Nina can duly criticise the proposals of the others, drawing a multitude of arguments against them: "Nothing will result in nothing. We tried this already. It's not the right time yet. It's too late already. The bosses (authorities) will never endorse this. The theory is not bad, but it can hardly be implemented in real life." Her interventions often start with "yes, but…"Possibly, Nina's behaviour is dictated by a certain bias towards those who can successfully generate new ideas. The danger of Nina's behaviour is that her criticism can reduce the others' desire to offer their proposals.  When working with Nina, support the idea, expressed by someone that she criticises: "I think this in essence is a reasonable idea. Can anyone present arguments in defence of this idea?", "How do the others see this problem? What other sides of the problems can you identify?" Ask Nina to express her ideas. If a constructive proposal does not follow, offer the following: "Since we have not come up with any better ideas, let's return to Victor's idea and review it in greater detail".  **Complaining person**  Zhenia The Complaining often expresses dissatisfaction and has a lot of complaints about his colleagues, the trainer, the organisers, the authorities, the politicians, the press, etc. He very often summarises everything he sees in a negative light and uses such expressions like "How terrible it is that…" and "If not for the…", "It's always like this…", "Never…" He has difficulty finding a solution to the problem, but he is very capable of exaggerating its dimensions.  When working with Zhenia you can ask him to make a proposal on how to improve the situation that he does not like. Ask him to request help from the group if necessary. You can stimulate him to view the problem from a positive perspective: "You have just told us how terrible things are with… Now, could you please mention at least one positive detail?" Ask the group to draw a few more positive expressions, channelling the conversation into a constructive direction.  It is possible to prevent the "complaining syndrome" from appearing by directing the conversation into another plane from the very beginning: "We all know how bad the situation is around… We gathered here in order to try to find possible ways to improve the situation. If we all focus on finding these ways, our joint work will become fruitful. How can we achieve this?”  **Aggressive**  Anatoli The Aggressive usually likes to use any occasion whatsoever to attack the trainer. Anatoli asks questions in a pushy manner and inserts his remarks in order to confuse and provoke the trainer. The best way to fight Anatoli is to simply paraphrase his questions and remarks in a softer and more objective form. It is also possible to answer him: "I see that this question arouses very keen emotions in you. Would you like to hear my opinion (opinion of the group) on this issue?" It is best of all if you, when answering, do so to the whole group, not personally to Anatoli. This usually reduces, albeit possibly only temporarily, the aggressiveness of Anatoli.   **Embittered**  The behaviour of the embittered participant, Oleg, is variable — from complete, silent, non-participation and complaints (about the hard chairs, cold coffee, cold room) to negative and provocative, by their nature, questions. He seeks a weak point in the very material of the training or in the way it is being presented. Usually, Oleg doesn't have anything against the trainer. He is rather resentful towards the whole world, and, in particular, toward the boss who sent him to this training for whatever reason.  Sandra Weintraub, management trainer, recommends considering the following questions when dealing with Oleg The Embittered:  **Clown**  The main distinctive trait of a Clown is an inappropriate and often annoying humour. Humour is useful, but if Kostya The Clown puts the brakes on the progress of the group work and causes irritation in many of the participants, it is necessary to curb his sense of humour a bit. From time to time try to get Kostya involved in a "serious" dialogue. Let him understand that he may be heard (which is his true goal), but on a higher level. Praise his timely and serious input. Also, on the contrary, do not encourage his attempts to joke. Sometimes it is useful to ask him to repeat the joke once again: "I am sorry, I am afraid I didn't catch the point here. Could you explain the same thing in other words, in a simpler way?”  Sometimes the problem is more difficult because some participants loudly support Kostya by their reaction to his "humour". But in this situation the best way is also to try to open the serious part of his character and work directly with it. |

**FEEDBACK SKILLS**

Being able to provide appropriate feedback to participants is a critical skill for all good trainers. You need to ensure that they are provided with positive reinforcement of when learning has taken place as well as correct any misunderstandings in learning.

Constructive feedback increases self-awareness, offers options and encourages self-development and needs to be undertaken in a thoughtful and skilled way.

* 1. Be clear on what you want to say.
  2. Encourage self-assessment through gentle probing questions ask them what they think about the learning? Whether there may be something they haven’t understood?
  3. Be specific – Avoid general comments such as ‘you seem to not have understood the key point’ but use specifics such as ‘the key learning point is xxxxxxx – is there any other information or activity that would help you to take this further?’
  4. Provide positive reinforcement – positively acknowledge when a trainee makes a useful contribution to the learning activity or demonstrates they have understood a key learning point.

END OF HANDOUT