

<b>Session</b>	6: Group Management
<b>Training course</b>	Facilitation skills
<b>Proposed length of session</b>	60 mins

### Aim

To explore methods to effectively manage trainee behaviour in a training environment.

### Training Objectives

After the session, participants will be able to:

- ♣ Explain the impact that different trainee behaviour can have on a group
- ♣ Describe how to manage various types of behaviour that you might encounter as a trainer

### MODULE OUTLINE

Time	Activities	Trainers Notes	Resources
15 mins	6.1 Role of the Trainer	<ul style="list-style-type: none"> <li>• What is it and what is it not?</li> <li>• How do we manage the things that are not our role because they are likely to impact on our training and the learners.</li> <li>• The way in which this information is generated and discussed is up to the trainer. Some suggestions are listed below.</li> </ul>	<ul style="list-style-type: none"> <li>• Butchers paper</li> <li>• Pens</li> <li>• Post its</li> <li>• Cards with possible aspects of role (if using this method of delivery)</li> </ul>
15 mins	6.2 Problem with trainees	<ul style="list-style-type: none"> <li>• What problems have the participants experienced or do they expect to experience in a training situations?</li> <li>• Which problems relate to specific types of learners? Which problems are not the responsibility of the trainer?</li> <li>• Discuss/brainstorm in small groups or as a whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Butchers paper</li> <li>• Pens</li> <li>• Post its</li> </ul>
25 mins	6.3 Troubleshooting problems of trainees	<ul style="list-style-type: none"> <li>• In small groups or as a whole group, categorise the problems listed above into the 12 common situations or reactions as listed in the WAGGGS Facilitation Guide section 5.4.4, p. 46-48.</li> <li>• Identify two or three management strategies for each category. (Refer to WAGGGS Facilitation Guide section 5.4.4, p46-48)</li> <li>• Discuss the steps to deal with difficult behaviours.</li> <li>• Identify what causes/triggers the behaviour</li> <li>• Choose a strategy to deal with the behaviour</li> <li>• Implement the strategy</li> <li>• Evaluate success</li> <li>• Modify and try again if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Post its</li> <li>• Pens</li> <li>• WAGGGS Facilitation Guide section 5.4.4, p. 46-48.</li> <li>• Handout: Extract from Jolles Trainee Personalities.</li> </ul>

5 mins	6.4 Summary & evaluation	<ul style="list-style-type: none"> <li>• Ask the participants to stand and join an imaginary continuum/line based on the following questions: <ul style="list-style-type: none"> <li>♣ I feel comfortable knowing my role as a trainer.</li> <li>♣ I feel comfortable dealing with situations outside of my role as a trainer but that impact on my training</li> <li>♣ I feel comfortable dealing with difficult trainee behaviour</li> </ul> </li> </ul>	•
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## SUGGESTED ACTIVITIES

Ways to present the below information:

- Put the lists of what is and is not a part of the trainer role on cards – one dot point per card. Have participants sort the cards either in small groups or as a large group.
- Participants brainstorm – think, pair share; small groups; or as large group.
- Split the group in two and have one brainstorm what is part of the role and the other what is not part of the role – each presents their lists to the other group.
- The strategies can be brainstormed either individually or in small groups:
  - Give each person an aspect that is not part of the role to develop a strategy to manage it
  - Brainstorm and discuss as a whole group
  - Give each patrol one or two to develop management strategies

6.1 The role of the trainer is to:

- Monitor learning
- Ensure learning area is comfortable and safe
- Deal with disruptive behavior
- Properly prepare training sessions with clear sequencing
- Establish expectations for behavior
- Be empathetic to learners
- Manage inappropriate behavior

The role of the trainer is not to:

- Solve learners pre-existing problems
- Deal with local, district and region issues (unless it directly impacts on the students ability to learn)
- To be the team leader, organiser or administrator
- Know everything
- Tolerate inappropriate behavior
- Review job performance (aspects of the job role may be demonstrated as part of the session outcomes)
- Take sides/ side with a learners point of view

6.3 Strategies to deal with non-trainer role issues:

- Delegate to someone else to follow up – or do so on your break/downtime/after the training
- Use the GROW model
- Encourage learner to speak to their line-manager or next line-manager up (escalation)
- Agree to get further information on a topic and get back to the learner/s with an answer
- Refer to someone with more knowledge than yourself
- Refer to the code of conduct
- Acknowledge that there are differing points of view and stay impartial. We are all unique, processing and interpreting information in different ways. We are all entitled to our own point of view