

# TIPS FOR INSTRUCTING GROUPS

Mingle & Share Questions

March 12 - 15, 2012 - 4 day FACULTY COURSE

## Techniques to manage learners who openly CHALLENGE the material:

- Those who do it all the time who are insulted by making them practice: ask for specific examples (“tell me more”); ask to support group with expertise.
- Reflecting – talk more at break.
- Empathy: ask group about their thoughts; emphasize it is a choice.
- Master class – pull them through by asking for examples/challenges.
- Rapport
- Learning Ladder/Stages of Change
- “Yes, I agree – these skills will give us a framework. We do this all the time.”
- Refresher - We’ve had feedback to have refresher skills – this is an opportunity.

## Techniques you can use to establish rapport with learners:

- Brief small talk
- It depends how client presents.
- Reflective listening – mirroring, summarizing, reflecting, and paraphrasing.
- Open-ended questions
- Empathy – normalize, disclose, legitimize, and affirm.
- Non-verbal – smile, eye contact, proximity, tone, match mood, match energy, and volume of voice.
- Roll with resistance – emphasizing choice, exploring ambiguity, offering support (“How can I help?”).
- Personalize and use name.
- Humour
- Greet at door.

## How to handle learner complaints re: taking too much time, topic not important, etc.:

- Stick to the agenda.
- Discuss with learner on break.
- Validate concern (but not agree with it); offer to take concern forward; evaluate feedback and consider for future; normalize; parking lot.
- Roll with resistance.
- In practice, takes too much time = stats.
- Give time frame – how much longer?
- Gauge audience needs – if losing audience, may know a lot about something.
- Engage person – acknowledge their knowledge.
- Be proactive: ensure participants know why they are at the workshop.

### **Techniques to manage BORED learners:**

- Move around activities.
- Extra rapport building – use their examples.
- Use group activities and interactive activities.
- Open-ended questions from the lecturer (not singling out the bored person).
- Speaker to move closer.
- Use humour.
- Change the pace of whatever is happening.
- Facilitator to roll with resistance.
- More dynamic presentation – use voice and body to increase energy.
- Take person aside during break and address the boredom – check the level of boredom – and offer to call their boss to see if you can get them out of the session.
- If more than one person bored, facilitator may have to give group a break.

### **How to keep a positive attitude when presenting:**

- Laughter/use of humour – smiling, posturing, upbeat attitude, playful.
- Use non-challenging examples.
- If losing focus, move around more, take breaks and use interactive exercise.
- Use music.
- Keep chocolate handy.
- Use different tones of voice – avoid monotones.
- Drink water and caffeine.
- Pull from introduction – use names and strengths.
- Reflect group's mood and contributions.
- Provide agenda, give timeline.
- Acknowledge barriers to agenda.
- Stress breaks
- Co-facilitator

### **Techniques to manage excessively QUIET learners:**

- “I’d like to hear from someone who hasn’t had a chance to speak today”
- Respect their choice.
- Don’t put them on the spot.
- Provide paper and pen to write down questions – pick them up at the break.
- Speak to them on the break and ask if they need anything – how you can help.
- Use participant’s name in example.
- Ask questions and make eye contact.

### **What to do when you don’t have an answer for a question asked during a workshop:**

- You can say: “I don’t have an answer to the question. Let me check with the group, maybe somebody else does.” If not, put it on the parking lot, or you’ll check on it and get back to them.
- Address the question to the whole group.

### Techniques for getting learners to participate:

- Name jar – everyone’s name in the jar – pull names. Ask easy to answer questions.
- Chocolates for reward for answers.
- Asking for input from personal experience.
- Put participants in small groups.
- Ask lower risk questions.
- Throw ball/bean bag – toss to next person.
- Open-ended questions
- Reflective listening
- Call people by name – personalize – using proximity.
- Thread in relevant stories that apply.
- Have expectation out front – will ask questions.
- Set clear objectives, e.g. “In this section we will be...”

### Techniques to manage excessively TALKATIVE learners:

- Setting guidelines: have the class make guidelines and have them agree on these.
- Move toward the person.
- Continue by putting hands on desk.
- “Thank you for your feedback” and ask if it’s okay to move on.
- Invite them to talk to you more about it during break.
- Parking lot
- Talk to them about it during break in private.
- Asking for someone who hasn’t had opportunity to share.
- Non-verbal
- Have some time at end of workshop for questions.
- “Can I only get three answers?” Hands up.