

Training and Development
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Module - 12
Lecture - 60
Managing Disruptive Trainees

Welcome to the lecture session on Managing Disruptions in organization. In the lecture 4 we are going to discuss on Managing Disruptive Trainees.

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This part of the lecture session will be held on managing disruptive trainees through training.

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Who is Disruptive Trainee

The employee who does not want to be trained despite being informed well in advance of the course which has relations to his/her task towards achieving the business goals.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a hard hat, and a circuit board. A video inset in the bottom right shows a woman with glasses and a floral top speaking.

Now, who is a disruptive trainee? The employee who does not want to be trained despite being informed well in advance of the course which has relation to his or her task towards achieving the business goals is called the disruptive trainee.

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Types of Disruptive Trainees

- **The Chatter box:**
This type of trainee as implied by the name talks incessantly. They can also talk irrelevantly and tend to drag the conversation, going off the track.
- **Introverts**
These type of trainees are calm and quiet and participate in the discussion minimally.

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Now, there are different types of disruptive trainee we will be discussing some of those types in this lecture session and continue this lecture session in the lecture ahead. The first type is the chatter box: this type of trainee as implied by the name talks incessantly, they can also talk irrelevantly and tend to drag the conversation, going off the track.

Introverts: these types of trainees are calm and quite and participate in the discussion minimally.

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The slide features a central yellow box with the following text:

- **Know-it-All**
This type of trainee is aggressive and possesses over-confidence. They genuinely believe that they are champions of everything and don't require training.
- **Slow learners**
These trainees take more time to grasp a topic and need more attention. This can be due to their age, learning abilities, technology needs, and/or reluctance.

Decorative elements include a gear icon, a puzzle piece image, and a small video inset of a woman in the bottom right corner. The NPTEL logo is visible in the bottom left.

Know-it-all: this type of trainee is aggressive and possesses over confidence. They genuinely believe that they are champions of everything and do not require training.

Slow learners: these trainees take more time to grasp a topic and need more attention. This can be due to their age, learning abilities, technology needs and or reluctance.

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The slide features a central yellow box with the following text:

- **Cynics**
This individual is pessimistic and may have been let down too many times before. They need a bit more reassurance and evidence. After that, they might change their perception and turn around like the person who asks the most critical questions or become engaged.

Decorative elements include a gear icon, a brain/circuit image, and a small video inset of a woman in the bottom right corner. The NPTEL logo is visible in the bottom left.

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Method of Dealing with Disruptive/Introverts Trainees

- **Introverts**
Start with an icebreaker to break the silence. Trainer can also pair them up with the chatterbox trainees to influence each other and serve the purpose. In addition, trainer can make them leader in groups and give them more responsibility to open up.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a hard hat, and a brain. A video inset in the bottom right shows a woman with glasses and a floral shirt speaking.

The methods of dealing with introvert trainings are, start with ice breaker to break the silence. Trainer can also pair them up with the chatterbox trainees to influence each other and serve the purpose. In addition, trainer can make them leader in groups and give them more responsibility to open up.

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Method of Dealing with Disruptive/Know-it-all Trainees

- **Know-it-All**
Make them realise the benefits of the training and bounce their questions back to the group. The group interaction and open house discussion will lead the situation.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a hard hat, and a brain. A video inset in the bottom right shows a woman with glasses and a floral shirt speaking.

The order to handle the know it all trainee is make them realize the benefits of the training and bounce their questions back to the group. The group interaction and open house discussion will lead the situation.

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Method of Dealing with Disruptive/ Slow Learner or Trainees

- **Slow Learners**

Tackle these trainees by devoting more time for them and put in extra hours if trainers can after the class to explain them better. Use analogies to get the point across and pair them with smart learners.

The slide features a background with various educational icons like gears, a smartphone, and a lightbulb. An inset image shows a student sitting at a desk with their hands covering their face, suggesting frustration or difficulty. The NPTEL logo is visible in the bottom left corner.

The way to handle the slow learners are tackle these trainees by devoting more time for them and put in extra hours if trainers can after the class, to explain them better use analogies to get the point across and pair them with smart learners.

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Method of Dealing with Disruptive/ Cynics Trainees

- **Cynics**

No matter how well trainers are prepared for a session, always expect the unexpected. Handle the various tough situations and try to strike the right chord with the participants. Whatever solutions trainers have, don't get into an argument because no good can come out of it.

The slide features a background with various educational icons like gears, a smartphone, and a lightbulb. An inset image shows a person wearing a black mask, representing a cynic. The NPTEL logo is visible in the bottom left corner.

The way to handle the cynics are no matter how well trainers are prepared for a session they are can always expect the unexpected. Handle the various tough situation and try to strike the right chord with the participants. Whatever solution trainers have, they do not get into an argument because no good is going to come out of it.

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Dealing with Disruptive/Dropout Trainees

- Drop outs

Taking charge of the session immediately
Communicating to the trainees all about the credential of trainers.
In a friendly but assertive way telling employees about the importance of training and how will it help him/her.
Allowing the employees to vent their frustrations.

The slide features a yellow text box with a list item 'Drop outs' and four bullet points. To the right is an illustration of a hand pointing towards a group of four people. The background includes gear icons and a hard hat icon. The NPTEL logo is at the bottom left.

Now, there could be some drop out trainings, the how to deal with these dropout trainees. Taking charge of the session immediately, communicating to the trainees all about the credentials of the trainers. In a friendly, but assertive way telling employees about the importance of training and how will it be helping them. Allowing the employees to vent their frustrations.

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Methods of Dealing with Disruptive/Dropout Trainees

- Drop outs

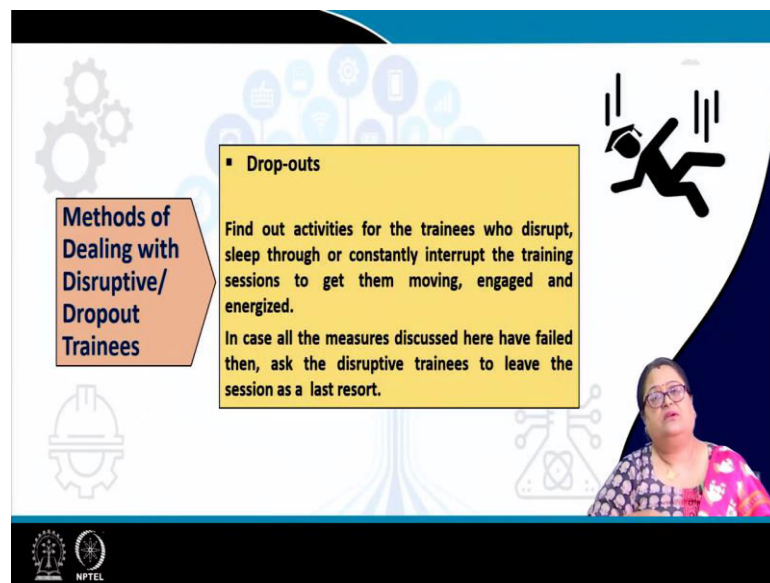
Interaction from trainees on what they would be doing in case they were not in the session.
Have trainees draw pictures of how the person next to them feels about attending the training.
Break trainees into groups and asking each group to list 10 reasons for not to being in class.
Asking other group to list 10 reasons for being in the class.
Reassemble the class and discuss on the list of not to being in class.
End up session with the reasons for being in class.

The slide features a yellow text box with a list item 'Drop outs' and six bullet points. To the right is an illustration of a person standing next to a stack of books. The background includes gear icons and a hard hat icon. The NPTEL logo is at the bottom left.

Interactions from trainees on what they would be doing in case they were not in the session. Have the trainees draw pictures of how the person next to them feels about

attending the training. Break trainees into groups and ask each group to list 10 reasons for not being in class. Asking other group to list 10 reasons for being in the class. Reassemble the class and discuss on the list of not to being in the class. End up session with the reasons for being in class.

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Methods of Dealing with Disruptive/ Dropout Trainees

- **Drop-outs**
Find out activities for the trainees who disrupt, sleep through or constantly interrupt the training sessions to get them moving, engaged and energized.
In case all the measures discussed here have failed then, ask the disruptive trainees to leave the session as a last resort.

The slide features a blue header and footer. The background is white with faint icons of gears, a hard hat, and a person falling. A woman's video feed is visible in the bottom right corner. The NPTEL logo is in the bottom left corner.

The trainer needs to find out activities for the trainees who disrupt, sleep through or constantly interrupt the training sessions to get them moving, engaged and energized. In case all the measures discussed have been failed then ask the disruptive trainings to leave the session as the last resort.

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Forms of Disruptive Behaviour of Trainees

A difficult participant may do one or more of the following disruptive actions during a training session:

- Verbally attack a fellow participant.
- Challenge the knowledge presented by the trainer in an attempt to show superiority over the trainer.
- Try to grab the attention of other participants by trying to be funny at inappropriate times.
- Try to compete with the trainer in terms of knowledge and classroom control.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a hard hat, and a molecular structure. A woman is visible in the bottom right corner of the slide frame.

But we have to remember that a difficult participant may do one or more of the following disruptive actions during a training session. Verbally attack a fellow participant; challenge the knowledge presented by the trainer in an attempt to show superiority over the trainer. Try to grab the attention of other participants by trying to be funny at inappropriate times. Try to compete with the trainer in terms of knowledge and classroom control.

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Dealing with Disruptive Behaviour of Trainees

Trainers may take at the outset to prevent disruptive behaviour in the following ways:

- Develop authentic trainer rapport.
- Encourage genuine peer rapport.
- Give the class control over the learning environment.
- Practice critical self-reflection.
- Treat everyone with respect

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a hard hat, and a molecular structure. A woman is visible in the bottom right corner of the slide frame. An illustration of a man pointing to a screen with a red 'X' is on the right side.

Now, how to deal with this this kind of disruptive behaviour? The trainers may take at the outset to prevent disruptive behaviour in the following ways. Develop authentic trainer rapport, encourage genuine peer rapport, give the class control over the learning environment, practice critical self reflection, treat everyone with respect.

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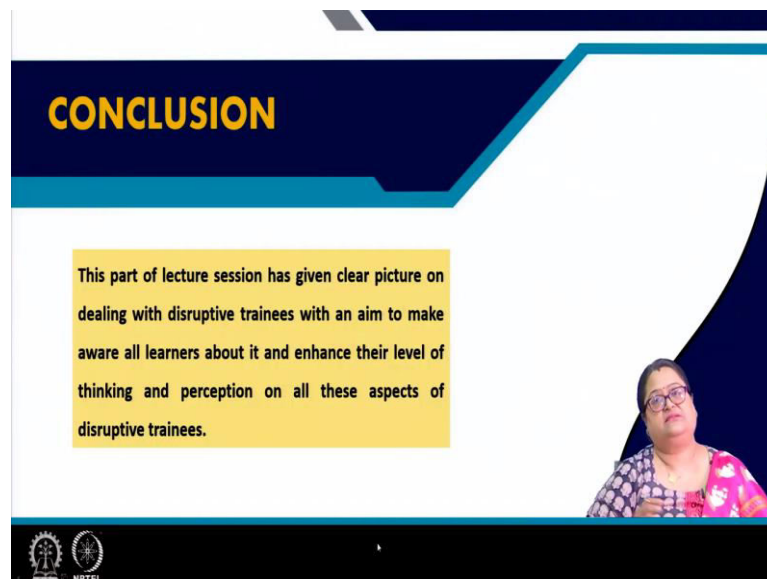
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CONCLUSION

This part of lecture session has given clear picture on dealing with disruptive trainees with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of disruptive trainees.





These are the references that we have used for preparing this lecture and we hope like this session has given some clear idea on how to deal with disruptive training behaviours.

In the next lecture we will come up with some suggestions on how to deal with difficult trainees. Here we have labeled them, we have discussed on them as disruptive trainees.

But we need to understand also why these people are showing this kind of behaviour, that is very important and if you are able to understand that, if you are able to fix as trainers get to know the dos' and do not's of how to deal with these people. May be will be able to channelize their energy in a much better way towards some productive behaviour, which is going to do value addition not only for themselves, but also for the organization.

So, in the next session we will continue with this discussion and we will focus more on the do's and do not's by the trainers and like I will try to understand why people are behaving in certain disruptive ways.

Thank you.