

Training and Development
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Module - 12
Lecture - 61
Managing Disruptive Trainees (Contd.)

Welcome back to the discussion session on Disruptive Trainees and how to manage disruptive trainees. We are on the lecture 5 of module 12.

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So, in this session we are going to discuss on managing disruptive trainees through training, more so the difficult trainees. And this part of discussion is based on the suggestions given by Laurel and Associates in 2010 and this is the reference that we have this. This discussion is mainly based on the suggestions that has been given in their website.

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How to Handle Difficult Participants

All trainers have to manage difficult participants at one time or another. Whether the difficult participant is a talker or know-it-all, a fighter or arguer, a quiet or withdrawn person, a complainer, an unconsciously incompetent person, a distracter, or a rambler, the trainer needs to know what to do and what not to do when handling the behavior, and how to avoid taking the behavior personally.

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Now, how to handle difficult participants? Then all trainers have to manage difficult participants at what one time or the other. Now, whether the difficult participant is a talker or know-it-all, a fighter or arguer, a quiet or a withdrawn person, a complainer, an unconsciously incompetent person, a distracter or a rambler.

The trainer needs to know what to do and what not to do when handling the behavior and how to avoid taking the behavior personally.

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The Talker

The Talker or Know-It-All has opinions on every subject and states them in a very authoritative manner. Other participants and the trainer find it hard to disagree with or to give help to this person.

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Now, who is a talker? The talker or know-it-all has opinions on every subject and states them in a very authoritative manner. This we have already discussed in the earlier discussion. The other participants and the trainer find it hard to disagree with or to give help to this person.

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**What a Trainer Can Do:
In front of the group:**

- Thank the person and move on to the next subject.
- Ask others to comment on his remarks.
- Thank the person for his participation and indicate it is time to hear from others.
- Tactfully ask the person to give someone else a chance.
- Use humor to invite others to speak up.
- Deliberately turn to others and ask for their opinions.
- Cut across the person's flow of talk with a summarizing statement.

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Now, what can the trainer do to help this person in front of the group like to deal with this person in front of the group? They can thank the person and move to the next subject. Ask for comments on his remark. Thank the person for his participation and indicate it is time to hear from others. Tactfully ask the person to give someone else a chance. Use humor to invite others to speak up. Deliberately turn on others and ask for their opinions. Cut across the person's flow of talk with summarizing statement.

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**What a Trainer Can Do:
In front of the group:**

- Avoid looking at the person.
- Pretend you don't hear the person and call on someone else.
- Acknowledge the person's expertise or experience and ask permission to call on them for specific examples.
- Set rules: only the person who has the Koosh can speak, or there is a 2 minute limit per person, etc.

The slide features a background with various icons including gears, a hard hat, a tree, and a molecular structure. A video inset in the bottom right corner shows a woman with glasses and a pink patterned top. The NPTEL logo is visible in the bottom left corner.

Other things like the trainer can avoid looking at the person. Pretend that you do not hear the person and call on someone else. Acknowledge the person's expertise or experience and ask permission to call on them for a specific example. Set rules only the person who has the Koosh can speak or it is a 2 minute time limit per person, etcetera.

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In private:

- Ask the person to serve as a mentor to others in the session, only offering answers when requested.
- Give the person an assignment to facilitate a small group discussion, with clear instructions intended to maximize listening and minimize talking.

The slide features a background with various icons including gears, a hard hat, a tree, and a molecular structure. A video inset in the bottom right corner shows a woman with glasses and a pink patterned top. The NPTEL logo is visible in the bottom left corner.

But what we need to understand over here why the person is talking so much. It could be that he has certain things to tell which is not able to like which has not been earlier given

chance to explain, he has his own ideas, he wants to share that or he is getting like not getting very accustomed with the lecture sessions going on.

So, there could be certain reasons for him talking up and trying to like disturb the group. So, maybe he does not want to disturb, but he does not realize that he is disturbing also. So, it is very important like you talk to this person in private also. Like in private you can ask the person to serve as a mentor to others in the session, only offering answers when requested. Give the person an assignment to facilitate a small group discussion with clear instructions intended to maximizing listening and minimizing talking.

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In private:

- Request that the person prepare a portion of the content or offer an example to support the content at a specified time in the session.
- Provide constructive feedback about the impact of the behavior on the session, the participants, and/or the trainer.
- Coach the person to select more constructive behavior.
- Co-opt the person- ask for his assistance.

We can also request the person to prepare a portion of the content or offer an example to support the content at a specified time in the session. Provide constructive feedback about the impact of behavior on the session, the participants and the trainer. Coach the person to select more constructive behavior. Co-opt the person ask for his assistance.

Now, when this person is given a recognition for his or her thought processes, the suggestions that he is making that person becomes more enthusiastic to listen to also and connect his thought with the trainers thought process.

The person feels like he has been recognized, his views are been heard and he becomes more encouraged to participate in the group process in the training methods and may also contribute positively towards it.

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What a Trainer Should NOT Do:

- Compete with the person.
- Insult the person.
- Stifle the person's enthusiasm.
- Get defensive.
- Express anger.
- Let the person control the discussion.

The slide features a background with various icons including gears, a tree, a person, and a chemical structure. A small video inset of a woman is visible in the bottom right corner. The NPTEL logo is at the bottom left.

Now, what the trainer should not do is to compete with the person, insult the person, stifle the person's enthusiasm, get defensive, express anger or let the person control the discussion.

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The Fighter or Arguer

The Fighter or Arguer is quick to find fault with the material or instructor. She picks apart statements in an inappropriate way. The Fighter often is angry, but will not come out and admit or explain the anger.

The slide features a background with various icons including gears, a tree, a person, and a chemical structure. A small video inset of a woman is visible in the bottom right corner. The NPTEL logo is at the bottom left.

We can have some difficult trainees in terms of the fighter or the arguer. The fighter or the arguer is quick is very quick to find a fault with the material or the instructor. She picks apart statements in an inappropriate way. The fighter often is angry, but will not come out and admit and explain the anger.

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Special Note:

Some people have an argumentative style, or like to devil's advocate to ensure a lively debate. Their motivation and behavior is not fueled by anger or deep frustration. As a result, they are more easily brought back into the fold through the milder actions suggested below.

The slide features a background with various icons including gears, a hard hat, a network diagram, and an atom symbol. A video inset in the bottom right corner shows a woman with glasses and a patterned top. The NPTEL logo is visible in the bottom left corner.

But we have to remember like some people have an argumentative style or like to function as the devil's advocate to ensure a lively debate. Their motivation and behavior is not fueled by anger or deep frustration. As a result, they are more easily brought back into the fold through the milder actions which are suggested.

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**What a Trainer Can Do:
In front of the group:**

Keep your cool- you will never win the argument.

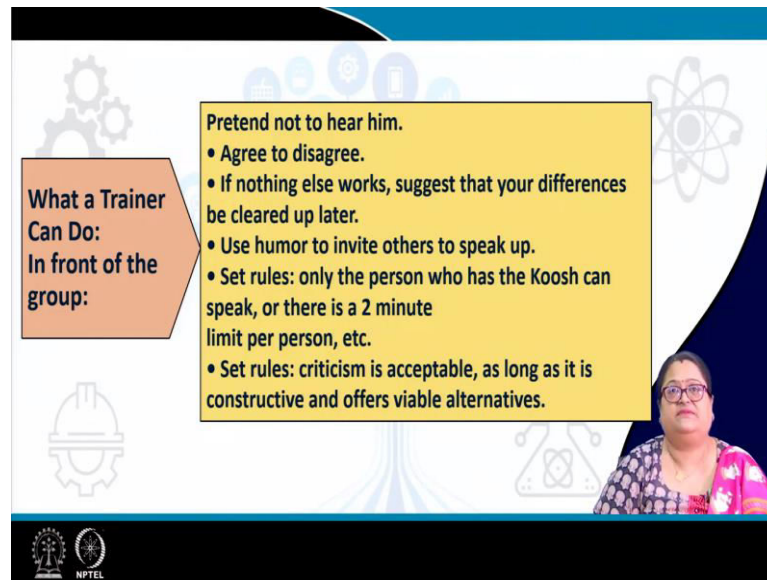
- Acknowledge the level of passion and ask for the reason behind it.
- Request that the person back up assertions. Ask for evidence.
- Avoid getting personal.
- Refer the question to the group and then to him.
- Try to win this person over by finding some good reasons to agree with some points.

The slide features a background with various icons including gears, a hard hat, a network diagram, and an atom symbol. A video inset in the bottom right corner shows a woman with glasses and a patterned top. The NPTEL logo is visible in the bottom left corner.

So, what a trainer can do in front of the group is to keep one's cool. It is very important to be like patient and not to because argument low it leads to nowhere. Acknowledge the level of passion and ask for the reason behind it. Request that the person backs up

assertions. Ask for evidence. Avoid getting personal. Refer the question to the group and then to him. Try to win this person over by finding some good reasons to agree with some points.

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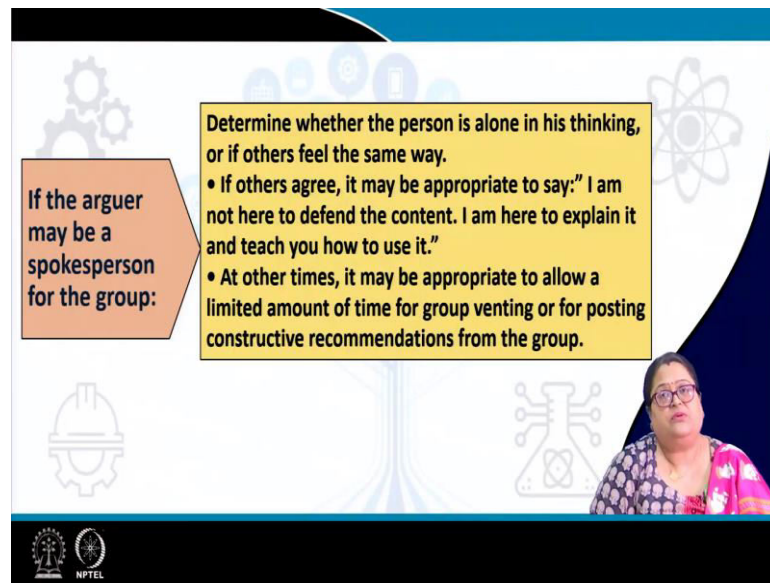
**What a Trainer Can Do:
In front of the group:**

- Pretend not to hear him.
- Agree to disagree.
- If nothing else works, suggest that your differences be cleared up later.
- Use humor to invite others to speak up.
- Set rules: only the person who has the Koosh can speak, or there is a 2 minute limit per person, etc.
- Set rules: criticism is acceptable, as long as it is constructive and offers viable alternatives.

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Again, we may try to find out like what we can do and then what we can continue doing is like pretend not to hear him. Agree to disagree. If nothing else works, suggest that your differences be cleared up later. Use humor to invite others to speak up. Set up rules only the person who has the Koosh can speak or there is a 2 minute time limit per person, etcetera. We can also set rules like criticism is acceptable, as long as it is constructive and offer viable alternatives.

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A presentation slide with a white background and blue accents. On the left, an orange arrow-shaped box contains the text "If the arguer may be a spokesperson for the group:". To the right, a yellow box contains the text "Determine whether the person is alone in his thinking, or if others feel the same way." followed by two bullet points: "• If others agree, it may be appropriate to say: 'I am not here to defend the content. I am here to explain it and teach you how to use it.'" and "• At other times, it may be appropriate to allow a limited amount of time for group venting or for posting constructive recommendations from the group." The slide features several icons: gears, a hard hat, a tree of icons, and an atom symbol. A small inset video of a woman with glasses is in the bottom right corner. The NPTEL logo is in the bottom left corner.

If the arguer may be a spokesperson for the group:

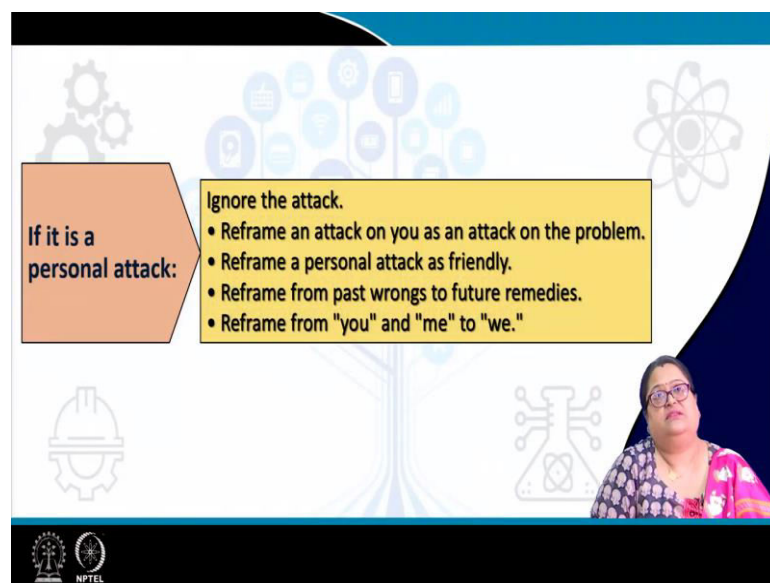
Determine whether the person is alone in his thinking, or if others feel the same way.

- If others agree, it may be appropriate to say: "I am not here to defend the content. I am here to explain it and teach you how to use it."
- At other times, it may be appropriate to allow a limited amount of time for group venting or for posting constructive recommendations from the group.

It could also happen that the arguer is the spokesperson for the group. If the arguer is the spokesperson for the group, then determine whether the person is alone in his thinking or if others feel the same way. If others agree, it may be appropriate to say I am not here to defend the content. I am here to explain it and teach it how it works.

At other times, it may be appropriate to allow a limited amount of time for group venting or for posting constructive recommendations from the group.

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A presentation slide with a white background and blue accents. On the left, an orange arrow-shaped box contains the text "If it is a personal attack:". To the right, a yellow box contains the text "Ignore the attack." followed by three bullet points: "• Reframe an attack on you as an attack on the problem.", "• Reframe a personal attack as friendly.", and "• Reframe from 'you' and 'me' to 'we.'" The slide features several icons: gears, a hard hat, a tree of icons, and an atom symbol. A small inset video of a woman with glasses is in the bottom right corner. The NPTEL logo is in the bottom left corner.

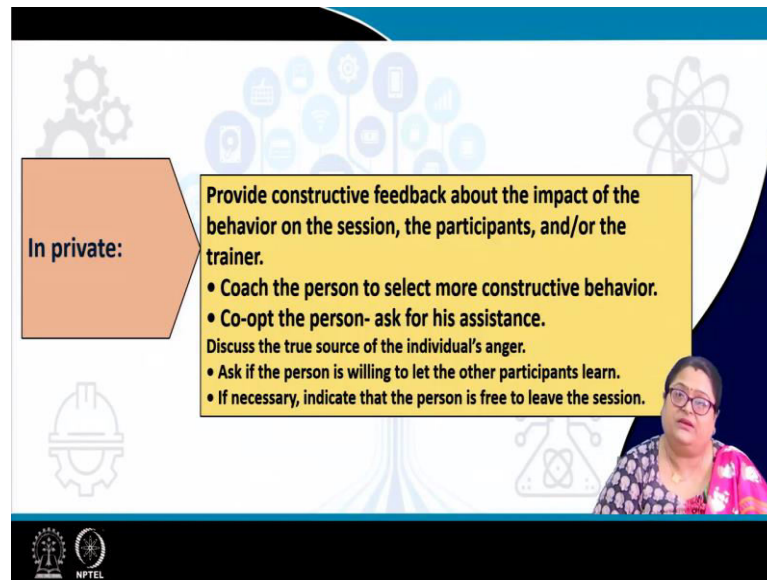
If it is a personal attack:

Ignore the attack.

- Reframe an attack on you as an attack on the problem.
- Reframe a personal attack as friendly.
- Reframe from "you" and "me" to "we."

If it is a personal attack then ignore the attack. Reframe an attack on you as an attack on the problem. Reframe a personal attack as friendly. Reframe from past wrongs to future remedies. Reframe from you and me to we.

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The slide features a white background with a blue header and footer. The header contains faint icons of gears, a tree of nodes, and an atom. The main content area has a yellow box with a black border containing text and a list of bullet points. To the left of this box is an orange arrow pointing right with the text 'In private:'. Below the yellow box is a video inset of a woman with glasses and a pink patterned top. The footer contains the NPTEL logo and name.

In private:

Provide constructive feedback about the impact of the behavior on the session, the participants, and/or the trainer.

- **Coach the person to select more constructive behavior.**
- **Co-opt the person- ask for his assistance.**

Discuss the true source of the individual's anger.

- **Ask if the person is willing to let the other participants learn.**
- **If necessary, indicate that the person is free to leave the session.**

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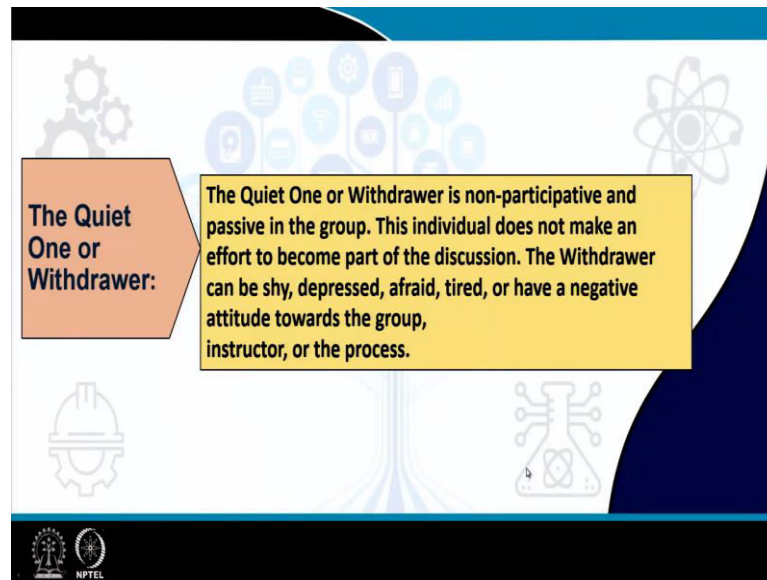
Here also we need to understand why the person is arguing, whether there is some pent up anger or the person is logical and is showing the other side of the story that we are trying to put forth. So, as a trainer it is very important to have an open mindset for open to receive feedback, open to receive criticism, think in a different way. Like and try to find out why a person is behaving in such a way it may not be always out of anger that the person is arguing.

The person is thinking differently is having a different perspective, but that what is like what is happening over here may be that the person does not know like how to like assimilate it with the discussion that is going on or put forth the points at appropriate time. So, what we can do again in private provide constructive feedback about the impact of the behavior on the session, the participants and or the trainer. Coach the person to select more constructive behavior. Co-opt the person to ask for his assistance.

Discuss the true source of the individual's anger. Ask if the person is willing to let the other participants learn. If necessary, like the indicate that the person is free to leave the session. But these are again negative ways or like not a very good track to think in this way about the person.

We need to understand the positive aspects of like if a person is having a different viewpoint and how the person can be utilized the person's knowledge can be utilized for the benefit of himself and the group.

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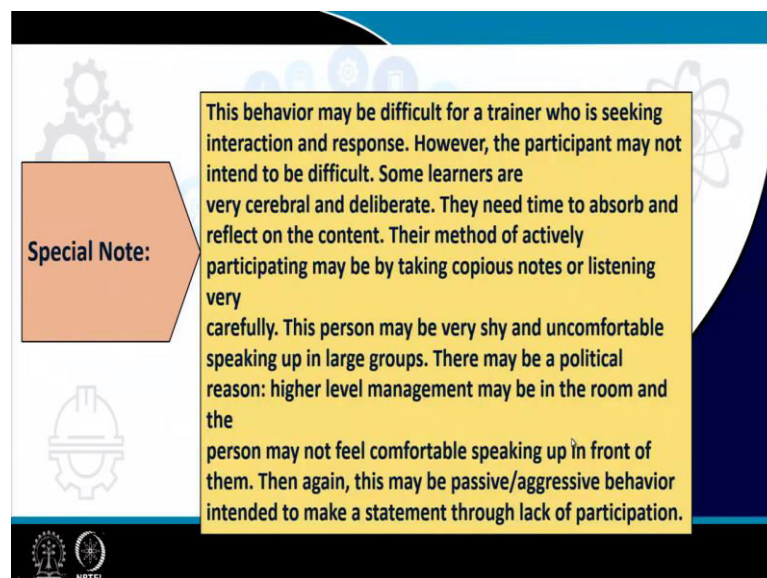
The Quiet One or Withdrawer:

The Quiet One or Withdrawer is non-participative and passive in the group. This individual does not make an effort to become part of the discussion. The Withdrawer can be shy, depressed, afraid, tired, or have a negative attitude towards the group, instructor, or the process.

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 network diagram. A yellow text box is positioned on the right side of the slide.

The quiet one or the withdrawer. The quiet one or withdrawer is a non-participative and passive in the group. This individual does not make an effort to become a part of the discussion. The withdrawer can be shy, depressed, afraid, tired or have a negative attitude towards the group, instructor or the process.

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Special Note:

This behavior may be difficult for a trainer who is seeking interaction and response. However, the participant may not intend to be difficult. Some learners are very cerebral and deliberate. They need time to absorb and reflect on the content. Their method of actively participating may be by taking copious notes or listening very carefully. This person may be very shy and uncomfortable speaking up in large groups. There may be a political reason: higher level management may be in the room and the person may not feel comfortable speaking up in front of them. Then again, this may be passive/aggressive behavior intended to make a statement through lack of participation.

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 network diagram. A yellow text box is positioned on the right side of the slide.

Now, we need to understand like this behavior is may be difficult for a trainer who is seeking interaction and response. However, the participant may not intend to be difficult. Some learners are very cerebral and deliberate. They need time to absorb and reflect on the content. Their method of actively participating may be taking copious notes or listening very carefully.

This person may be very shy in speaking up and uncomfortable with speaking up in large groups. There may be a political reason like higher level management may be in the room and the person may not feel comfortable speaking up in front of them. Then again, this may be passive aggressive behavior intended to make a statement through lack of participation.

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**What a Trainer Can Do:
In front of the group:**

- **Treat the participant with respect.**
- **Build in time at the beginning of each interactive exercise for participants to read and work independently before they begin their group discussions.**
- **Engage the participant by posing a question that directly relates to her situation or concern.**
- **Subtly incorporate the person into the group by using her name in hypothetical examples or stories.**

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Now, what the trainer can do in front of the group is to treat the participant with respect. Build in time at the beginning of each interactive exercise for the participants to read and work independently before they begin their group discussions. Engage the participant by posing a question that directly relates to her situation or concern. Subtly incorporate the person into the group by using her name in hypothetical examples or stories.

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What a Trainer Can Do: In front of the group:

- Have participants pair off rather than working immediately in large or small groups. This will be more comfortable for the shy person.
- Always offer observer roles as options for role plays, games, or simulations.
- Call this individual by name and ask for an opinion.
 - Ask an easy question that she is sure to answer well, then praise her.
 - Draw this person out.

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 woman in a pink and purple patterned top is visible in the bottom right corner.

What it can be done also is have the participant's pair off rather than working immediately in large or small groups. This will be more comfortable for the shy person. Always offer observer roles as options for role plays, games or simulations. Call this individual by name and ask for an opinion. Ask an easy question that she is sure to answer well, then praise her and draw this person out.

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If the Withdrawer has chosen a very overt behavior to trumpet her choice not to participate:

- Draw the person outside the room, either during an exercise or at a break..
- Determine the reason for the behavior.
- Explain the impact of the behavior on the group and the instructor.
- Offer options: to participate or to leave the session.

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 woman in a pink and purple patterned top is visible in the bottom right corner.

If when you find that the withdrawer has chosen a very overt behavior to trumpet her choice not to participate. Then what can be done is draw the person outside the room

either during an exercise or break. Determine the reason for the behavior maybe the person is frustrated with her management or could be like afraid, could be shy also of opening up me, do not feel comfortable, is not very sure of speaking up reasons could be varied.

Explain the impact of the behavior on the group and the instructor. Offer options to participate or to leave the session, but leaving the session as an option is something that as a trainer we need to avoid as far as possible. We need to understand why the person is behaving in this way and try to counsel that person, try to find out the true reason and assimilate the person as in the group behavior so that the person can contribute very well.

Sometimes the person is not very sure of oneself or the problem or the task or the situations like the solutions that he or she is thinking and understand whether those will be recognized or not, whether the person is going to get a like negative feedback about it or not. So, the trust level needs to be established first.

And that bonding and trust as you have already discussed while we are discussed on mentoring and coaching.

These are very important things to be established because whenever we are talking of disruptive behaviors or bringing in disruptions in organizations we understand where in all these cases the because these are behaviors which are behaviors which are deviant from what is expected. We have to like make this deviance a positive deviance instead of a negative deviance which is like detrimental to either the individual or the organization.

And in order to do that love, care, resilience like perseverance, trust these are like the honoring the other persons viewpoint integrity. These are some of the cares, respect these are some of the qualities which are required in the trainer which will help the trainer to like become may be into un more empathetic towards the trainee's viewpoint, give the trainee the like reciprocate the training with the respect and trust and give them or like very like comfort zone to open up and share their ideas with the trainer.

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In private:

- During a break, ask the person whether the training is meeting her needs, or simply engage in small talk. Sometimes, that personal interaction will create sufficient comfort for the person to begin speaking up in class.
- Get permission from the individual to relate a story or example that she told you that is relevant to the training content.
- Name the behavior and ask if there is anything that you can do differently so that the participant will feel more comfortable speaking up.

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In private what they can do in the break, ask the person whether the training is meeting her needs or simply engage in small talk. Sometimes, that person interaction personal interaction will create sufficient comfort for the person to begin speaking up in the class. Get permission from the individual to relate a story or example that he or she told you that is relevant to the training content. Name the behavior ask if there is anything that you can do differently so that the participant will feel more comfortable in speaking up.

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In private:

- Provide constructive feedback about the impact of the behavior on the session, the participants, and/or the trainer.
- Coach the person to select more constructive behavior.
- Co-opt the person- ask for her assistance.

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Then provide constructive feedback about the impact of the behavior on the session, the participants and the trainer. Coach the person to select more constructive behavior. Co-opt the person and ask for her assistance.

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What a Trainer Should NOT Do:

- Jump to the conclusion that the participant is choosing to be difficult.
- Interpret the participant's lack of verbal response as an indication of lack of interest.
- Get defensive.
- Focus all of his attention on trying to engage the quiet one.
- Ignore the participant.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a tree, and a person. A woman in a pink and white patterned top is visible in the bottom right corner.

What a trainer should not do? Jump into the conclusion that the participant is choosing to be difficult. Interpret the participant's lack of verbal response as an indication of lack of interest. Get defensive. Focus on all his attention on trying to engage the quiet one or ignore the participant.

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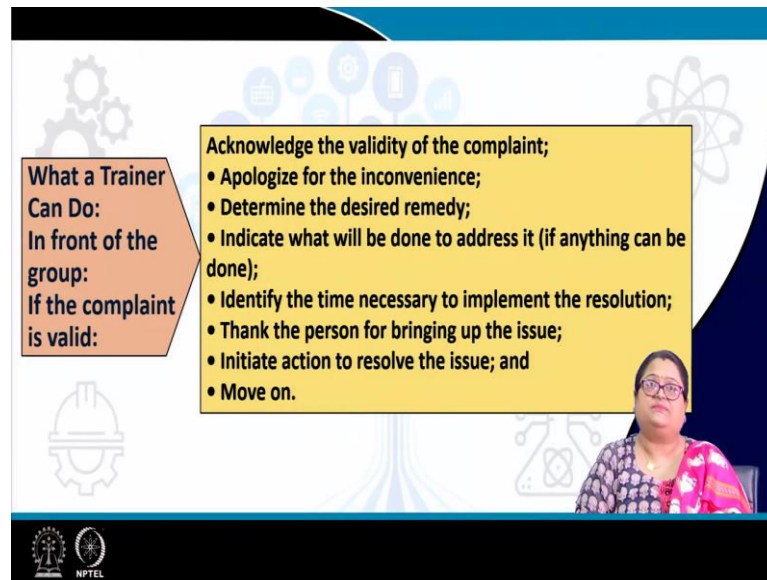
The Complainer.

The Complainer complains about anything and everything, including: the room, materials, topics, instructor, organization, weather, refreshments, etc. Her focus is on what is wrong or bad rather than on what is right or good.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a tree, and a person. A woman in a pink and white patterned top is visible in the bottom right corner.

The complainer, we can have another kind of deviant behavior the complainer, who complains about anything and everything including the room, the material, the topics, the instructor, organization, weather, refreshment etcetera. Her focus is on what is wrong or bad rather than what is right or good.

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What a Trainer Can Do: In front of the group: If the complaint is valid:

- Acknowledge the validity of the complaint;
- Apologize for the inconvenience;
- Determine the desired remedy;
- Indicate what will be done to address it (if anything can be done);
- Identify the time necessary to implement the resolution;
- Thank the person for bringing up the issue;
- Initiate action to resolve the issue; and
- Move on.

The slide includes a small video inset of a woman in the bottom right corner and various icons in the background, including a gear, a lightbulb, and a network diagram. The NPTEL logo is visible in the bottom left corner.

What the trainer can do in front of the group if the complaint is valid? Acknowledge the validity of the complaint. Apologize for the inconvenience. Determine the desired remedy. Indicate what will be done to address it if anything can be done. Identify the time necessary to implement the resolution. Thank the person for bringing up the issue. Initiate action to resolve the issue and then move on.

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If the complaint is not valid:

- Apologize for the person's distress.
- Clarify your distance from the decision that generated the complaint.
- Explain that the desired recourse is not possible.
- Use humor to defuse the situation.
- Avoid getting personal.
- Refer the issue to the rest of the group, to show that the concern is not shared.
- Pretend not to hear her.
- Set rules: criticism is acceptable, as long as it is constructive and offers viable alternatives.

But if the complaint is not valid then apologize for the person's distress. Clarify your distance from the decision that generated the complaint because you could be an external trainer also and you may not be associated with organizational certain decisions about which the trainee may be having certain complaint.

Explain that the desired recourse is not possible. Use humor to defuse the situation. Avoid getting personal. Refer the issue to the rest of the group to show that the concern is not shared. Pretend not to hear. Set rules criticism is acceptable as long as it is constructive and offers a viable alternative.

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If the Complainer may be a spokesperson for the group:

Determine whether the person is alone in her thinking, or if others feel the same way.

- If others agree, it may be appropriate to say: "I am not here to defend the content. I am here to explain it and teach you how to use it."
- At other times, it may be appropriate to allow a limited amount of time for group venting or for posting constructive recommendations from the group.

It may so happen that the complainer may be the spokesperson for the group. Determine whether the person is alone in her thinking or if others feel the same way. If others agree, it may be appropriate to say I am not here to defend the content and I am here to explain it and teach it how you can use it. At other times, it may be appropriate to allow a limited amount of time for group venting, for posting constructive recommendations from the group.

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In private:

- Provide constructive feedback about the impact of the behavior on the session, the participants, and/or the trainer.
- Coach the person to select more constructive behavior.
- Co-opt the person- ask for her assistance.
- Discuss the true source of the individual's complaint.
- Ask if the person is willing to let the other participants learn.
- If necessary, indicate that the person is free to leave the session.

In private what you can do like we need to understand like why this person is complaining. Provide constructive feedback about the impact of the behavior on the session, the participants and or the trainer. So, for every case it is very important that you give the feedback about how the trainer the behavior of the person has affected the training situation the say the session, the participants and or the trainer.

Coach the person to select more constructive behavior. Co-opt the person to ask for her assistance. Discuss the true source of the individual's complaint. Ask if the person is willing to let the other participants learn. Then, if necessary, indicate the person is free to leave the session. But this could be the last option that need to be taken because there could be certainly true complaints, but sometimes what happens it may be outside the purview of the trainer to deal with it.

So, in private you can explain that to the trainee and suggest him some or her certain ways where to place the complaint or instead of complaining you can show how the person can do some constructive behavior in order to like show to the organization how things can be done differently regarding the issue that he or she is having a complaint.

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What a Trainer Should NOT Do:

- Argue with the person.
- Insult the person.
- Get defensive.
- Express anger.
- Let the person control the discussion.
- Agree with the complainer just to end the argument, if that will mislead other participants.

Now, what the trainer again should not do is argue with the person, insult the person, get defensive, express anger, let the person control the discussion. Agree with the complainer just to end the argument, if that will mislead other participants.

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The Unconsciously Incompetent

The Unconsciously Competent person thinks that he already has the correct knowledge, skills, and ability, when in truth he doesn't. This person complains that attending the training session is a waste of time. He doesn't feel the need to participate, since he is so certain he already knows everything.

The slide features a background with various icons including gears, a lightbulb, a brain, and a person. A small inset video shows a woman speaking. The NPTEL logo is visible in the bottom left corner.

Now, there could be other type of again difficult behaviors, difficult trainees like the unconsciously competent person who thinks like that he already has the correct knowledge, skills and ability, when in truth he does not have it. This person complains that attending the training session is a waste of time. He does not feel the need to participate, since he is so certain he already knows everything.

(Refer Slide Time: 26:04)

What a Trainer Can Do: In front of the group:

In the introduction, mention that the collective expertise in the room far exceeds your own- and request their input and assistance so that everyone can learn what they need to learn. Also mention that you appreciate that some folks may feel the training is unnecessary. However, someone other than yourself decided that everyone should attend so they could have the same knowledge and vocabulary. If anyone is feeling stressed about having to attend, invite that person to consider it an opportunity to become more conscious of what he is doing correctly. At the very least suggest that they consider it a time to relax, be entertained and get to know each other better.

The slide features a background with various icons including gears, a lightbulb, a brain, and a person. A small inset video shows a woman speaking. The NPTEL logo is visible in the bottom left corner.

So, what the trainer can do in front of the group? In the introduction, the trainer can mention that the collective expertise in the room far exceeds your own and request their

input and assistance so that everyone can learn what they need to learn. Also mention that you will appreciate if some folks they may feel like training is unnecessary. However, someone other than yourself decided that everyone should attend so that they could have the same knowledge and vocabulary.

If anyone is feeling stressed about having to attend, invite that person to consider it an opportunity to become more conscious of what he is doing correctly. At the very least suggest that they can consider it a time to relax, be entertained and get to know each other in a better way.

(Refer Slide Time: 27:14)

What a Trainer Can Do: In front of the group:

Begin with a focus question that will determine the extent of all of the participants' knowledge of the topic. Split the participants into two groups to brainstorm and post their answers on flip charts. This will not put the unconsciously incompetent person on the spot, but will make clear to all participants what they know and do not know when the trainer adds in information.

NPTEL

Now, what the trainer can do in front of the group? Begin with the focus question that will determine the extent of all participants' knowledge of the topic. Split the participants into two groups to brainstorm and post their answers on flip charts. This will not put the unconsciously incompetent person on the spot, but will make clear to all participants what they know and do not know when the trainer adds information.

(Refer Slide Time: 27:55)

**What a Trainer Can Do:
In front of the group:**

Follow this with a questionnaire that asks questions regarding all of the key points to be covered. First, have all participants complete the questionnaire independently. Then have them discuss their answers within the small table groups. Tell them they can change their answers, but they need to be able to report out the correct answer and the rationale for the answer. Debrief the answers to the questionnaire, calling on individuals in the group. If they get the incorrect answer, they can always blame their small groups.

NPTEL

Follow this with a questionnaire that asks questions regarding all of the key points to be covered. First, have all participants complete the questionnaire independently. Then have them discuss their answers within the small table groups. Tell them they can change their answers, but they need to be able to report out the correct answer and the rationale for the answer.

Debrief the answers to the questionnaire, calling on individuals in the group. If they get the incorrect answer, they can always blame their small groups.

(Refer Slide Time: 28:42)

**What a Trainer Can Do:
In front of the group:**

This adds humor and provides a safe way for individuals to save face if they do not have the correct answer. Presumably, the unconsciously incompetent person will have a wake up call- either because the small group convinces the person to change his answer. Or, if the unconsciously incompetent person was persuasive in his group, the fact that the reported answer is incorrect should make an impression on the person.

NPTEL

This adds humor and provides a safe way for individuals to save face if they do not have a correct answer. Presumably, the unconsciously incompetent person will have a wake-up call either because the small group convinces the person to change his answer. Or, if the unconsciously competent person was persuasive in his group, the fact that the reported answer is incorrect should make an impression on the person.

(Refer Slide Time: 29:20)

In private:

Ask the person to serve as a co-facilitator by providing real-life examples when necessary.

- Co-opt the person- ask for his assistance.
- Discuss the true source of the individual's complaint.
- Ask if the person is willing to let the other participants learn.
- If necessary, indicate that the person is free to leave the session.

In private you can ask the person to serve as a co-facilitator by providing real life examples when necessary. Co-opt the person to ask for his assistance. Discuss the true source of the individual's complaint. Ask if the person is willing to let the other participants learn and if necessary, indicate the person is free to leave the session.

(Refer Slide Time: 29:48)

What a Trainer Should NOT Do:

- Argue with the person.
- Insult the person.
- Get defensive.
- Express anger.
- Let the person control the discussion.

The slide features a background with various icons including gears, a lightbulb, a smartphone, a Wi-Fi symbol, a document, a person, a magnifying glass, and a network diagram. A woman is visible in the bottom right corner of the slide frame. The NPTEL logo is in the bottom left corner.

But what the trainer should not do is to argue with the person, insult the person, get defensive, express anger or let the person control the discussion. So, this is the common should not do for mostly dealing with all the difficult types of behaviors.

(Refer Slide Time: 30:10)

The Distractor.

The Distractor asks questions or raises issues that are not related to the topic which is being discussed. She talks on the side about unrelated things while the group is trying to work. The Distractor jumps into the discussion without raising a hand or using other courtesies for obtaining permission to speak.

The slide features a background with various icons including gears, a lightbulb, a smartphone, a Wi-Fi symbol, a document, a person, a magnifying glass, and a network diagram. A woman is visible in the bottom right corner of the slide frame. The NPTEL logo is in the bottom left corner.

Then distractor; the distractor asks questions or raises issues that are not related to the topic which is being discussed. She talks on the side about unrelated things while the group is trying to work. The distractor jumps into the discussion without raising a hand or using other courtesies for obtaining permission to speak.

(Refer Slide Time: 30:40)

**What a Trainer Can Do:
In front of the group:**

- Conduct a large group discussion to create ground rules for basic classroom courtesies.
- Use a Koosh ball to recognize speakers. In this way, only the person with the Koosh has permission to speak.
- Post a process map of the agenda on the wall as a continual visual reminder of the topics to be covered.
- Provide Post-Its on the participant tables and encourage participants to post their questions on a flip chart “parking lot.”

NPTEL

What the trainer can do in front of the group? Is conduct a large group discussion to create ground rules for basic classroom courtesies. Use a Koosh ball to recognize speakers. In this way, only the person with the Koosh has permission to speak. Post a process map of the agenda on the wall as a continual visual reminder of the topics to be covered. Provide posts it’s on the participant tables and encourage participants to post their questions on a flip chart parking lot.

(Refer Slide Time: 31:25)

**What a Trainer Can Do:
In front of the group:**

- Clearly introduce each topic and close the discussion on each topic.
- Quietly monitor small group activities so that you can intervene where necessary.
- Move close to the distracter who is speaking while others are working, to use physical proximity to prompt her to stop talking.
- Make an assignment that will distract the distracter and ultimately provide the attention she is seeking in a more controlled and acceptable fashion.
- Briefly acknowledge the distracter and indicate who actually has the floor to speak.

NPTEL

The trainer can clearly introduce each topic and close the discussion on each topic. Quietly monitor small group activities so that they can intervene where necessary. Move close to the distracter who is speaking while others are working, to use physical proximity to prompt her to stop talking. Make an assignment that will distract the distracter and ultimately provide the attention she is seeking in a more controlled and acceptable fashion. Briefly acknowledge the distracter and indicate who actually has the floor to speak.

(Refer Slide Time: 32:13)

What a Trainer Can Do: In front of the group:

Say "Thank you, but let's see what others have to say, now."

- Stand beside her.
- Put her in charge of an activity.
- Try comments such as, "Interesting, but could you hold it until later?"
- "I'd like to discuss that, but we really have to get back to our topic."
- If the distracter is conducting a side conversation while someone else has been recognized to speak, make a general statement: "Could I ask everyone to give their attention to [the speaker]? Thank you." or "I'm not sure that everyone can hear what [the speaker] is saying."
- If you are able to create a friendly relationship with the distracter, use gentle humor to rein the person in.

What the trainer can do more is to say thank you, but let us see what others have to say now. Stand beside her, put her in charge of the activity, try on comments such as interesting, but could you hold it until later. I would like to discuss that, but we really have to get back to a topic.

If the distracter is conducting a side conversation while someone else has been recognized to speak, make a general statement "Could I ask everyone to give their attention to the speaker, thank you or I am not sure that everyone can hear what the speaker is saying." If you are able to create a friendly relationship with the distracter, use gentle humor to rein the person in.

(Refer Slide Time: 33:08)

What a Trainer Can Do: In front of the group:

Thank the person for his her energy and involvement- then explain your time or agenda constraints.

- Co-opt the person- ask for her assistance.

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But, again with all these things like we need to understand, we need to find out why the person is behaving in this way the because the distractor may be full of energy and want to like or may be gets in bored out with the method of delivery or the topic that is already known to him or her and that is why the person is not feeling interested with the like training session going on.

So, then what you have to do is to thank the person for his or her energy and involvement, then explain your time or agenda constraints. Co-opt the person ask for her assistance.

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What a Trainer Should NOT Do:

- Get distracted from the agenda or the topic at hand.
- Lose patience or focus.
- Get angry at the behavior.
- Let the person control the discussion.
- Let the person break the group's classroom rules.
- Allow the person to treat other participants in a disrespectful fashion.

The slide features a background with various icons related to technology and education, such as gears, a smartphone, a Wi-Fi symbol, and a network diagram. A woman in a pink patterned top is visible in the bottom right corner. The NPTEL logo is at the bottom left.

What a trainer should not do is get distracted from the agenda or the topic at hand. Lose patience on focus, get angry at the behavior, let the person control the discussion, let the person break the group's classroom rules, allow the person to treat other participants in a disrespectful fashion.

(Refer Slide Time: 34:20)

The Rambler

The Rambler has difficulty making simple, concise statements. He makes grandiose theories or complicates simple ideas with tangential ideas. The Rambler often confuses most or all of the rest of the group with his statements.

The slide features a background with various icons related to technology and education, such as gears, a smartphone, a Wi-Fi symbol, and a network diagram. A woman in a pink patterned top is visible in the bottom right corner. The NPTEL logo is at the bottom left.

Then we have another kind of difficult behavior who is the rambler. The rambler has difficulty making simple, concise statements. He makes grandiose theories or

complicates simple ideas with tangential ideas. The rambler often confuses most or all of the rest of the group with his statements

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What a Trainer Can Do: In front of the group:

- Summarize and recap the content points that were covered prior to the person's statement.
- Try to distill the key points from the person's statement.
- When this individual stops for breath, express your thanks.

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

So, what the trainer can do in front of the group is to summarize and recap the content points that were covered prior to the person's statements. Try to distill the key points from the person's statement. When this individual stops for breath, express your thanks.

(Refer Slide Time: 35:18)

What a Trainer Can Do: In front of the group:

- Ask clarifying questions.
- Set time limits for comments (as part of the original ground rules or to ensure that the agenda can be covered).
- Diplomatically interrupt to refocus the person on the content.
- When the person pauses for a breath, ask which part of the question he is discussing.
- Say "Thank you, but let's see what others have to say, now."
- Use gentle humor to refocus the person.
- Listen carefully to find the relevant points that are made.
- See if the person is willing to defer discussion of his question to a break, or while others are preparing for an activity.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a tree, and a person.

The trainer can ask for clarifying questions also. Set time limits for the comments as part of the original group rules or to ensure that the agenda can be covered. Diplomatically

interrupt to refocus of the person on the content. When the person pauses for a breath, ask which part of the question he is discussing. Say thank you, but let us see what others have to say now. Use gentle humor to refocus the person.

Listen carefully to find the relevant points that are meaningful. See if the person is willing to defer discussion of his question to a break or while others are preparing for the activity.

(Refer Slide Time: 36:10)

What a Trainer Should NOT Do:

- Show impatience.
- Interrupt rudely.
- Refuse to acknowledge the person's desire to speak.
- Make disparaging statements.
- Allow the person's monologue to confuse the group.
- Engage in lengthy discussion of the tangent raised by the person.
- Label the person in front of the group or in private to other participants.
- Become busy and focus on other things rather than listening to the person.

NPTEL


What the trainer should not do is show impatience, interrupt rudely, refuse to acknowledge the person's desire to speak, make disparaging statements, allow the person's monologue to confuse the group, engage in lengthy discussion of the tangent raised by the person, label the person in front of the group or in private to other participants, become busy and focus on other things rather than listening to the person.

So, these are some of the difficult behaviors that we have understood and we have understood the trainer's do's and don'ts for how to tackle this behavior.

(Refer Slide Time: 36:59)

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These are the certain reference; like references that have been used. This part of the lecture session has been mainly based on the Laurel and Associates Limited. The reference is given over here. You can refer back to the slides also for the further detailed discussions and commentaries on each of these styles like why a people person is behaving in certain way.

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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.



So, we can conclude from here that this part of the lecture session has given you a clear picture of the dealing of dealing with the disruptive trainees with an aim like to

understand what could be the do's and don'ts for the trainer, how to behave like how to control the disruptive behaviors in so that the training session can be delivered in front of the group.

But, how again to like deal with the person, take away the person, deal like try to interact with the person in private also because what we need, we should not be taking disruptive behavior as a characteristic of the person and try to level the person in a negative way.

What we need to understand, the person is behaving in such way because there are some reasons behind it, maybe some issues have happened in the organization, maybe the persons effort to do something in a different way have not been recognized previously, maybe the person had not got a conducive environment to like place his or her views, maybe the person has not got an active listener also who could have respected and listened to his viewpoints.

The person was not was suffering from self-efficacy, then core self-evaluation like yes, he is speaking correct and for all these types of reasons maybe these disruptive behaviors have happened. So, instead of just labeling the person and stereotyping him as a problem maker in the group, we as trainers need to have an empathetic listening and towards what the person are like very patient listening to what the person is trying to tell. We need to interact with the person to find out what is the true reason behind the person's behavior.

May be all these things she he or she is doing because he or she wants somebody to listen to him or her, trust him or her on his abilities, give her the feedback and hand holding support how to move ahead.

Now, if this caring approach the person receives, then if his or her ideas are recognized he if it is well heard and like his ideas are given some motivation to flourish or may be directed in a proper way, then those ideas may really be helpful not only for himself and because that the person is thinking in a different way, in a creative way, but it can give wonderful solutions to organizations problem.

The organization because of its traditional way of thinking could have thought may be thinking of very like stereotypical way of or traditional way of approaching a problem. But the person can come up with newer solutions to problem which needs to be welcomed rather than to be like controlled and succumbed so that they fall into the like

traditional methods of thinking and like the deviation is not tolerated and the everybody has to follow wild kind of template that attitude should not be taken.

The devious deviation we need to understand why this deviation and encourage and channelize it in a proper way so that it becomes functional for self and for organization. And it should not be labeled as dysfunctional from start itself and the trainer should have an open mind to accept this deviation and deal with it in a proper way so that jointly together, they can contribute positively towards the development of the individual and the organization.

Meet you next in the next session which is lecture 6 which where we are going to discuss managing disruptions in organization through training and development.

Thank you.