

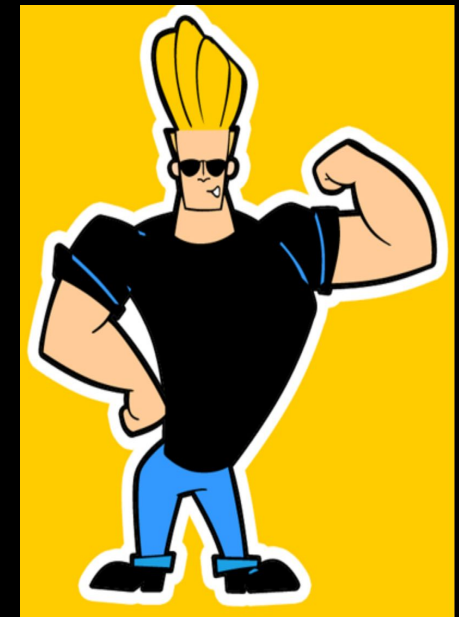


# Effective Communication with Challenging

## Participants



# Who Dis?





# The Shy Person (Amélie Poulain)



- **Diverse Processing:** Recognize that participants process information differently.
- **Support for Shy Participants:** Small group or paired work and individual reflection activities benefit shy or quiet participants.
- **Engagement Misconception:** Quietness does not equate to lack of engagement.
- **Variety of Engagement Methods:** Include diverse ways for participants to engage, reflect, and learn.



# The Challenger (Barney Stinson)



**Challenger Behaviour:** The Challenger may wish to challenge everything you say.

**Facilitator Role:** Reinforce that the facilitator's role is not to be the expert; the participants are the experts.

**Focus Shift:** This approach often shifts the Challenger to the "Know it All" role.

**Redirect Challenges:** When faced with tough questions or challenges, redirect them to the gr



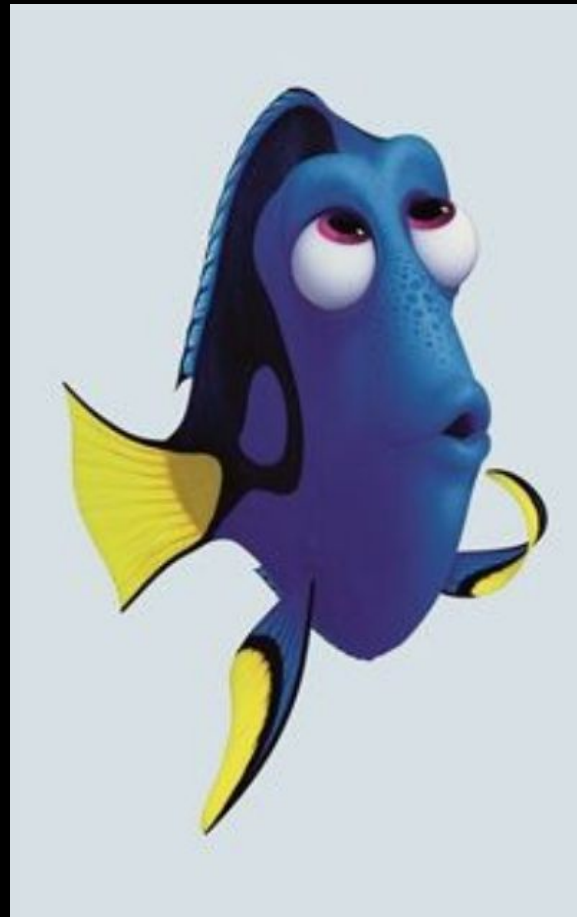
# The Dominator (Darth Vader)



- **Verbally Dominant Participants:** Common in group settings.
- **Establish Rules:** Set rules at the beginning to manage speaking time.
- **Intervention:** Inform participants that you will jump in and ask questions to save time and distribute speaking opportunities evenly.
- **Bottom Lining:** Teach the skill of summarizing the main point
- **Laser Speak:** Encourage speaking directly to the heart of the issue
- **Reminders:** Continuously remind the group about these skills throughout the session.



# The Unfocussed (Dory)



- **Unfocused Participants:** May appear inattentive and "wandering off."
- **Clarity of Direction:** Let participants know where you are going; provide an overview of the process.
- **Engagement:** Ask participants what they want to explore and make them aware of what has already been discussed.
- **Focus Questions:** Help participants become more focused by asking:
  - "What are your key goals?"
  - "What do you need/want to do to get there?"
  - "What do you want to get out of the conversation?"
  - "What's really important?"
  - "Where do you need to move the needle in this conversation?"





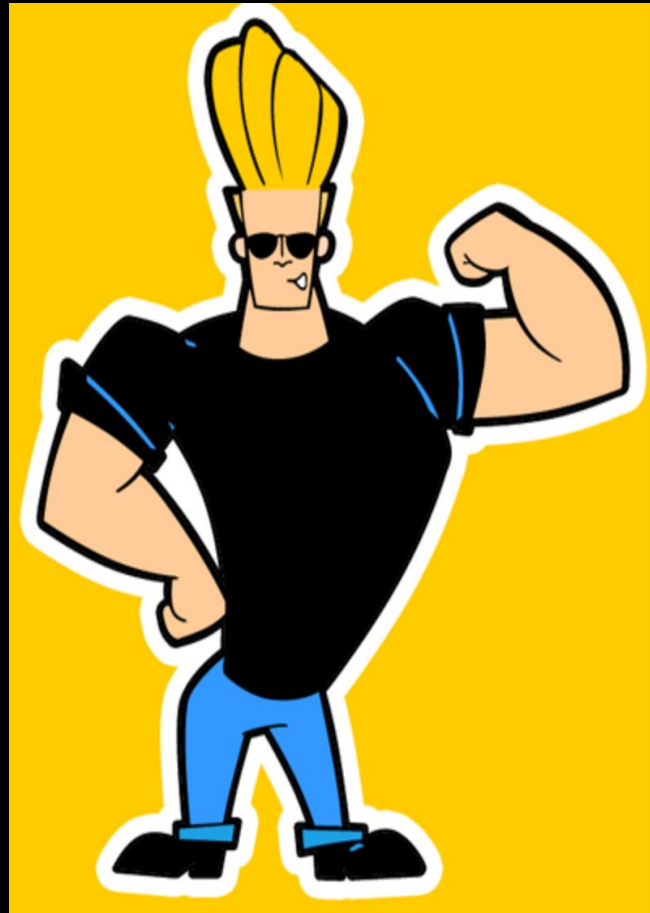
# The Overachiever(Sheldon Cooper)



- **Overachiever Challenge:** Endless achievements may cause concerns and feelings of inadequacy in other group members.
- **Pace Reinforcement:** Reinforce that everyone moves at their own pace within the group process.
- **Wins and Successes:** Emphasize that "Wins" and successes happen at different stages for each person.
- **Sharing Experiences:** Have the Overachiever share what they learned to spark and motivate others with new ideas and insights.
- **Focus on Learning:** Remind the Overachiever about the learning goal of the session, especially during activities.



# The Center of Attention (Johnny Bravo)



- **Attention-Seeking Participants:** Common in group settings.
- **Assign Roles:** Invite them to participate in roles such as timekeeper, flip charter, or note-taker.
- **Engagement:** Give them something to do to prevent them from taking over.
- **Spotlight Roles:** Some roles will "give them the spotlight" and fulfil their need to be seen.





# The Joker



- **Humour in Facilitation:** Provides lightness and a rich perspective.
- **Infusing Humour:** Explore where the group can infuse humour around the issues being explored.
- **Lightening Up:** Identify what needs lightening up in the discussion.
- **Extreme Humour:** Be aware of the impact when the joker takes humour to the extreme.
- **Self-Awareness:** Ask the joker to consider the impact they are having on the group.



# The Devil's Advocate



- **Devil's Advocate Role:** Brings diverse perspectives to the discussion.
- **Reminder of Perspectives:** Highlights the existence of many different perspectives in groups and teams.
- **Flip-Side Exploration:** Encourages exploring the flip-side and important issues pointed out by the Devil's Advocate.
- **Relativity Reminder:** Remind the participant that while everything may be relative, some routes may not lead to productive group discussions.
- **Managing Disruptions:** If statements become disruptive or personal, redirect them to the group.



# The Argumentative One (Spock)



- **Argumentative Participants:** Some participants may argue for the sake of arguing.
- **Key Questions:** Ask questions like "What's at stake?" and "What's the request behind your complaint?" to understand their perspective.
- **Group Involvement:** Defer the issue to the group to gauge their opinions.
- **Further Discussion:** If many agree, it may merit further discussion; if not, the group can move on.





# The Know it All (Hermione Granger)



- **Facilitation Belief:** Participants are considered knowledgeable.
- **Exploratory Questions:** Engage the "know it all" with questions like:
  - "What are you so passionate about proving?"
  - "What makes your perspective unique?"
  - "What do you have to offer?"
  - "How can you share your expertise in a more positive fashion?"



# The Verbose One (C3PO)



- **Verbose Participants:** Very talkative participants may often self-identify.
- **Group Communication:** Inform the group that everyone will have the opportunity to speak.
- **Bottom-Lining:** Introduce the skill of summarizing the main point.
- **Laser Speak:** Encourage speaking directly to the heart of the issue.
- **Head-Lining:** Teach participants to get to the core or "essence" of the story
- **Intruding:** Share the skill of "intruding" or "jumping in" to manage conversations effectively.



# The Sidebar Talking Gang (Saved by the Bell)



- **Sidebar Conversations:** More frequent in workshops or larger groups.
- **Open Invitation:** Invite the sidebar participants to share with the group.
- **Eye Contact:** Make eye contact to encourage them to join the wider group discussion.
- **Physical Presence:** Move near the conversation to show genuine curiosity.
- **Invitation to Share:** Invite the sidebar pair to share their discussion with the rest of the group.





# Some other useful Techniques

## Agree/Disagree/Deflect Technique

When you disagree with a participant's remarks or arguments but don't wish to embarrass them:

- Find something in their contribution with which you agree. Then
- Gently disagree with the key issue and, lastly
- Deflect to the group for comments

## Receipt Technique

- Simply give a receipt for every contribution made by any participant!
- Say thank you and mention the participant's name.
- Rephrase the participant's words to fit your learning point, e.g.: 'Okay, so you are saying that.....good!'
- Simply repeat the last phrase and ask for other comments.

## Always open the training in a way that sets out mutual expectations

Creating and agreeing on ground rules and shared expectations is essential. This then gives you and others the framework to hold each other accountable

**Know who the participants are**

**Design the training so it respects and engages everyone**

**If there's an elephant in your training room, then know how you want to tackle it**

**Anticipate tough questions, difficult learning points and likely areas of resistance**

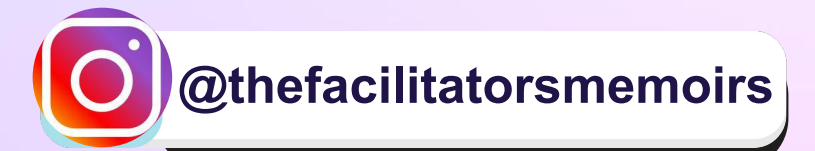
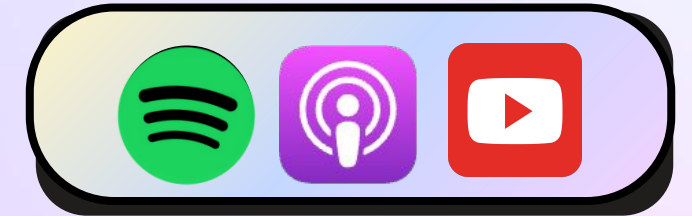


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