Facilitating Value-Laden Topics

Presented by
The Southern Region
National Institute of Corrections

LESSON TITLE: FACILITATING VALUE LADEN TOPICS

TARGET AUDIENCE: Experienced trainers who have completed a 40-hour
Basic Training for Trainers course

TIME: Three Six-hour Days

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RATIONALE:

The purpose of a training program is for participants to learn information and skills to help them succeed in performing their job. In order to accomplish the transfer of learning from the classroom to the job, participants frequently have to examine their beliefs, attitudes and life experiences. In correctional training we often present material where value-laden topics and issues emerge. Trainers must be equipped with skills to help them address challenging situations with expedience and sensitivity.

PERFORMANCE OBJECTIVES

After completing this workshop participants will be able to

- describe key principles of adult learning

- use the descriptions of four learning styles to explain how to "teach around the learning cycle" when presenting value-laden topics

- evaluate a classroom situation and determine the most appropriate trainer intervention

- develop a facilitative response to a student's emotionally laden question

- work with at least one co-trainer to lead a discussion or activity on a value-laden topic

PARTICIPANT WORKBOOK

Information in participant workbook

- contained within lesson design

- indicated by "pages"

- numbered the same as in the actual workbooks

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And I read some every day.

♫   *Now that we've given you just a little bit of information about ourselves in sort of a fun way, we'd like to give you the opportunity to ask us questions to find out a little more about us and our qualifications. This way, you can find out what you <u>want</u> to know about us instead of just what <u>we</u> think you want to know.*

Now it's time to find out about each of you and the expectations you have for this class.

Please turn to page 1 in your workbook and complete the sentence stems you find there. When you finish, we'll have you share this information with several other participants in a small group.

page of the participant workbooks. Have them turn to that page
to find their number or symbol and get into like groups. The
symbols can be circle, triangle, square and star or you can use
graphics and have horses, dragons, frogs and bookworms (for
example.)

Now that they are in these small groups, have them share their
names and their sentence completion information. Have them
write their expectations on a sheet of newsprint so they can
post and share this with the rest of the class. Have them
brainstorm and list on another sheet of newsprint all the value
laden topics they teach or that might be taught in a correctional
training program. Possible responses to this question are listed
after the workbook page and directions. They are also asked
to design a way to introduce their small group to the rest of the
class in a creative way: skit, logo, poem, etc.

♫   *Now that you are in your small groups, please turn to page
        2 and follow the instructions there. After 15 minutes your
        group spokesperson will share your topics list, your
        group's expectations and your group's suggestions for
        ground rules with the rest of the class. Then your group
        will "conduct" your introductions.*

✎   Conduct a check for understanding by asking one participant to
        state their understanding of what they are to do for the next 15
        minutes. Clarify if needed.

TRANSITION TO OVERVIEW AND HOUSEKEEPING

♫   *Now that we know who everyone is and why you came to this class, we need to tell you more specifically what this class is about and what OUR expectations are for you. Please turn to page 3 in your workbook where you will find the course purpose, the performance objectives and a description of the end of course project you will be working on.*

✎   Give participants a few minutes to read the information presented here. Ask if these objectives match their expectations for the course. If they have stated any expectations that you know will not be met, clarify that now. Ask if they have any questions about the class project - they probably will. Let them know that they will have some class time to work with their partner or partners and that they will not have to turn in an actual written lesson design. Remind them that the presentation is only 15 minutes. The purpose of the presentation is for them to practice the skills that they will learn during the first two days of class.

PRESENTATIONS

▸   **PICK** a partner

▸   **DRAW** a values topic

▸   **PREPARE** to
   a.   **Lead** a discussion or
   b.   **Conduct** an activity

▸   ☺ **15 MINUTES** to
   a.   **Lead** a discussion or
   b.   **Conduct** an activity

FLIPCHART GUIDE

✎   Refer participants to page 4 where the instructions for their presentations are written.

NOTE-TAKING GUIDE
DOMAINS OF LEARNING

As we review the information, use this page to make notes about the domains of learning.

Domains of Learning:

The lowest "domain" of learning is **KNOWLEDGE**.
Words associated with this domain include *list, define, state.*
This domain involves memorizing facts and data.
Here are some examples of performance objectives written at the **knowledge** domain:
Participants will be able to . . .
. . . list the items in the communicable disease "spill kit"
. . . list the parts of the Glock semi-automatic weapon
. . . state the definition of "domestic violence" as it is written in S.C. State Law
. . . state the state rate of reimbursement for meals, mileage and hotels

The knowledge domain is easiest for participants because *it requirres very little effort on their part; it doesn't require much thinking.*

How can participants use information learned in this domain?
to answer questions on a test

Instructional strategies that help participants learn in the **knowledge** domain include
lecture, reading assignments

Other notes about the **knowledge** domain of learning

_____
_____
_____

The next domain of learning is the **COGNITIVE** domain.
Words or phrases associated with this domain include: *summarize, analyze, combine, calculate, compare.*
Here are some performance objectives written in this domain:
Participants will be able to. . .

. . .   after reading a case study about a urine or blood spill, describe the
            action to take to follow the Departmental policy on communicable
            diseases

. . .   analyze a case study to determine if the Agent followed the safety
            guidelines for use of weapons outlined in Departmental policy

. . .   summarize the Agent's responsibilities under the S.C. Domestic
            Violence Laws

. . .   following Departmental policy, calculate the amount of reimbursable
            expenses for a specified trip

Why is learning in the **COGNITIVE** domain more difficult for participants than learning in the **KNOWLEDGE** or **COMPREHENSION** domains?
this domain requires the participants to analyze and synthesize. They have to think about the information, compare it or combine it with other information and come up with a new answer. This domain requires problem-solving.

How can participants use information learned in this domain?
To make decisions; to solve problems; to apply information to "real world" situations.

Instructional strategies that help participants learn in the **COGNITIVE** domain include: *lecture, demonstration, reading assignments followed by case studies and/or role plays.*

Other notes about the **COGNITIVE** domain_____

_____

The highest domain of learning is the **ATTITUDE** or **AFFECTIVE** domain.
Word or phrases associated with this domain include: *value, appreciate, have a positive attitude toward, believe, feel.*
Here are some performance objectives written in this domain:
Participants will be able to . . .
. . .   have a positive attitude toward a person infected with HIV
. . .   believe in the need for Agents to carry a weapon
. . .   show empathy for victims of domestic violence
. . .   appreciate the need for accuracy in filling out travel reimbursement
          forms

Why is learning in the **ATTITUDE** or **AFFECTIVE** domain the most difficult for participants?
You are expecting to change participant attitude and belief systems that they have developed over a lifetime of experience and education.

How can participants use information learned in this domain?
To change the way they treat and interact with others; to change the way they behave in certain situations; to clarify their values.

Instructional strategies that help participants learn in the **ATTITUDE** or **AFFECTIVE** domain include
lecture, discussion, small group discussion, small group activities, role play, case study, simulations, providing new experiences in a "safe" environment

Other notes about the **ATTITUDE** or **AFFECTIVE** domain:

_____

_____

particular VIEW, they DO need to be advocates for the organization's policy and philosophy. If the trainer is clear about the change needed, he is better equipped to clarify the issues for the participants.

♫   *For any of you who have ever taught young children or who have children, you know that the values do not usually become an issue when helping them learn and use new skills. Why is this true?*

☺   *Young children do not have the education and experience to have formed their life values yet. Most ideas are fresh, new and exciting to them.*

TRANSITION
♫   *When we are teaching new skills and information it is important to know which of the domains of learning we are trying to impact. It is also important to know as much as we can about our learners. Since all of our participants are adults, becoming familiar with the characteristics of adult learners will give us additional ideas about ways to help them learn*

| INSTRUCTIONAL INPUT |

☻   One Hour and Fifteen Minutes

♫   *Please turn to page 6 in your workbook. At the top of the page is a picture of very young learners. Take just a minute to jot down some characteristics of these children in a learning setting. (pause) Let's hear some of your responses.*

☺   *Eager to please; excited; short attention span; energetic; uninhibited; limited life experience; limited education; not much sense of time urgency as long as you keep them busy*

♫   *At the bottom of the page you see a picture of adults in a learning setting. Take a minute to jot down some characteristics of these adults in a learning setting. (pause) Let's hear some of your responses.*

HELPING ADULTS LEARN

Instructions: Work with your group for the next **ten minutes** to describe the implications of each characteristic of adult learners in value-laden training, and a way to accommodate each of the primary learning characteristics of adult learners

1.   Prefer a safe and comfortable learning environment
Implications in value-laden training_____

_____

Ways to accommodate need for a safe and comfortable environment:

_____

_____

2.   Have a wealth of life experience
Implications in value-laden training_____

_____

Ways to incorporate adults' life experience to enhance the learning

_____

_____

3.   Want learning to be focused on relevant problems
Implications in value-laden training_____

_____

Ways to accommodate adults' need to have learning focused on relevant problems

_____

_____

4.   Need to know what they are trying to accomplish and how they are doing
Implications in value-laden training_____

_____

Ways to accommodate adults' need to know what they are trying to accomplish and how they are doing ___ _____

_____

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focused on relevant problems: *give them plenty of opportunity to practice the new skills; show how the new skills will help them succeed on their job; tie the new information/skills into what they already know how to do.*

4.   Need to know what they are trying to accomplish and how they are doing

Implications in value-laden training: *Values are represented in the affective domain which is the most difficult to change. Adults need to have the opportunity to share, discuss, explore and look at issues from a variety of perspectives. They also need to receive feedback on their progress.*

Ways to give participants feedback on their progress: *Involve participants in case studies, role plays and other activities to give them practice in using new information and skills. This also will give them the chance to ask more questions and express concerns. Clarify expectations.*

✎   After participants have completed the exercise, have groups report out, round robin style. Start by having one group share their response for the first characteristic. See if anyone has other ideas to add. Go to the second group for the second characteristic, have others add any additional ideas. Continue in this fashion until all the characteristics have been covered. Add any of the suggested responses that they don't mention. Summarize by reminding them of the purpose of training - to help people succeed on their jobs!

♫   *Working with adults requires us, the trainer, to focus on their learning characteristics and constantly work on our training methods to accommodate their needs. For many of us this means steering away from the traditional teacher-centered methods by which we were frequently taught. We need to constantly remind ourselves of the overall purpose of our training which is?*

☺   *To help people succeed on their jobs.*

♫   *Although these "trainer accommodating" behaviors are*

TRANSITION

♪   *When teaching, and particularly when teaching value-laden topics, it is important, then to keep our classrooms learner-centered, to focus on their learning needs and characteristics. In doing so we also need to know that people learn in different ways or styles. Most of us have a strong tendency to teach others the way we learn best. And then we become frustrated when our best efforts don't work so well. That's what we're going to work on next, styles of learning.*

> ## ANTICIPATORY SET - LEARNING STYLES

☺   **10 Minutes**

✎   For this anticipatory set, have participants turn to page 8 in their workbook where they will read short descriptions of four classroom settings. They are to take just a minute or two and decide which of the four classrooms they would prefer as a participant.

♪   *Please turn to page 8 in your workbook and take a couple of minutes to read the descriptions of four different classrooms. Then decide which of these classrooms you would prefer, if you were a participant. There are no right or wrong answers.*

TRANSITION

✎   They will now take an "inventory" to discover more about their own style. Hand out the 4MAT™ Learning Type Measures.

♫   *Now I'm going to have you complete The Learning Type Measure instrument, designed to help you discover your own preferred style of learning.*

INSTRUCTIONAL INPUT

⊘   **45 MINUTES**

♫   *In this learning instrument you will read a series of situations, then respond in the following way: put a 4 beside the response that describes you BEST, a 3 beside the response that describes you pretty well, then a 2, then a 1 beside the response that describes you LEAST WELL or not at all. Use a ball point pen and bear down hard so the carbon will go through all the pages.*

♫   *As you complete the LTM, please keep in mind that this is a test of your preference for learning in particular ways. It is not an intelligence test, nor is it a psychological test. It is a self-assessment, so please try to react to the items form your own unique perspective, not as you might have been taught or believe that you should answer.*

Please read the cover page of the LTM first, then open the booklet and read the instructions at the top of the page. Follow these instructions, making sure that you assign a number to each of the choices for each item. When you have questions, raise your hand and I will come around to you individually, so that everyone can work at their own pace. As you finish each page, go on to the next one, reading and following the instructions carefully. Use a ball point pen or a pencil, and bear down firmly when you answer so that you scores can go through the carbon coated pages.

valued in the traditional school setting?

☺   *Two.*

♫   ***Why do you think that is so?***

☺   *This is considered "traditional;" this is the easiest way; it is the way we were all taught; it is the way our classrooms are set up; it's the way a teacher can write a lesson plan and use it with each class over several years.*

♫   ***If the learning styles are pretty evenly distributed throughout the population in the United States, what do you think is happening in our classrooms?***

☺   *A lot of people are left out or left to fend for themselves in the area of learning.*

♫   ***What, then, are the implications for instructors?***

☺   *As instructors, we need to learn more about the ways people learn, and we need to vary our instructional methods to reach all four learning styles.*

♫   ***For further information, please read pages 11-14 in your workbook about the different learning styles as instructors. This will give you information about your teaching strengths, as well as ideas about your need to "stretch" in other areas to reach all learning styles.***

✎   Pause for a few minutes to give participants time to find this information and scan it.

♫   ***Let's spend a few minutes looking at the theories about learning developed by Bernice McCarthy and David Kolb that resulted in the learning style characteristics we are looking at.***
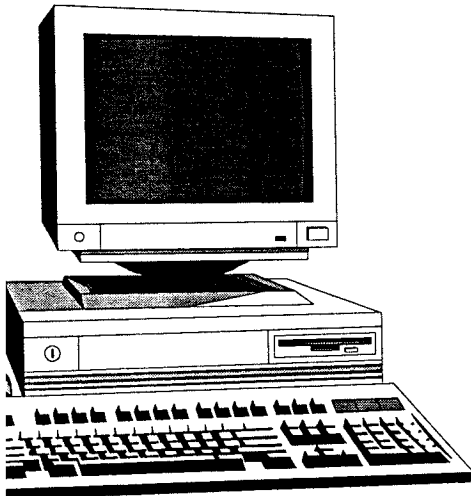
        David Kolb developed a model of experiential learning that describes a cycle of varied learning activities. The cycle is made up of two modes of learning. He saw learning as combination of perceiving and processing.

Perceiving

+
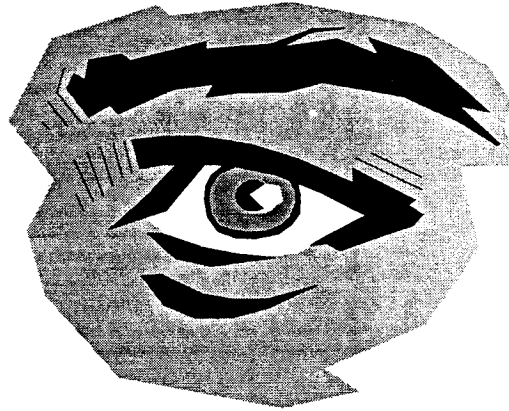
Processing

= LEARNING

PERCEIVING - Taking in New Information
(how we APPROACH learning)

Concrete Experience
(connected knowing-sensing feeling)

Abstract Conceptualization
(Separate knowing-thinking)

PROCESSING - Making the information ours
How we work with the learning

**ACTIVE
EXPERIMENTATION
(DOING
JUMPING
RIGHT IN)**

)TE: WHEN MAKING THIS TRANSPARENCY, ADD THE FOLLOWING INFORMATION ON
IE LEFT SIDE OF THE CONTINUUM:

:FLECTIVE OBSERVATION   (thinking, feeling)

LEARNING STYLES EXERCISE

♫   *Please turn to page 9 in your workbook. In your "style-alike" group, review the characteristics of all four styles. There is additional information on page 10. Work together to brainstorm a list of special challenges each style might bring to a class where you are teaching a value-laden topic. Next, determine a technique a trainer can use to address each of these challenges. Here is one example:*

A challenge presented by a style #1 learner in a value-laden class is that they typically would like everyone to reach consensus on a particular issue. A technique a trainer could use to address this challenge is to provide an opportunity for everyone to share ideas and to be very accepting of different opinions.

Each group needs to select a spokesperson to share your group's responses.

LEARNING STYLES

INSTRUCTIONS: In your learning style group, brainstorm a list of special challenges each style might bring into a class where you're teaching value-laden topics. Then determine a technique a trainer can use to address each of these challenges.

LEARNING STYLE 1
       Challenges   **Trainer Techniques**

LEARNING STYLE 2
       Challenges   **Trainer Techniques**

LEARNING STYLE 3
       Challenges   **Trainer Techniques**

LEARNING STYLE 4
       Challenges   **Trainer Techniques**

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example:
Style 1 group - report out their challenges for Style 3, then ask others if they have additional challenges or trainer techniques. The Style 3 group, in particular, might have techniques to add. Style 2 group - report out their challenges for Style 4, then ask others if they have additional challenges or trainer techniques, and so on.

☺
LEARNING STYLE 1

Challenges	Trainer Techniques
Want everyone to reach consensus. Reluctant to share if their opinion is different. Might get feelings hurt.	*Know the difference between fact and opinion. Share expectations. Set ground rules.*

LEARNING STYLE 2

Challenges	Trainer Techniques
Doesn't want to share ideas or feelings Really not concerned with other people's values.	*State a clear purpose for the discussion. Have and follow an agenda. Give time to think about response to questions.*

LEARNING STYLE 3

Challenges	Trainer Techniques
Sees this as "fuzzy." Not really concerned about everyone's feelings - just do it!	*Show how the values do tie into the application of the policy, skill or knowledge on the job. Stick to agenda.*

TRANSITION

♫   *So far we've talked about characteristics of the <u>individuals</u> in your classroom, as adults, and as a particular learning style. Next we will turn our attention to characteristics of the group as a whole. A number of behavioral and educational researchers have studied group behavior and have reached similar conclusions about the stages of that behavior, regardless of the purpose of that group.*

STAGES OF GROUP DEVELOPMENT

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┌─────────────────────────────────────────┐
│  INSTRUCTIONAL INPUT → GUIDED            │
│  PRACTICE                                │
└─────────────────────────────────────────┘
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☺   **45 MINUTES**

✎   In this exercise the participants will actually be teaching each other. You will divide the class into four groups (or leave them in the groups they are already in.) Give each group one of the four stages of group development, along with the stage description: FORMING,   STORMING, NORMING/PERFORMING AND TRANSFORMING. They will design a short skit to depict the typical group behavior during this stage. After each presentation, participants will complete the corresponding section on page 10 in their workbook.

♫   *You're going to do a little "practice teaching" in this section! Each of these four stages of group development bears certain distinctive characteristics. I'm going to give each group one of the four stages, along with a description of the characteristics of that stage. You will work together in your group to develop a short role play, or skit (no longer than 5 minutes) to depict this stage. Have some fun with this! You'll find these instructions on page 10 in your workbook. Please review the instructions at the top of the page. (pause) Do NOT fill out the note-taking guide right now. I'll give you time for this at the end of each role play.*

☺
Stage 1 - Forming
Characteristics: Participants are a little hesitant and maybe even fearful. They are wondering what will be expected of them, who the other participants will be, how they will relate to each other, and how they will all be treated by the trainer or instructor.

How can the trainer make use of this information: Know the participant audience beforehand - do they know each other? Do they know the trainers? Structure the icebreaker and expectation sharing to help them become comfortable with each other, the trainer, and the course topic. Although this is important in ANY training, it is PARTICULARLY important in value-laden topics.

How will this help the trainer? This will help the trainer get full participation, prevent arguments and will help maintain focus.

Stage 2 - Storming
Characteristics: Participants vie for leadership roles.

How can the trainer make use of this information: Make sure that exercise instructions are clear, that there is a stated purpose for discussions, and that you stick to the agenda. Be aware that some disagreements are natural and leave them alone! If the "tempest is tossing" refer participants to the ground rules. Attacks on the trainer will be limited if you've spent enough time sharing expectations, setting ground rules, and stating the purpose of the training and the specific activity

How will this help the trainer? Not to get to upset if there ARE disagreements.

How will this help the participants? All the above will help them spend very little time in this stage and move into norming and performing.

Stage 3 - Norming and Performing
Characteristics: Participants are humming along, working well together and task-oriented.

How can the trainer make use of this information? Leave them alone! Provide encouragement and support when needed. Know when you need to intervene and when to just let them keep working. Be sure to allow enough time for the exercises or activities.

How will this help the trainer? Knowledge of this stage should help the trainer design and structure the activities.

How will this help the participants? This will help them be more involved in their own learning. If the expectations and instructions are clear, they can get task oriented and feel energized and a sense of accomplishment.

STAGES OF GROUP DEVELOPMENT - FORMING

When a group or training session begins, participants often have the following characteristics:

* mildly to moderately eager

* generally positive expectations

* some anxiety and concern about the purpose, schedule, activities

* some anxiety about the other members

* dependent on authority (someone to set direction)

Questions they may be asking themselves include:

* What is this group/training supposed to be about?

* Why do I have to be here?

* What will be expected of me here? After the training?

Participants in a new group are often looking at the following interpersonal issues:

* Will these people accept me?

* Will everybody else know more than me?

Tasks the new group will be working through include:

* What we have in common

* How we are different

* Who is a part of our group?

The length of this stage depends on how clearly the task is defined and how easy it is to achieve.

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STAGES OF GROUP DEVELOPMENT - NORMING AND PERFORMING

This is the stage where participants in a group "get down to business" often exhibit the following characteristics:

* become less dissatisfied as ways of working together become clear

* resolve differences between initial expectations and realities in relation to goals, tasks and skills

* feel pleasure in task accomplishment

* begin to feel better about individual relationship to group membership and task accomplishment

* eager to be part of the team

* feel confident about outcomes

* work well together

* focus energy on task accomplishment rather than on resistance or role definition

Tasks the group will be working through in this stage include:

* decrease animosities toward other group members and/or leaders

* develop feelings of mutual respect, harmony, trust with group

* negotiate and collaborate with each other

* communicate openly and freely without fear of rejection or conflict

During this stage the participants might get to know each other beyond job titles and place of employment. They are energetic and functional, working well together. This is where most of the learning will occur.

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♫   *Although all groups go through all four stages, they do so at different rates and, sometimes in different orders. What are some variables that might make a difference in the amount of time a group spends in each stage?*

☺   *How well the trainees know each other (remember that at times familiarity breeds contempt! Sometimes it's the trainees who know each other well who will get stuck in the storming stage!),*
how well they know the trainer, the course content, the length of the course itself, and the individual personalities.

♫   **Sometimes a group goes through the first two stages, is in the norming and performing stage, and then kicks back into the forming or the storming stage. When do you think this is likely to happen?**

☺   *When participants are asked to change groups, when the topic or the task changes, when the group gets into values issues.*

SUMMARY OF DAY 1

♫   **You know that trainer preparation has a lot to do with the success of a learning experience. After today, you know that, in addition to having a well-organized and planned training design, you as a trainer must have knowledge of a variety of characteristics of your learners, both as individuals and as a group. Your knowledge of characteristics of adult learners, learning styles, and group behavior will help you guide your participants through the learning activities to reach the destination, those carefully planned performance objectives. In reaching these objectives, it is your hope that they will improve their job performance after they leave the classroom. At this point, we're going to give you time to absorb what you've learned, and spend time with your partner working on your final presentation. By the end of the day you need to at least agree on the topic you'll work on together. You will have more time tomorrow afternoon to actually work on your project.**

Trainer 2 (participant): Who wrote this policy?

Trainer 1: You know, management.

Trainer 2: Well, I understand dress code, but shirts with no collars? No earrings? And no lace-up shoes? You've got to be kidding! What could the reasons possibly be?

Trainer 1: Well, they say security.

Trainer 2: Security!!! What does this have to do with security?

Trainer 1: Look, I understand where you're coming from. I didn't say they were good policies. I know they don't make any sense. But for now, let's just get through this, okay?

✎   After the brief role play, ask the following questions:

♫   *If you were a participant in this class, how would you feel about the class? About the trainer? About following the policy?*

☺   *Responses will vary. Hopefully they will say that the trainer doesn't have much credibility, that they see the class as something they just have to endure, and that the policies are basically worthless.*

INSTRUCTIONAL INPUT

☺   **ONE HOUR AND FORTY-FIVE MINUTES**

♫   *Trainers often have to present agency policy, sometimes policies that they don't agree with.   Responding appropriately to this type of participant comment is just one type of intervention trainers need to be prepared to make. Please turn to page 20 in your work book. Here you see a true/false questionnaire.   Take about five minutes to circle your response to each of the statements.*

charged topic, the trainer must be objective at all times and not reveal his/her personal views.

11.   True/False   The trainer should not "go with the flow" but maintain control of the direction the session takes at all times.

12.   True/False   Learning activities which invite evaluation or scrutiny of the trainer(s) during the session should be avoided.

13.   True/False   Summary statements should be held to a minimum and then positioned only at points where the topic changes.

14.   True/False   If the trainer disagrees with department philosophy and policy, especially as it relates to values, he/she should be honest and let the trainees know.

15.   True/False   Periods of silence during a training session can be awkward and unsettling and therefore should be avoided.

16.   True/False   A positive, energetic and enthusiastic group reaction is an indicator to the trainer that the trainees understand and accept the information presented.

difficult to impact. How does this response take that into account?

☺   2.   *People's attitudes, opinions and values are very personal and most often, very strong. They are based on their own life experience, knowledge and traditions. If they are going to listen to a different point of view, theirs needs to be heard as well. This takes time, patience, and good listening skills on the part of the trainer.*

♫   3.   **Think about the stages of group development that we reviewed Monday afternoon. How does this intervention tie into that information?**

☺   3.   *Before participants will be receptive to discussing and listening to different opinions/viewpoints, they need to feel comfortable with the group and with what will be expected of them (Forming.) Establishing ground rules and following an agenda will help get groups through the second*

(Storming) stage. A trainer needs to "tread softly" in dealing with values and opinions while a group is storming - they are ripe for arguments then! Trainers also need to be aware that, although a group has gotten to the norming/performing stage, they could easily go back to storming, especially around values issues.

✎   Here are some suggested responses to the self-assessment questionnaire. The instructors can use this for a guide during the group report-outs. Remember that their responses might be better than the ones listed here! If they are, make note of them for future classes.

group are comfortable with the terms or use of them is critical to an understanding of the subject. Generally, the simplest wording that still conveys the message is preferred.

9.   *Instead of telling the participant that we don't want to get into that right now, the trainer might say something like, "Well, that's certainly a thought-provoking question. Let's put that on our Parking Lot sheet and get back to it when we've completed this module." "I see what you're saying. I think that would fit best in our activities this afternoon. Let's put it on the Parking Lot sheet so we don't forget it." "Mack, I appreciate you sharing that opinion. For the moment, however, I think we need to turn our attention back to the performance objective so we can stick to our agenda."*

10.   *The trainer needs to share his/her opinion <u>after</u> the trainees have shared theirs or it will be seen as the "right" one. When a trainer shares his/her opinion, he needs to state it as such, and not as fact. There might be some issues where the trainer chooses not to share his/her own opinion. The trainer might ask the participant, "What is the reason you want my opinion?" or, to get the participants to think about another perspective, might ask, "Have you thought about . . . "*

11.   *Don't totally sacrifice schedules and objectives, but don't be a slave to them either. The Parking Lot sheet can be a helpful tool for discussions that are best left until another time in the agenda. It is important that the trainer and the trainees are very clear about the goals of the workshop. The trainer needs to learn to balance flexibility (to meet participant needs) with responsibility to meet the stated objectives.*

12.   *Trainers should model what they teach. Trainers need to invite feedback on their behavior; this is how trainers can learn how they are coming across and learn ways to modify/improve their training style. Learning activities can be used to evaluate how the learning relates to the goals of the training.*

13.   *The trainer should make frequent formal and informal summaries, repeating key points and reinforcing conceptual connections throughout the session. The trainer should frequently check for understanding by asking questions and*

are going to listen to a different point of view, theirs needs to be heard as well. This takes time, patience, and good listening skills on the part of the trainer.

♫   **3.   *Think about the stages of group development that we reviewed Monday afternoon. How does this intervention tie into that information?***

☺   3.   *Before participants will be receptive to discussing and listening to different opinions/viewpoints, they need to feel comfortable with the group and with what will be expected of them (Forming.) Establishing ground rules and following an agenda will help get groups through the second (Storming) stage. A trainer needs to "tread softly" in dealing with values and opinions while a group is storming - they are ripe for arguments then! Trainers*
also need to be aware that, although a group has gotten to the norming/performing stage, they could easily go back to storming, especially around values issues.

✎   Following this discussion, have groups take 5 minutes to pull out 2 - 3 key points about trainer intervention. Ask them to share these, and as they do, write them on the newsprint at the front of the room, entitled **TRAINER INTERVENTIONS**. Then give them a few minutes to jot down the key points on their note-taking page (page 22 in participant workbook.)

ASKING AND RESPONDING TO QUESTIONS

ANTICIPATORY SET

☺ **FIVE MINUTES**

♫ *Have you ever asked a question to a class and received a blank look as a response? Or, have you ever asked a question and had someone respond with an "off-the wall" comment? Since questions are an essential tool for every trainer, we're going to spend some time working on REASONS to ask questions and WAYS to ask questions, then ways to respond when participants are the ones asking the questions.*

Please turn to page 24 in your work books and take five minutes to respond to the sentences there.

ASKING QUESTIONS

Instructions: Please take five minutes to respond to the following sentences (individually). There are no right or wrong responses.

1. When I ask questions in the classroom I hope or expect that

   _____

2. When I ask a question and get no response I feel _____

   and I tend to _____

3. When I ask a question and get an incorrect or off-the-wall response
   I feel_____and I tend to _____.

4. Effective questions are a valuable tool for a trainer because_____

   _____

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✎ After participants have had about five minutes to respond, ask

Trainer 2:   *One and five are almost the same.*

One at a Time. *Here's another comparison . . .*

Trainer 1:   *When you give instructions to your staff, what happens? What do they say? What problems do you encounter? What are the results?*

Trainer 2:   *Which one of these questions would you like me to answer?*

Example of one at a time:

Trainer 1:   *When you give instructions to your staff, what problems do you encounter?*

Trainer 2:   *They say they understand, then they don't follow them.*

Thought-provoking. *Eliminate most yes/no questions.; they require no effort on the participants' part, and they really don't give you any feedback.*

Instead of . . .

Trainer 1:   *Do you see how this relates to adult learning?*

Trainer 2:   *Nods head.*

Try this. . .

Trainer 1:   *How does this process accommodate characteristics of adult learning?*

Trainer 2:   *It relieves anxiety and it asks them to share what they've learned from their own experience and/or education.*

Five W's - Who, What, Why, How, Where, When

Here is an example of each . . .

ASKING QUESTIONS . . . WHY ASK WHY?

It has been said that to the trainer a question can serve as a steering wheel, a gas pedal, or a brake. Keeping this in mind, take ten minutes to list all the reasons you can think of for a trainer to use a question.

☞

☞

☞

☞

☞

☞

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☺   *   *Assess needs*
     *   *Get discussion started*
     *   *Focus attention on the point*
     *   *Summarize*
     *   *Clarify*
     *   *Check for understanding*
     *   *Tie back to earlier leanings*
     *   *Keep group on track (or get back on track)*
     *   *Evaluate the learning*
     *   *To take the learning to a higher level*

✎   As the participants offer responses, have one trainer write these on the newsprint. Add any from the desired responses that they don't mention.

GUIDELINES FOR ASKING QUESTIONS

Instructions: Read the three guidelines and respond to the question following each. The additional blank spaces are for you to add any additional guidelines we discuss in class.

▸ Use "Think time" - allow at least 10 seconds for participants to think of or look up an answer.
  *Why is this important?*_____

▸ Give one or two examples to get participants started.
  *Why?*_____

▸ Avoid "Do you have any questions?" and "Does everyone understand?"
  *Why?*_____

▸ _____

▸ _____

▸ _____

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☺ *Why use "think time?" Reflective learners like to think through their response before stating it. Some people might need to look through their material to find the appropriate response. Some participants will just "wait you out" if you don't give them time to respond.*

Why give examples? Examples give participants a clear idea of the information you are looking for. Sometimes the examples will serve as "gas pedal" and get them "jump started."

Why avoid "Do you have any questions?" and "Does everyone understand?" These questions violate the characteristics of effective questions as they call for a yes/no response. This gives you no feedback or evaluation information. Sometimes participants answer these questions in the affirmative just to get you to go on, especially if it's near lunch time or end of the day. They also don't want to look stupid.

ASKING QUESTIONS - MORE PRACTICE

Instructions: Although it IS important to plan your questions and responses when you are writing the lesson design, there are times you need to ask questions that you can't anticipate. Read the following scenarios. For each one, determine first what KIND of question you need to ask (what is the purpose of the question). Next, write out a question that you would ask (follow the characteristics of a good question.) Then describe how you would ask the question (review the guidelines for asking questions.) You will have 20 minutes to work on this exercise.

TRAINING SCENARIO #1
You are teaching a class for supervisors on principles of Quality Management. During the session on customer identification and customer service, one participant shares his opinion, "I *won't* call offenders my *customers*. I call them what they are - *losers!*"

What kind of question do you need to ask here (purpose)?_____

What is a question you could ask?_____

How would you ask the question (to whom)?_____

TRAINING SCENARIO #2
You've just completed a class on team building, a class that is required of all your department's employees. As a wrap-up exercise, you ask each participant to state one thing they've learned today that they will be able to use when they return to their job site. One participant smartly responds, "I learned that E=MC2."

What kind of question do you need to ask here (purpose)?_____

What is a question you could ask?_____

How would you ask the question (to whom)?_____

TRAINING SCENARIO #6
You are leading a discussion on value systems, touching on the seven criteria for determining whether something is a full value or a partial value in a person's life: (1) chosen freely; (2) from alternatives; (3) after consideration of the consequences of each alternative; (4) happy with the choice; (5) affirms choice publicly; (6) does something with the choice; (7) acts on the choice repeatedly in some pattern. You are in the process of asking for examples from trainees. You state "We choose the values that we hold; we each have our own value or moral system that is right for us." One trainee responds "No, there are some values that it is *not* all right to have, that no one should have. Like the Man-Boy Society. They think that it's okay to have sex with small boys, but we know that it's not all right. So you can't say that someone can choose their own values."

What kind of question do you need to ask here (purpose)?_____

What is a question you could ask?_____

How would you ask the question (to whom)?_____

TRAINING SCENARIO #7
You are teaching class on Criminal Domestic Violence for probation agents. You've just shown a video where a man reads a three page list of behaviors that describes what his wife must do to avoid a beating. One of your male participants states in a voice loud enough for you and most everyone else in the class to hear, "I need me a copy of that list!"

What kind of question do you need to ask here (purpose)?_____

What is a question you could ask?_____

How would you ask the question (to whom)?_____

What characteristics of adult learners do you need to keep in mind when you ask questions?

Training Scenario #7
Kind of question - Brake
*Question - So you're saying if one of your probationers
showed you a list like this you would ask for a copy of it?*
To whom - this participant
*Another question - If one of your probationers showed you a
list like this, how would you respond?*
To whom - the rest of the participants

> **INSTRUCTION INPUT - RESPONDING TO PARTICIPANT
> QUESTIONS**

☉   **20 MINUTES**

♫   *Questions certainly are an important tool for a trainer to
use. You, the trainer, however, are not the only one
"skilled" at asking questions! Your participants ask
them, too! Sometimes these are pretty easy to respond
to, such as "Would you give us an example of that
policy?" or "Would you say that again? I didn't get it all."
Sometimes they are a little tougher, such as, "What are
we supposed to do when we follow the policy and the
department doesn't back us up?" or "You say this is a
way to talk to adolescents? Just how many teenagers do
YOU have?"*
*There are many reasons participants ask questions.
What are some of the reasons participants ask
questions? As people share their ideas, you can write
them down on page 32.*

GUIDELINES FOR RESPONDING TO PARTICIPANT QUESTIONS

❏   *Refer the question to the entire group . . .* "Does anyone have the answer? What do others think?"

❏   *Redirect it to the questioner . . .* "What do YOU think? What has YOUR experience been? Based on the information we just reviewed, what do you THINK might happen?"

❏   *Give a qualified answer.* If you don't know, offer to find out and report back. If it refers to your opinion, ask the participants' opinion first. If it's values related, here is an example, "We all have different opinions based on our own experience, education and values. My opinion is . . . "

❏   If challenging trainer information . . . *Acknowledge that there might be more than one right answer.* Reinforce department policy. "You are right that there are a number of ways to handle this situation. Our department policy states, however, that we must . . . "

❏   *Acknowledge participant feelings,* then refocus on objective. "I can understand that you are really angry about what happened. Think about what we've just reviewed. How can this information help you next time?"

❏

❏

❏

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DEALING WITH DISRUPTIVE BEHAVIOR

ANTICIPATORY SET

☉   **15 MINUTES**

♫   *Turn to page 35 in your work book. Take 15 minutes to work with your group to respond to the four questions there dealing with disruptive behavior in the classroom.*

☹ **DEALING WITH DISRUPTIVE BEHAVIOR**

❶   What do people do that you consider inappropriate or disruptive in the classroom?

❷   Why do you think they do this?

❸   What is the effect on the trainer?

❹   Think about the information we've reviewed for the past two days. What could you do to prevent this behavior from occurring?

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✎   After groups have completed the exercise have them report out. As they do, list the disruptive behaviors on the newsprint.

☺   *Disruptive behaviors: eat, read other material, talk, file nails, answer beepers, chew tobacco, challenge everything the trainer says, constantly ask what time they will be getting out ; dress inappropriately for class, constantly go in and out to deal with personal problems.*
Reasons: they don't know why they are there; they haven't a clue what is expected of them after the training or as a result of the training; no expectations; they were told about the training at the last minute; they hate training
Effect on the trainer: anger, annoyance, fear (of losing control), doubt, embarrassment.
Effect on the other students: annoyance; lose respect for the trainer; interferes with their learning

groups, change the groups, call for a break (sometimes participants are mildly disruptive because they are physically uncomfortable.)

4.   Support from routine - follow the agenda; don't go overtime for lunch or at the end of the day unless you negotiate this with the participants.

5.   Appeal to needs and values - "I know this information seems a little strange to you now. Stay with me just a few more minutes, then we'll get to some demonstrations that will help you put it all together." or "Stick with me just five more minutes. Let's finish this concept, then we'll take a break." or "I know you will be expected to use this when you get back to the job so . . . "

6.   Support through humor - use humor directed at yourself to defuse potentially explosive situations.

7.   Minimal assistance - give guidance, even give examples, when participants appear to be stuck. Don't do the work for them, but sometimes participants need a little coaching and encouragement to save face and to be able to succeed.

8.   Shift of focus - if the stress level is escalating, take a short break.

9.   Signal interference - use non-verbal signs to engage or divert disruptive participant(s). For example, hold your hand up to signal a STOP sign; flick lights. This can work well to reassemble group after a break or after a small group exercise.

10.   Last resort - confront and stand firm - call a break and ask to speak to the disruptive participant. Remind them of the ground rules. Give them a choice of staying in the classroom, participating fully and following the rules, or leaving.

☺

Advantages	Disadvantages
Provide feedback to each other *Present two points of view* *Help coach new trainers* *Intervene for each other* *Guide trainees* *Have a back-up in case of emergency* *One person can be the "gofer" when the other trains* *Cuts down on the work load during the class* *Have time to think through your presentation while partner is presenting* *Help with exercises* *Two instructional styles* *Change of pace, voice, etc. for participants*	*More time to plan and organize* *Personality or style conflicts* *Imbalance of responsibility* *Requires constant cooperation*

INSTRUCTIONAL INPUT

☺ **30 MINUTES**

✎ Have groups report out their advantages and disadvantages; add any of these listed in the desired responses that they don't mention. Next, have them turn to page 38 where there are guidelines listed for effective co-facilitation. Assign two of the guidelines to each group. The instructions ask them to list the *reason* for each of the guidelines they have been assigned. Give them ten minutes to complete the exercise, then report out, one group at a time.

> ## DAY THREE - CASE STUDY AND PRESENTATIONS

✎   You need to make copies of the 7-page case study exercise, located in the appendix, for all participants. Following the exercise is the Instructor's Guide with suggested responses underlined and in italics.

♫   *You are going to work with your group to complete a case study. Each of the five parts of the case study describes events in a training session. After each description there are several questions for you and your group to discuss and answer. You will have 45 minutes for the entire exercise. At the end of that time we'll discuss all the responses together in our large group.*

✎   At the end of 45 minutes, have groups share responses to the questions. To avoid a lengthy and redundant report-out, have one group share their responses to Part I; then ask if any of the other groups have anything to add or any questions to ask. Get another group to share their responses to Part II; then ask if any of the other groups have anything to add or any questions to ask. Continue to rotate the group that shares responses to the questions, and then get the other groups to add or ask questions. Be sure to clarify where necessary, tactfully correct any responses that are contrary to what you've taught in this program, and add any responses from the instructor's guide that you think have been completely missed.

FINAL TEAM PRESENTATIONS/DISCUSSIONS.

✎   Have each team conduct their group discussion or activity. After each one, lead a feedback session with the rest of the class. Feedback should be based on the guidelines presented in this workshop, not general presentation or platform skills. Here are some examples of questions to ask participants:

1)   Did everyone feel a part of the discussion? If not, what could they have done differently to include you?

CASE STUDY

Instructions: You will work with your small group to complete this five part case study. You will have 45 minutes to complete the entire case study.

Part I

You and your training partner are facilitating a session today on inmate rights.

Management wants the following outcomes from this session:
- increased knowledge about inmate rights
- how inmate rights affect the way employees performs their jobs
- how to use the new knowledge about inmate rights back on the job.

Management has also made a specific request that the trainees simulate on-the-job application of this information in the classroom so that policies and procedures are more likely to be followed, even if trainees do not agree with or like the policies and procedures.

The participants coming to the session are line correctional officers who have been with the Department for at least one year.

☞ What will you attempt to influence or change through this training?

_____

_____

_____

▸   create a way to introduce the group members to the others in the class.

Each group works though the activity, shares their expectations and introduces their members to the rest of the class. As the final group finishes, a trainee asks, "Is the whole training going to be like this?"

☞   What learning style might like what has happened so far?

_____

_____

_____

☞   Which style might not be comfortable with the training yet?

_____

_____

_____

☞   What are you trying to impact with the structure and substance of your introductory activity?

_____

_____

_____

☞   What might be bothering this trainee?

_____

_____

_____

☞   How would you respond to his question?

_____

_____

_____

☞ What would you do at this point?

_____

_____

_____

☞ What questions(s) could you ask?

_____

_____

_____

Part V

The training continues with a lecture on inmate rights in correctional facilities. At one point, you ask trainees about the implication of inmate rights in a prison setting. A group discussion develops.

Frances: "I think we have to be sensitive about inmates and their rights. Not everyone likes the fact that inmates even have rights in a prison."

Linda: "Well, I think that there is a belief in our society about what rights they really do have - inmates have them and **we don't!!!** The system is too much in favor of the inmates. Poor old CO's can't catch a break."

Steve: "Oh come on Linda, you don't know **what** you are talking about. Everybody feels that inmates already don't have a

☞ What would you do in this situation?

_____

_____

_____

☞ As a facilitator, what types of things do you need to assess or consider as you are conducing a training session?

_____

_____

_____

Part II
As participants enter the classroom they sit together in small groups. As the class begins, you mix the groups up. The participants are reluctant to move away from the people with whom they chose to sit.

What might be going on?
Beginning the forming stage of group development; learning style differences - 2's and 3's might not like the "mingling" aspect of this activity, as they want to get down to business or just find out what they need to know.

What intervention, if any, would you choose to do at this point?
Ignore it; encourage to move to meet others; be patient; if strong resistance, base intervention at the level you feel is needed; encourage to support through new interactions.

Part III
You tell the newly formed small groups of 5 -6 people to:

►   introduce themselves
►   develop a list of expectations,
►   create a way to introduce the group members to the other in the class.

Each group works though the activity, shares their expectations and introduces their members to the rest of the class. As the final group finishes, a trainee asks, "Is the whole training going to be like this?"

What learning style might like what has happened so far?
One's - opportunity for a personal connection with others; share feelings about expectations and wants during training; Four's - personal interaction and action; opportunity to express desires for training experience.

Cindy:	"Well, what I heard was that we need to look at each one and decide what is going on with it."
Kim:	"No, you are **both** wrong. First we answer individually, then we come to a group decision about the trueness of falseness of each."
Steve:	"So who elected you leader Kim? I say we do like I say - decide as a group which are true and which are false."
Frances:	"I don't want to do this at all. I don't want to be here anymore."

The remaining group member, Gary, is silent and has turned away from the table.

What is happening in the small group?
Storming stage of group development - struggle for leadership; emotions related to subject matter surface; it's becoming apparent not all group members think or believe the same things.

What would you do at this point?
Clarify instructions Refocus objective. Restate ground rules. Use proximity control in attempt to non-verbally refocus group. Ask questions to help group refocus - "Which question are you working on?" "How many questions have you answered so far?"

What questions(s) could you ask?
"Which answers have you shared?" "What is your answer, steve?" "Which question are you discussing?"

Part V
The training continues with a lecture on inmate rights. At one point, you ask trainees about the implication of inmate rights in a prison setting. A group discussion develops.

Steve: "Oh *crap*. Let's just get on with it. We're wasting time here."

What is happening with the group?
Storming and struggling to enter norming and performing. Working to set some group norms.

What would you do in this situation?
Refocus on ground rules; possible nothing. Do any of the expectations relate to the task at hand? Resume lecture; give positive strokes; provide a summary intervention.

As a facilitator, what types of things do you need to assess or consider as your are conducing a training session?
Who is your audience? What are desired outcomes/domains reached? Do these people know each other or are they strangers? Take into account adult learning principles, stages of group development, learning styles and so forth as you design and deliver training.

Facilitating Value-Laden Topics

Presented by
The Southern Region
National Institute of Corrections

VALUE-LADEN TRAINING: CONCERNS AND EXPECTATIONS

Please take about five minutes to complete the following sentences. There are no right or wrong responses.

1. When I teach a value laden topic my greatest fear or concern is

    _____.

2. A subject I would be uncomfortable teaching is _____

    because_____.

3. A value issue that has come up in my training is

    _____.

4. Value conflict between an instructor and a participant is like a

    _____.

5. Here are some ground rules or "group norms" that I think would be helpful for any training, particularly value-laden training:

    _____

    _____

6. After I complete this class I expect or hope to be able to

    _____.

COURSE PURPOSE AND PERFORMANCE OBJECTIVES

Purpose: The purpose of a training program is for participants to learn information and skills to help them succeed in performing their job. In order to accomplish the transfer of learning from the classroom to the job, participants frequently have to examine their beliefs, attitudes and life experiences. In correctional training we often present material where value-laden topics and issues emerge. Trainers must be equipped with skills to help them address challenging situations with expedience and sensitivity.

OBJECTIVES

After completing this class you will be able to:

+   describe key principles of adult learning

+   use the descriptions of four learning styles to explain how to "teach around the learning cycle" when presenting value- laden topics

+   evaluate a classroom situation and determine the most appropriate trainer intervention

+   develop a facilitative response to a student's emotionally laden question

+   work with at least one co-trainer to prepare and lead a 15 minute discussion on a value laden topic

NOTE-TAKING GUIDE
DOMAINS OF LEARNING

As we review the information, use this page to make notes about the domains of learning.

Domains of Learning:

The lowest "domain" of learning is **KNOWLEDGE.**
Words associated with this domain include *list, define, state.*
This domain involves memorizing facts and data.
Here are some examples of performance objectives written at the **knowledge** domain:
Participants will be able to . . .
. . . list the items in the communicable disease "spill kit"
. . . list the parts of the Glock semi-automatic weapon
. . . state the definition of "domestic violence" as it is written in S.C. State Law
. . . state the state rate of reimbursement for meals, mileage and hotels

The knowledge domain is easiest for participants because _____

How can participants use information learned in this domain?

_____

Instructional strategies that help participants learn in the **knowledge** domain include

_____

_____

Other notes about the **knowledge** domain of learning

_____

_____

_____

The next domain of learning is **COMPREHENSION.**
Words associated with this domain include: *describe, paraphrase, explain, give examples of . . .*
Here are some examples of performance objectives written in this domain:
Participants will be able to . . .
. . . explain the purpose of a "spill kit"
. . . describe the purpose of each part of the Glock semi-automatic weapon
. . . give an example of domestic violence
. . . explain the purpose of the travel reimbursement form

The fourth domain of learning is the **BEHAVIOR/MOTOR** domain.
Words or phrases associated with this domain include *demonstrate, perform, complete, operate, assemble, repair*
Here are some performance objectives written in this domain:
Participants will be able to . . .
 . . . demonstrate the steps to follow to properly clean a blood spill
 . . . disassemble, clean and reassemble a Glock
 . . . interview a victim of domestic violence and make an appropriate referral
 . . . correctly complete a Departmental travel reimbursement form

Why is learning in the **BEHAVIOR/MOTOR** domain more difficult for participants than learning in the previous three domains?

_____

How can participants use information learned in this domain?

_____

_____

Instructional strategies that help participants learn in the **BEHAVIOR/MOTOR** domain include: _____

_____

Other notes about the **BEHAVIOR/MOTOR** domain

_____

_____

_____

The highest domain of learning is the **ATTITUDE** or **AFFECTIVE** domain.
Word or phrases associated with this domain include: *value, appreciate, have a positive attitude toward, believe, feel.*
Here are some performance objectives written in this domain:
Participants will be able to . . .
 . . . have a positive attitude toward a person infected with HIV
 . . . believe in the need for Agents to carry a weapon
 . . . show empathy for victims of domestic violence
 . . . appreciate the need for accuracy in filling out travel reimbursement forms

Why is learning in the **ATTITUDE** or **AFFECTIVE** domain the most difficult for participants?

_____

How can participants use information learned in this domain?

_____

_____

CHARACTERISTICS OF LEARNERS

Jot down a few words that would describe
a small child in a learning setting.

Jot down a few words that would describe
an adult in a learning setting.

HOW DO PEOPLE LEARN?

The following information will be shared with you in a brief lecture with accompanying visual aids. Please add your notes to this information.

Perceiving is the way that we take in new information, how we approach learning. We have a preference for how we like to perceive that varies on a continuum from concrete experience to abstract conceptualization. Concrete experience is connected knowing, our own sensing and feeling, knowing something from within our own real-life experiences, while abstraction is a more objective way of knowing. When we approach learning abstractly, we think and read and grasp the information through concepts and ideas and theories. All of us have a preference for perceiving in a way that falls somewhere on a continuum between experience and abstraction.

_____

_____

_____

_____

Processing is the way we work with the information, the way we make it our own. Active Experimentation is jumping right in and trying things out, manipulating objects, seeing for ourselves. Reflective Observation is sitting back and taking it all in, turning it over in our minds, making mental connections, asking questions *before* trying out the new information or skills. We all have a preference for the way we process information in a way that falls somewhere on a continuum between thinking and doing.

_____

_____

_____

_____

LEARNING STYLES

INSTRUCTIONS: In your learning style group, brainstorm a list of special challenges each style might bring into a class where you're teaching value-laden topics. Then determine a technique a trainer can use to address each of these challenges. You have ten minutes to complete this exercise.

LEARNING STYLE 1

Challenges	Trainer Techniques

LEARNING STYLE 2

Challenges	Trainer Techniques

LEARNING STYLE 3

Challenges	Trainer Techniques

LEARNING STYLE 4

Challenges	Trainer Techniques

```
┌─────────────────────────────────┐
│ TYPE ONE LEARNERS AS            │
│ INSTRUCTORS                     │
└─────────────────────────────────┘
```

- encourage self-awareness, authenticity and individual growth in their students

- see knowledge as valuable for growth in personal insight

- like discussions, group work and realistic feedback about feelings

- are caring people who engage their students in cooperative efforts

- work toward organized solidarity

- appreciate students who are supportive and share their sense of mission

ONES MAY NEED TO:

- focus more on specific outcomes and procedures

- spend more time on how to implement ideas and make them workable

- spend more time planning

- take action more decisively

Adapted by Cindy Thacker, N.C. DYS, 9/95

TYPE THREE LEARNERS AS INSTRUCTORS

- are interested in developing productivity, competence and skills for economic independence

- see knowledge as valuable for enabling students to be capable of making their own way

- encourage practical applications, quality, and pragmatism through measured rewards

- like technical knowledge and hands-on activities, plans and time lines

- lead by personal forcefulness and exercise authority by reward and punishment (the fewer the rules the better, but enforce rigorously the ones you have)

- work hard to make the organization productive

- appreciate students who are task-oriented and move quickly

THREES MAY NEED TO:

- take more time to chat with people about day to day issues

- pay more attention to other people's needs and feelings

- value ideas more for their own sake

- take more time to consider all the ideas before coming to closure

- take the time to let others find their own meaning/learning

Adapted by Cindy Thacker, N.C. DYS, 9/95

STAGES OF GROUP DEVELOPMENT - FORMING

When a group or training session begins, participants often have the following characteristics:

* mildly to moderately eager

* generally positive expectations

* some anxiety and concern about the purpose, schedule, activities

* some anxiety about the other members

* dependent on authority (someone to set direction)

Questions they may be asking themselves include:

* What is this group/training supposed to be about?

* Why do I have to be here?

* What will be expected of me here? After the training?

Participants in a new group are often looking at the following interpersonal issues:

* Will these people accept me?

* Will everybody else know more than me?

Tasks the new group will be working through include:

* What we have in common

* How we are different

* Who is a part of our group?

The length of this stage depends on how clearly the task is defined and how easy it is to achieve.

STAGES OF GROUP DEVELOPMENT - NORMING AND PERFORMING

This is the stage where participants in a group "get down to business" and often exhibit the following characteristics:

* become less dissatisfied as ways of working together become clear

* resolve differences between initial expectations and realities in relation to goals, tasks and skills

* feel pleasure in task accomplishment

* begin to feel better about individual relationship to group membership and task accomplishment

* eager to be part of the team

* feel confident about outcomes

* work well together

* focus energy on task accomplishment rather than on resistance or role definition

Tasks the group will be working through in this stage include:

* decrease animosities toward other group members and/or leaders

* develop feelings of mutual respect, harmony, trust with group

* negotiate and collaborate with each other

* communicate openly and freely without fear of rejection or conflict

During this stage the participants might get to know each other beyond job titles and place of employment. They are energetic and functional, working well together. This is where most of the learning will occur.

STAGES OF GROUP DEVELOPMENT

Instructions: Your group has been given a description of one of the four stages of group development. You have ten minutes to work together to develop a short role play (no longer than 5 minutes) to depict the characteristics of this stage.

As the role plays are presented, make note of the characteristics of each stage on this note-taking guide.

Stage 1 _____
Characteristics_____
How can a trainer make use of this information when planning and conducting training on value-laden topics?

_____
How will this help the trainer?_____
The participants?_____

Stage 2_____
Characteristics_____
How can a trainer make use of this information when planning and conducting training on value-laden topics?

_____
How will this help the trainer?_____
The participants?_____

Stage 3_____
Characteristics_____
How can a trainer make use of this information when planning and conducting training on value-laden topics?

_____
How will this help the trainer?_____
The participants?_____

Stage 4_____
Characteristics_____
How can a trainer make use of this information when planning and conducting training on value-laden topics?

_____
How will this help the trainer?_____
The participants?_____

12. True/False Learning activities which invite evaluation or scrutiny of the trainer(s) during the session should be avoided.

13. True/False Summary type interventions should be held to a minimum and then positioned only at points where the topic changes.

14. True/False If the trainer disagrees with department philosophy and policy, especially as it relates to values, he/she should be honest and let the trainees know.

15. True/False Periods of silence during a training session can be awkward and unsettling and therefore should be avoided.

16. True/False A positive, energetic and enthusiastic group reaction is an indicator to the trainer that the trainees understand and accept the information presented.

TRAINER INTERVENTIONS - KEY POINTS
NOTE-TAKING GUIDE

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

CHARACTERISTICS OF AN EFFECTIVE QUESTION

✔ **Clear and Concise**

✔ **One at a Time**

✔ **Thought-Provoking**

✔ **5 W's - Who, What, Why, When, Where . . . and How**

✔ **Relates to Lesson Objective**

✔ **Prepared in Advance**

✔ **Purposeful**

PREPARING QUESTIONS - INDIVIDUAL PRACTICE

Instructions: Write three questions you could ask in a class on the topic you have selected for your final class discussion. For each question, write the purpose (use the list of purposes on page 26), then the expected or desired response.

TOPIC_____

Question #1_____

Purpose_____

Desired or expected response(s)_____

_____

Question #2_____

Purpose_____

Desired or expected response(s)_____

_____

Question #3_____

Purpose_____

Desired or expected response(s)_____

_____

ASKING QUESTIONS - MORE PRACTICE

Instructions: Although it IS important to plan your questions and responses when you are writing the lesson design, there are times you need to ask questions that you can't anticipate. Read the following scenarios. For each one, determine first what KIND of question you need to ask (what is the purpose of the question). Next, write out a question that you would ask (follow the characteristics of a good question.) Then describe how you would ask the question (review the guidelines for asking questions.) You will have 20 minutes to work on this exercise.

TRAINING SCENARIO #1
You are teaching a class for supervisors on principles of Quality Management. During the session on customer identification and customer service, one participant shares his opinion: "I *won't* call offenders my *customers.* I call them what they are - *losers.*"

What kind of question do you need to ask here (purpose)?_____

What is a question you could ask?_____

How would you ask the question (to whom)?_____

TRAINING SCENARIO #2
You've just completed a class on team building, a class that is required of all your department's employees. As a wrap-up exercise, you ask each participant to state one thing they've learned today that they will be able to use when they return to their job site. One participant smartly responds, "I learned that $E=MC^2$."

What kind of question do you need to ask here (purpose)?_____

What is a question you could ask?_____

How would you ask the question (to whom)?_____

What is a question you could ask?_____

How would you ask the question (to whom)?_____

TRAINING SCENARIO #6
You are leading a discussion on value systems, touching on the seven criteria for determining whether something is a full value or a partial value in a person's life:
(1) chosen freely; (2) from alternatives; (3) after consideration of the consequences of each alternative; (4) happy with the choice; (5) affirms choice publicly; (6) does something with the choice; (7) acts on the choice repeatedly in some pattern. You are in the process of asking for examples from trainees. You state "We choose the values that we hold; we each have our own value or moral system that is right for us." One trainee responds "No, there are some values that it is *not* all right to have, that no one should have. Like the Man-Boy Society. They think that it's okay to have sex with small boys, but we know that it's not all right. So you can't say that someone can choose their own values."

What kind of question do you need to ask here (purpose)?_____

What is a question you could ask?_____

How would you ask the question (to whom)?_____

TRAINING SCENARIO #7
You are teaching class on Criminal Domestic Violence for probation agents. You've just shown a video where a man reads a three page list of behaviors that describes what his wife must do to avoid a beating. One of your male participants states in a voice loud enough for you and most everyone else in the class to hear, "Where can I get a copy of *that* list?"

What kind of question do you need to ask here (purpose)?_____

What is a question you could ask?_____

How would you ask the question (to whom)?_____

What characteristics of adult learners do you need to keep in mind when you ask questions?_____

GUIDELINES FOR RESPONDING TO PARTICIPANT QUESTIONS

❑   **Refer the question to the entire group** . . . "Does anyone have the answer? What do others think?"

❑   **Redirect it to the questioner** . . . "What do YOU think? What has YOUR experience been? Based on the information we just reviewed, what do you THINK might happen?"

❑   **Give a qualified answer.** If you don't know, offer to find out and report back. If it refers to your opinion, ask the participants' opinion first. If it's values related, here is an example, "We all have different opinions based on our own experience, education and values. My opinion is . . . "

❑   If challenging trainer information . . . **Acknowledge that there might be more than one right answer.** Reinforce department policy. "You are right that there are a number of ways to handle this situation. Our department policy states, however, that we must . . . "

❑   **Acknowledge participant feelings,** then refocus on objective. "I can understand that you are really angry about what happened. Think about what we've just reviewed. How can this information help you next time?"

❑

❑

❑

☹ DEALING WITH DISRUPTIVE BEHAVIOR

❶   What do people do that you consider inappropriate or disruptive in the classroom?

_____

_____

❷   Why do you think they do this?

_____

_____

❸   What is the effect on the trainer?

_____

_____

❹   Think about the information we've reviewed for the past two days. What could you do to prevent this behavior from occurring?

_____

_____

TRAINER INTERVENTIONS

1.   **PLANNED IGNORING** - Ignore *minor* inappropriate behaviors; sometimes they will just stop on their own. For example, side conversations are very common and often stop in a few seconds without any intervention on the trainer's part.

2.   **PROXIMITY CONTROL** - The trainer moves or stands near the disruptive participant(s) while speaking to the rest of the class. In order for this to be effective, the trainer needs to have an open classroom setting and needs to move around the classroom during the entire workshop.

3.   **RESTRUCTURING** - Change the pace, divide the class into groups, change the groups, or call for a break. Sometimes participants are mildly disruptive because they are physically uncomfortable.

4.   **SUPPORT FROM ROUTINE** - Follow the agenda; don't go overtime for lunch or at the end of the day unless you negotiate this with the participants. Give adequate and timely breaks

5.   **APPEAL TO NEEDS AND VALUES** - Here are some examples:
     "I know this information seems a little strange to you now. Stay with me just a few more minutes, then we'll get to some demonstrations that will help you put it all together."
     "I know you will be expected to use this when you get back to the job so . . . "
     "You are raising some important and interesting issues but we are getting a bit off track. Let's put those questions on the Parking Lot sheet and deal with them later as we have time."

6.   **SUPPORT THROUGH HUMOR** - Use humor directed at yourself to defuse potentially explosive situations.

7.   **MINIMAL ASSISTANCE** - Give guidance, even give examples, when participants appear to be stuck. Sometimes participants need a little coaching and encouragement to save face and to be able to succeed. Make sure you are not doing the work *for* them.

CO-TRAINING . . . or Working With a Buddy

Instructions: Your group will be asked to brainstorm *either* the advantages *or* the disadvantages of co-training. Using your own experience, or using your observation of co-training in this class, take five minutes to make your list. When the other groups report out, make note of their comments on your chart.

Co-Training	
Advantages	**Disadvantages**
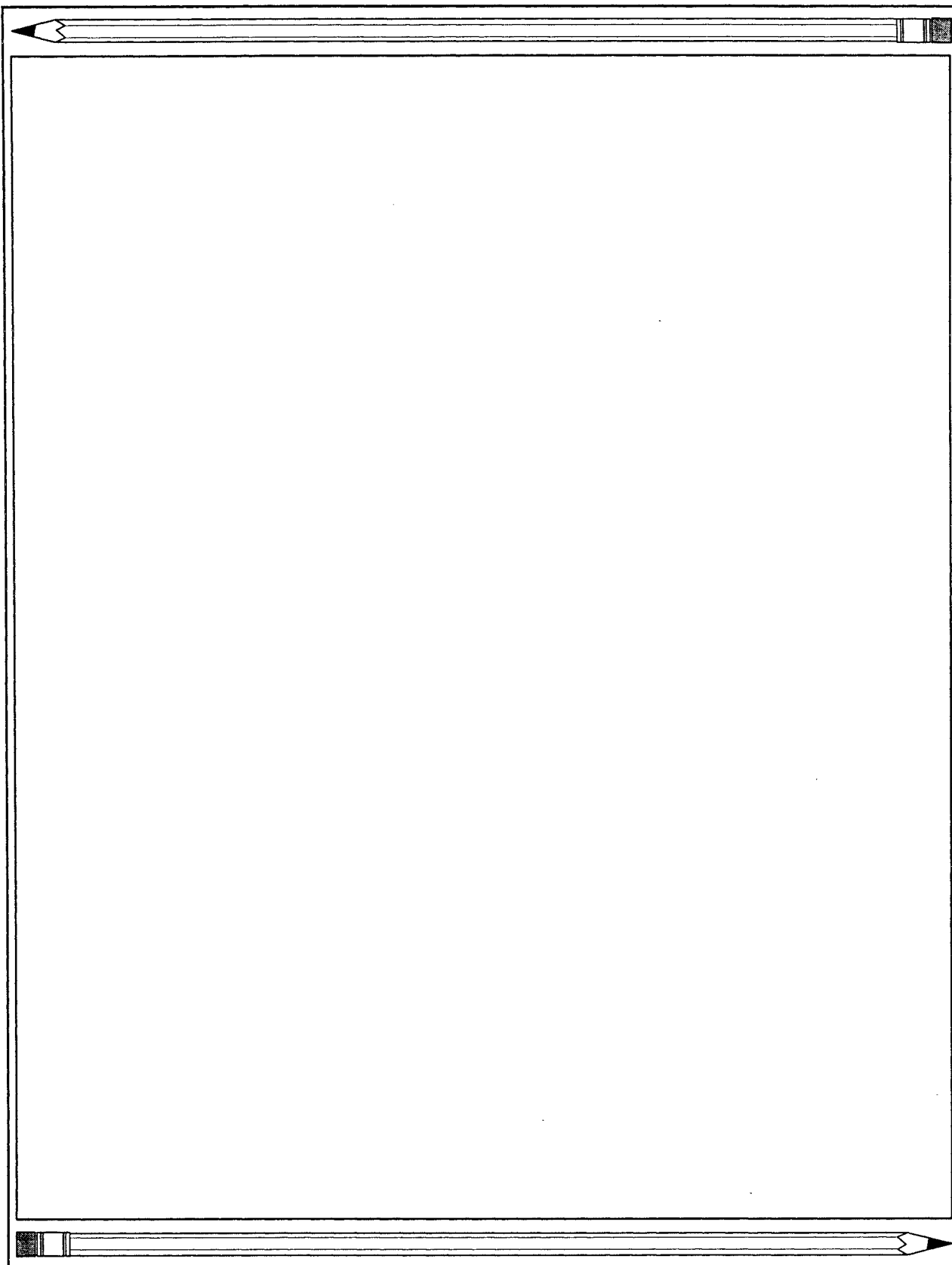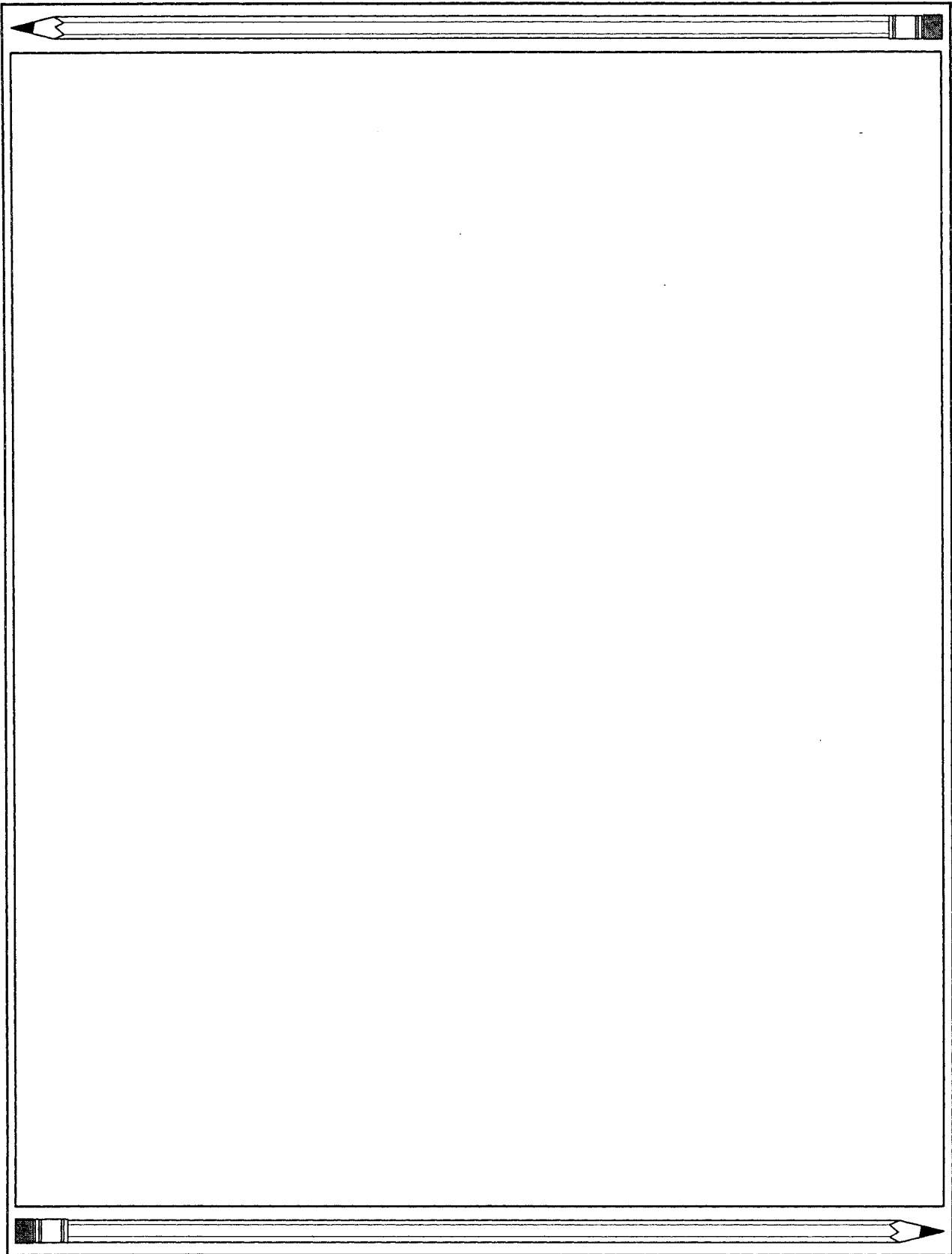
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