**DWI Detection &
SFST
Instructor
Development
Course**

Session 7 – Dealing with Training Challenges

NHTSA

TSI

February, 2017

Content Segments

A. Dealing with Challenges
B. Key Considerations in Responding to Problem Situations Created by Participants
C. Three-Step Correction Strategy
D. Applying the Three-Step Correction Strategy
E. Environmental Challenges
F. Problem Situations Created by Instructors
G. Questions and/or Concerns

Session 7 – Dealing with Training Challenges   7-2

Session 7: Dealing with Training Challenges
Estimated time for Session 7: 1 Hour (depending on class size)

Session Objectives
- Demonstrate the key considerations in responding to problem situations created by participants using the three-step correction strategy
- Apply the three-step correction strategy to problem situations created by participants
- Analyze how to address environmental and equipment challenges
- Assess problem situations created by instructors

Contents
A.   Dealing with Challenges
B.   Key Considerations in Responding to Problem Situations Created by Participants
C.   Three-Step Correction Strategy
D.   Applying the Three-Step Correction Strategy
E.   Environmental Challenges
F.   Problem Situations Created by Instructors
G.   Questions and/or Concerns

DWI Detection and SFST
Instructor Development Course

Session 7:
Dealing with Training Challenges

Session 7 – Dealing with Training Challenges   7-3

Session 7: Dealing with Training Challenges

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Session Objectives

Session Objectives

At the conclusion of this session, participants should be able to:

- Demonstrate the key considerations in responding to problem situations created by participants using the three-step correction strategy (Demonstration)
- Apply the three-step correction strategy to problem situations created by participants (Application)
- Analyze how to address environmental and equipment challenges (Activation)
- Assess problem situations created by instructors (Integration)

_____

_____
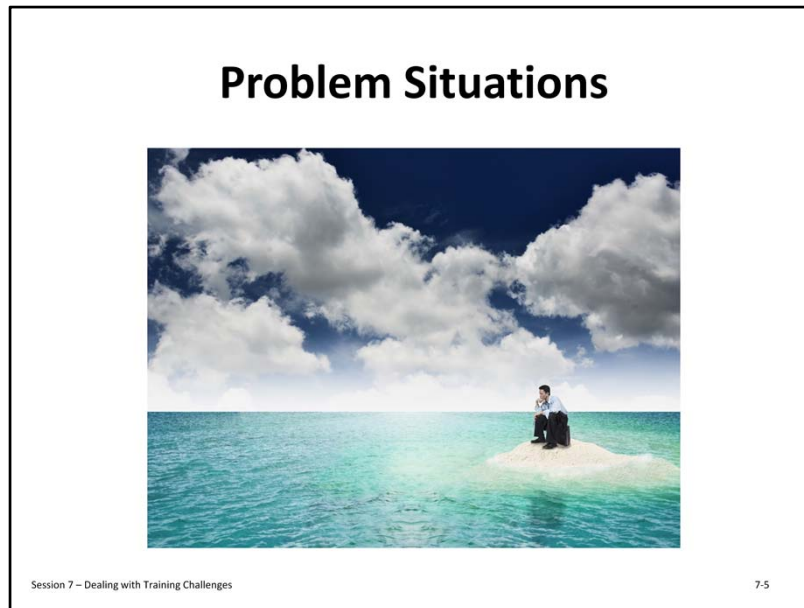
_____

_____

_____

_____

_____

_____

Problem Situations

Session 7 – Dealing with Training Challenges   7-5

A. DEALING WITH CHALLENGES

Problem Situations

Some problem situations are those in which learning is inhibited due to the behavior of one or more of the participants. The problem is not necessarily the participant, but rather the participant's motivation. A good instructor develops techniques to invite cooperation and maintain participant motivation. All instructors, even the most skilled and experienced ones, run into problem situations.

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. KEY CONSIDERATIONS IN RESPONDING TO PROBLEM SITUATIONS CREATED BY PARTICIPANTS

The key considerations to responding to problem situations created by participants are:
- Eliminate or minimize the problem behavior
- Maintain the participant's self-esteem
- Avoid further disruption to learning

_____

_____

_____

_____

_____

_____

_____

_____

_____

C. THREE STEP CORRECTION STRATEGY

As much as you want to avoid harming a participant's self-esteem, it is essential you avoid further disruption to learning.

• Identify possible strategies to deal with the problem

• Compare your possible strategies against the key considerations
    o Eliminate or minimize the problem behavior
    o Maintain the participant's self-esteem
    o Avoid further disruption to learning

• Employ the best strategy

_____

_____

_____

_____

_____

_____

Applying the Three-Step Correction Strategy

Session 7 – Dealing with Training Challenges   7-8

D. APPLYING THE THREE STEP CORRECTION STRATEGY

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Chatterbox

Session 7 – Dealing with Training Challenges   7-9
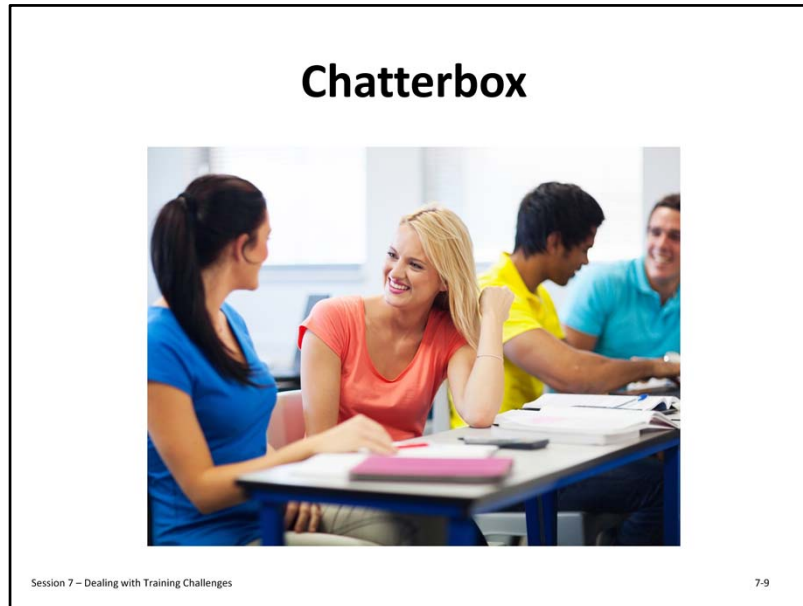
The Chatterbox

Overt Characteristics: In the order of participant problem types, these individuals are probably the most disruptive of all, since (for whatever reason) they never seem to stop talking from the moment they enter the room until the presentation concludes.

People who fall within this category appear to take a great deal of self-satisfaction in carrying on both direct (face-to-face) and indirect (looking at the instructor, but whispering discreetly to their neighbor) conversations that begin to disrupt the flow of information which the instructor is attempting to convey. In certain situations, they will even attempt to carry on a conversation with another member of the audience (either across the table or room), completely ignoring what is being presented.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
• Will it eliminate or minimize the problem behavior?
• Will it maintain the self-esteem of the participant whose behavior is causing the problem?
• Will it maintain the dignity of the instructor as well as the participant?
• Will it avoid further disruption to learning?

Effective Strategies Observed in Class

_____

_____
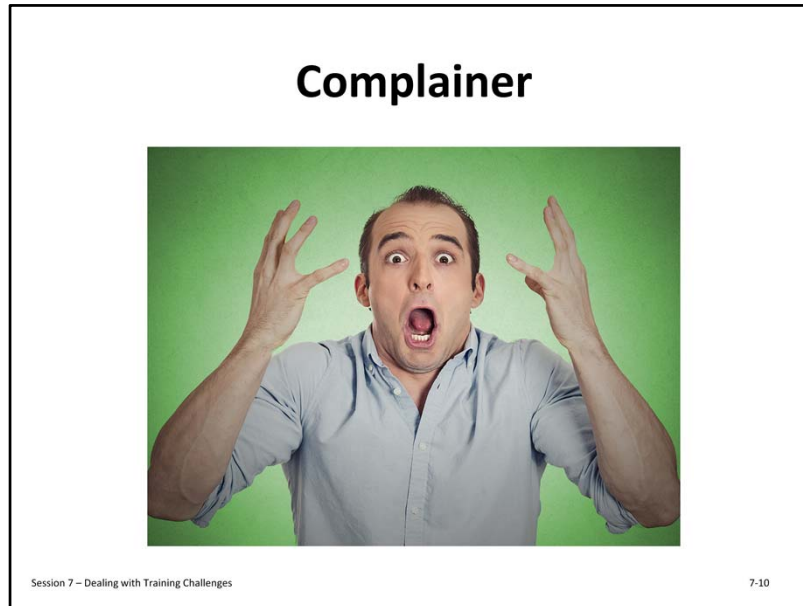
The Chronic Complainer

Overt Characteristics: While perhaps not as disruptive as some of the types already discussed, this type appears to take particular delight in pointing out all of the details that are either unacceptable or are detracting from the session. Negativism is their forte.

Complaints are usually numerous and quite specific. The issues range anywhere from the room being too stuffy, too hot, too cold, too small, too large, to the coffee service arriving late, the complimentary pastry not "tasting quite right, the chairs being uncomfortable, or the M & M's not containing peanuts. *(Most experienced instructors or trainers could add at least 10 additional items to this list.)*

Interestingly enough, whether the displeasure is expressed verbally or nonverbally, this type appears to take a subtle pleasure in expressing dissatisfaction with just about every aspect of the training.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
* Will it eliminate or minimize the problem behavior?
* Will it maintain the self-esteem of the participant whose behavior is causing the problem?
* Will it maintain the dignity of the instructor as well as the participant?
* Will it avoid further disruption to learning?

Effective Strategies Observed in Class

_____
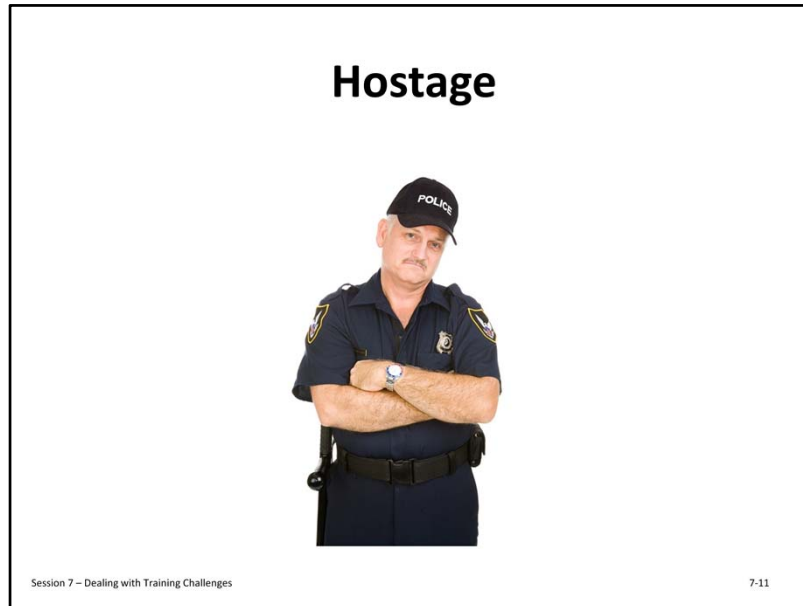
The Hostage

Overt Characteristics: Whenever a participant attends a training session because it is mandatory, that person may feel like a hostage. They may react passively or aggressively depending on the degree of resentment they feel at being some place they do not want to be.

This type of problem participant may feel they were forced to attend the training for one reason or another and may consider the instructor to be an adversary as opposed to an ally. Seldom does a group consist exclusively of hostages, but if there is more than one, they will usually sit together in order to commiserate or cause trouble.

This type of participant may be distracting and at some point may vent their anger unless the instructor devises a strategy for dealing with the situation.

What are some strategies for dealing with this type of behavior? Evaluate each strategy against the four conditions listed below:
- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

Apple Polisher

Session 7 – Dealing with Training Challenges   7-12

The Apple Polisher

Overt Characteristics: This type of problem participant really wants the instructor's attention. At first, it's flattering. Then, it gets embarrassing as the participant's behavior becomes more and more apparent to the rest of the class. Winning the favor and admiration of the instructor is the "game-of-the-day" *(or worse, "the game-of-the-week").*

This person may attempt to answer all the questions asked by the instructor. They may also volunteer for any and all "helping activities" and usually hang around after the class to offer suggestions or praise. What's worse is they portray themselves as the "instructor's pet" in front of others and can cause the instructor to lose credibility with the rest of the audience.
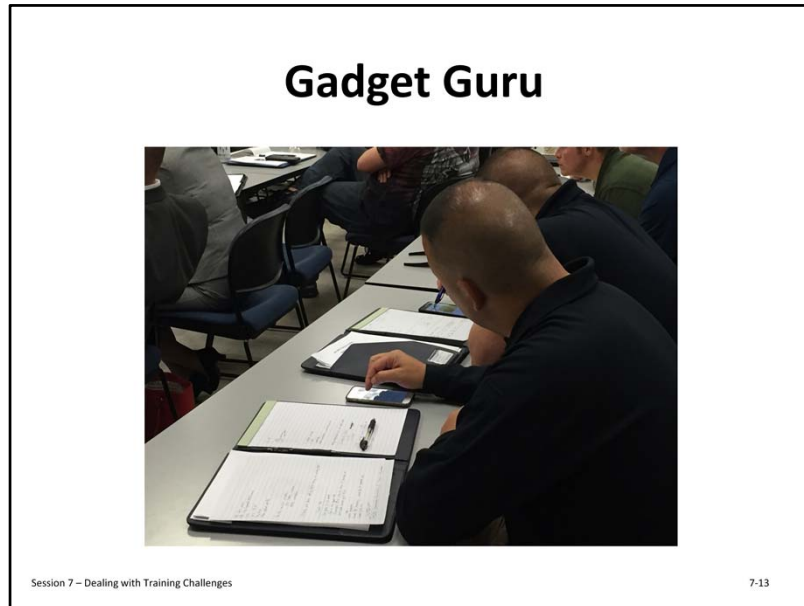
What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

_____

_____

Gadget Guru

Session 7 – Dealing with Training Challenges   7-13

Gadget Guru

Overt Characteristics: Participants continuously on their techy device (checking email, chatting, texting, surfing the internet). Sometimes it escalates to where they are involving others in their activity during class time. This would include where you have a class that has laptops and they are using it during times where instructors want full attention.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
• Will it eliminate or minimize the problem behavior?
• Will it maintain the self-esteem of the participant whose behavior is causing the problem?
• Will it maintain the dignity of the instructor as well as the participant?
• Will it avoid further disruption to learning?

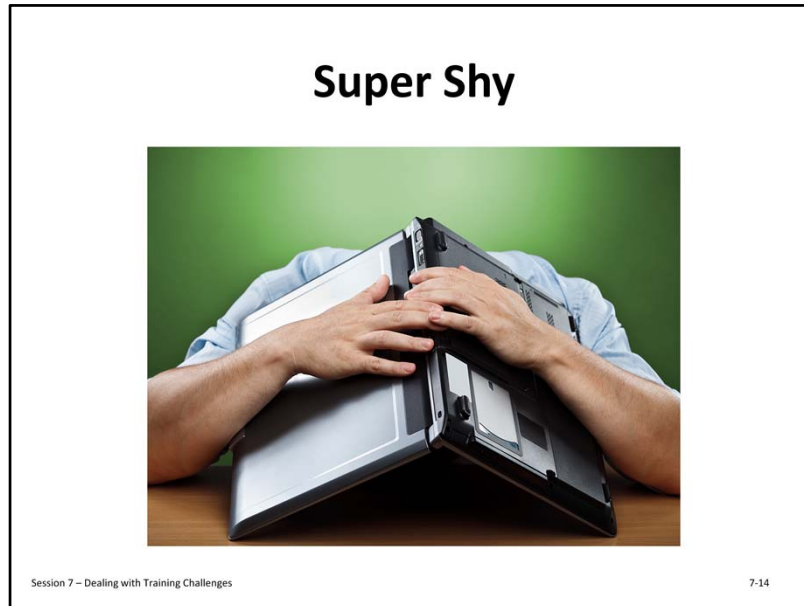Effective Strategies Observed in Class

_____

_____

_____

_____

_____

Super Shy

Overt Characteristics: Participant is meek in their nature and does not feel comfortable speaking in front of the group. They may be the last to volunteer or won't volunteer at all. Their expression reflects their discomfort with interacting with others. They are reluctant to make eye contact. Even if they know the answer to a question, they may not volunteer the answer.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
• Will it eliminate or minimize the problem behavior?
• Will it maintain the self-esteem of the participant whose behavior is causing the problem?
• Will it maintain the dignity of the instructor as well as the participant?
• Will it avoid further disruption to learning?

Effective Strategies Observed in Class

_____

_____

_____

_____

_____

Environmental Challenges
and Distractions

Session 7 – Dealing with Training Challenges   7-15

E. ENVIRONMENTAL CHALLENGES

Depending on the physical space and location of the training, various environmental challenges to location, space, and equipment may arise anytime throughout the training. Instructors should identify these potential challenges before the training begins and learn what resources are available to prevent or correct these challenges.

Location and Equipment Challenges

Location distractions
- Where is the training located?
  o Resort; Hotel; Beach; Casino; Windowless room; Basement of the Sheriff's office; Location without amenities within walking distance; Noise distractions (traffic, train, competing trainings); Police academy

- Training room distractions
  o Temperature; Lighting; Audio/visual; Room design; Poor acoustics; Placement of cords; Creaky doors

- Equipment distractions
  o Does all the equipment work?; Incompatible devices (projectors, types of computers, sound systems, software); Internet accessibility; Lighting conflicting with the projection screen; Batteries; Enough power sources

_____

_____

F. <u>PROBLEM SITUATIONS CREATED BY INSTRUCTORS</u>

Top 10 Instructor Created Distractions
10. Disrespect the audience ("I am smarter than you."… culture, background, profession, gender, generation)
9. Body position (do not turn back to the audience, cross arms)
8. War stories (vs. relevant stories supporting the presentation)
7. Arguing with participants
6. Calling on the unprepared participant
5. Fidget (clicking pen, change in pocket)
4. Too much PowerPoint (or overuse of any single medium)
3. Run over time (time mismanagement)
2. Inappropriate language for the audience
1. Disrespect yourself or your presentation ("I do not know why they asked me to do this…" or "You probably know more about this than me…")

What distractions do you create when instructing?

_____

_____

_____

_____

_____

Questions and/or Concerns

Session 7 – Dealing with Training Challenges   7-17

G. <u>QUESTIONS AND/OR CONCERNS</u>

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____