

Module 5



Training Delivery

Lesson at a Glance

Aim: To develop and practice effective how-to strategies for training delivery and classroom management.

Relevance: The purpose of this Module is to provide good practices for effective training delivery. It is not enough to have a well-designed training programme; without effective delivery, it is unlikely that training participants will absorb the information or that the training programme will meet its objectives.

This Module, therefore, aims to increase facilitators' abilities to communicate effectively, manage complex classroom dynamics and deliver content to diverse audiences.

Learning Objectives:

Learners will be able to:

- Demonstrate good practices of training delivery, including effective verbal and non-verbal communication, lesson pacing, time management, engaging diverse audiences and responding effectively to difficult situations
- Implement elements of the BOPPPS model into their training delivery

Lesson Map

The Lesson	
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I. Preparing for the Training	Slides 4-15
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Lesson Duration: 1 day



Starting the Lesson

As a bridge-in to this Module, look back at the responses from Activity 1.1 (Module 1), in which participants were asked to reflect on positive and negative training experiences. How many of the comments were related to the delivery of the training (as opposed to the substance)?

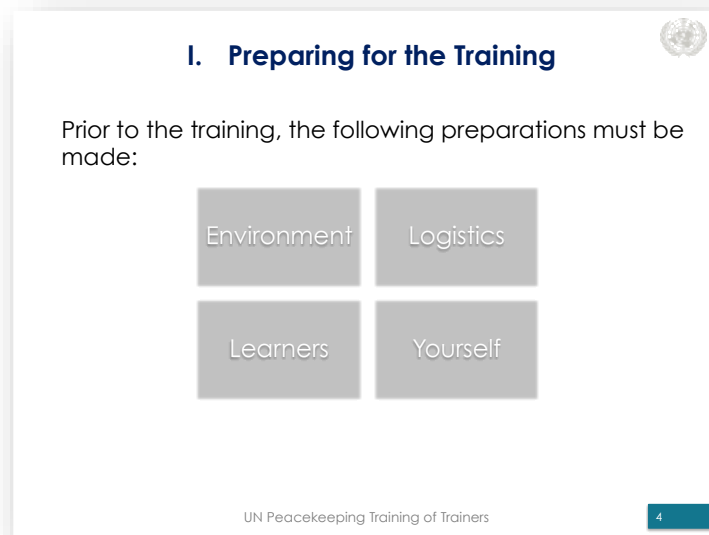
In most cases, training delivery has a significant effect on participants' overall experiences, either positively or negatively. The purpose of this Module is to enhance participants' ability to deliver training effectively.

Introduce the following (using the Introductory Slides):

- Module topic
- Relevance
- Learning objectives
- Module overview

I. Preparing for the Training

Slide 4



I. Preparing for the Training

Prior to the training, the following preparations must be made:

- Environment
- Logistics
- Learners
- Yourself

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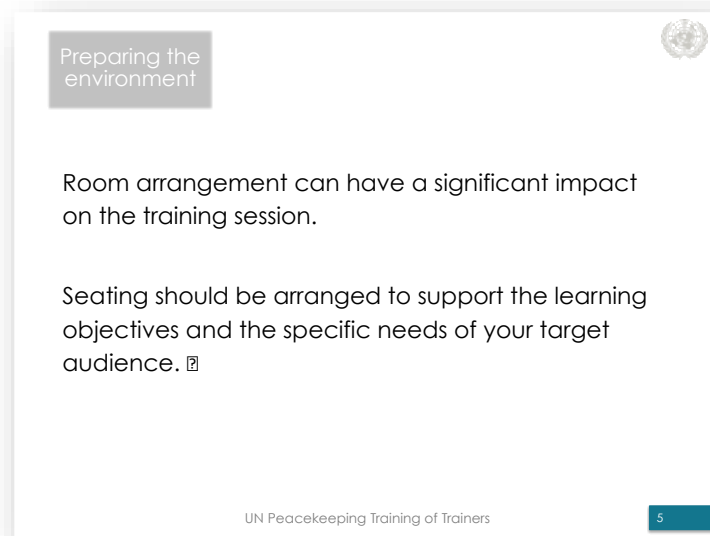
Key message: In order to effectively facilitate a training programme, it is necessary to prepare the environment, the logistics, the participants and yourself.



Brainstorm: what elements do training facilitators need to prepare in advance of a training programme? Create a comprehensive Check List in chronological order, if possible.

Preparing the Environment

Slide 5



Key message: Creating an environment that is conducive to learning and meeting the objectives of the training is a critical aspect of effective facilitation.

Room arrangement: the room arrangement can have a significant impact on the training session. The room should be arranged in order to support the achievement of the learning objectives. Different seating arrangements may lead to different outcomes.



Show images of several different seating arrangements (Slides 6-10). Discuss: what are the benefits and drawbacks of each seating arrangement? What type of training might each arrangement be suitable for?

Seating arrangements

U-shape (slide 6):

- Benefits: encourages large group discussion; allows close contact between the facilitator and participants
- Drawbacks: may limit teamwork; may limit eye-contact between learners

Single square or round (slide 7):

- Benefits: facilitates problem-solving; increases group involvement; allows the facilitator to step out of the action
- Drawbacks: limits the use of media and visual material

V-shape (slide 8):

- Benefits: allows participants to have full view of the classroom
- Drawbacks: may limit teamwork

Clusters (slide 9):

- Benefits: promotes teamwork in each cluster
- Drawbacks: may limit involvement of participants sitting in the back; may require participants to move chairs to face the front of the room

Classroom (slide 10):

- Benefits: Allows the facilitator to have full control over what is happening in the room; allows participants to clearly view the visuals
- Drawbacks: may limit involvement and communication; not suitable for small groups

Preparing the Logistics

Slide 11

Preparing the logistics

Whenever possible, prepare logistics in advance of the start date of the training.

- Set up & test technology & equipment
- Connect with technical support (if available)
- Prepare back-up options in case of technology problems
- Familiarize yourself with building facilities

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Key message: Preparing the logistical elements of the training programme, including the set-up of technology and equipment, is another important part of training preparation.

If possible, logistical elements and technology should be prepared the day before the training begins (or earlier). If the training site has technical support be sure to have their contact information with you during the training programme. If possible, ask the technical support to be present during the start of the training to ensure that everything is in working order.

Always have a backup option in case certain technology does not function properly. Consider the following:

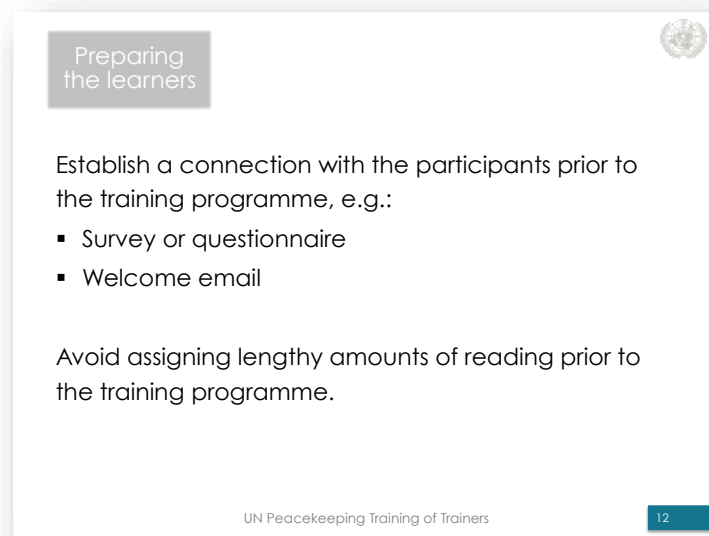
- What would you do if there was a sudden cut to electricity?
- What if a key video or slide presentation will not play? How else might you be able to present the material?
- What types of materials can be used in lieu of technology?

In particular, when delivering a training programme in an area that has poor electricity or internet access, be sure to prepare back-up materials that do not require access to technology. This may include pocket cards, flip charts, handouts or other visuals. Downloading videos on your hard drive also provides more reliable accessibility than relying on internet links.

In addition to setting up and testing technology, be sure that you are familiar with the building facilities, including the location of the restrooms, areas for coffee and meal breaks, medical/first aid care, emergency exits, etc. This information should be included in the introduction of the course so that participants are aware.

Preparing the Learners

Slide 12



Preparing the learners

Establish a connection with the participants prior to the training programme, e.g.:

- Survey or questionnaire
- Welcome email

Avoid assigning lengthy amounts of reading prior to the training programme.

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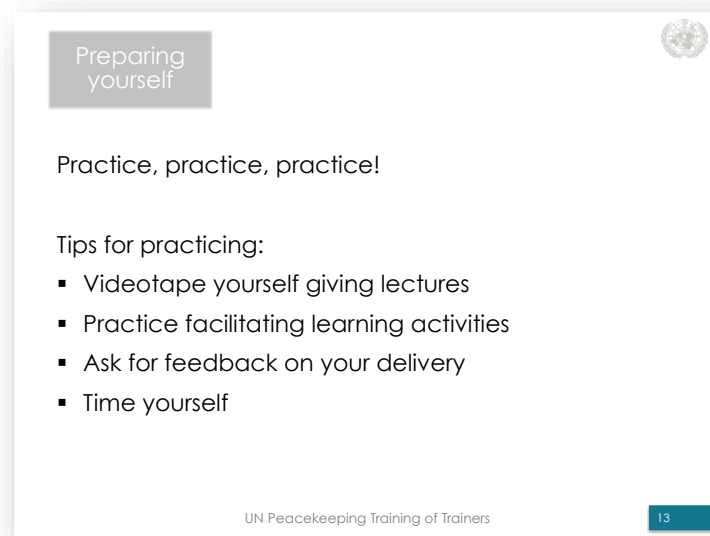
Key message: Prior to the training programme, it is important to establish connection with the training participants. This may include sending a survey or questionnaire as part of the target audience analysis, sending a welcome email or reaching out in another manner.

Not only will reaching out to participants help establish a positive rapport in advance of the training, it also provides an opportunity to communicate the objectives and expectations of the training.

While some training programmes have pre-requisite tasks, it is generally not effective to send participants large amounts of background reading to complete in advance of the training.

Preparing Yourself

Slide 13



Key message: Practice, practice, practice! There is no substitute for spending a significant amount of time practicing your training delivery. Regardless of your level of expertise in the subject matter, it is important to practice delivery of the training. This includes delivery of the lectures as well as facilitating the learning activities.

Tips for practicing:

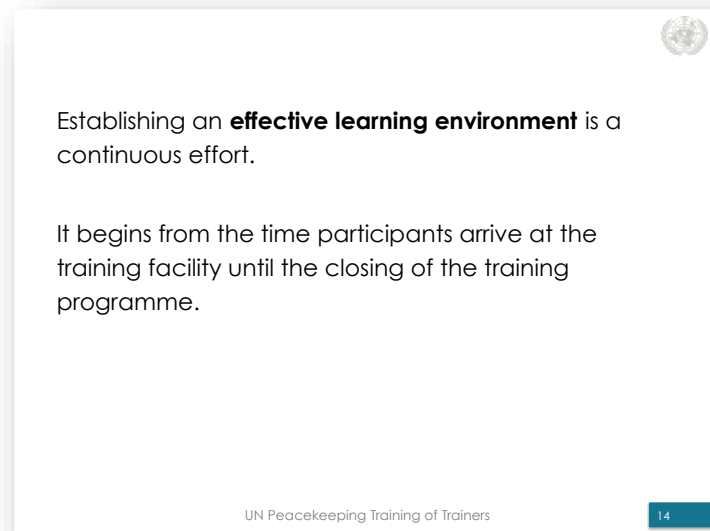
- **Practice delivering lectures:** set up a video camera so you can watch yourself afterwards. Most individuals have certain habits that may need to be worked on, for example, speaking too quickly, not moving around the room or reading directly from the slides.
- **Practice facilitating learning activities:** see if you can get a small group of people willing to practice with you (e.g. colleagues from your team). Practice leading them through the activity. Afterwards, these individuals can give you feedback on what worked well and what could be improved.
- **Time yourself when practicing your delivery.** It can be easy to misjudge how long it will take to deliver various portions of the lesson. If conducting a CPTM course, decide if you want to use the longer or the shorter versions of the lessons. Based on the target group analysis,

decide if you need to add or remove learning materials and activities in your customized lesson plan.

In advance of the training programme, take time to review information about the participants, including names, ranks, backgrounds and levels of experience. If photos of the participants are available, take time to familiarize yourself with names and faces or use name tags/plates.

Establishing an Effective Learning Environment

Slide 14



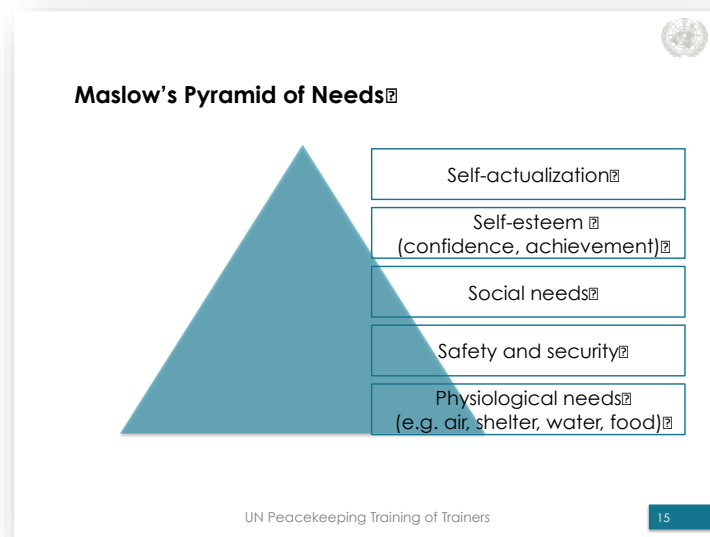
Key message: Establishing an effective learning environment is a continuous effort that begins from the time participants arrive at the training facility until the closing of the training programme.



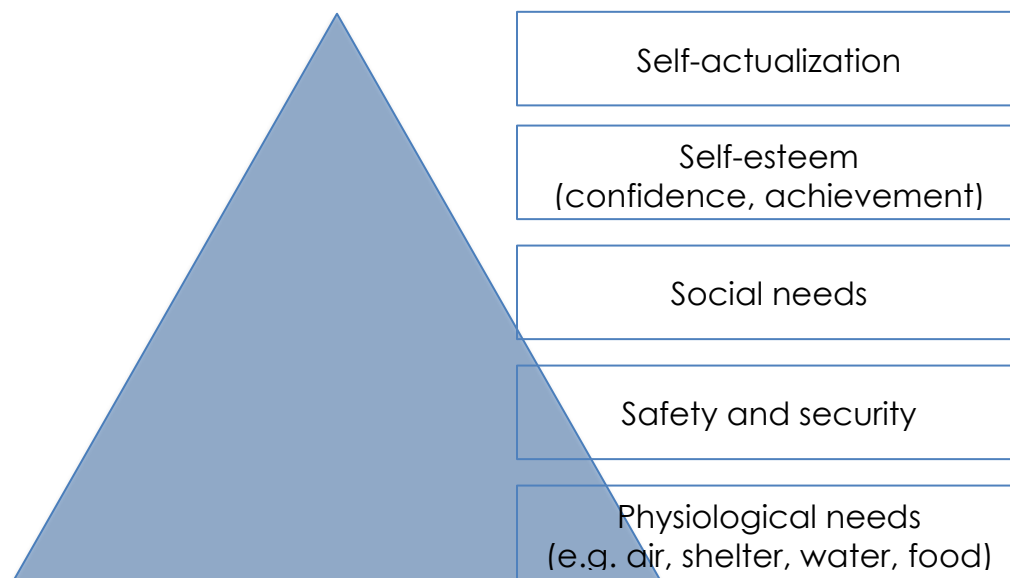
Reflect and discuss: what are some things a facilitator can do to help establish a safe and secure environment, in which participants feel encouraged to engage? What are some practices or habits that may inadvertently make participants feel unwelcome or discouraged from participating?

Establishing an environment in which learners feel safe and secure can have a significant impact on the success of the training.

Slide 15



Key message: According to **Maslow's pyramid of needs**, the most basic layers of human needs must be met before individuals can focus on those at the top of the pyramid, where training objectives often lie.



Maslow's Pyramid of Needs



Based on Maslow's pyramid and adding on to the earlier reflection question, what are some things that facilitators can do to ensure that participants' needs are met? See examples below.

Physiological needs:

- Make sure there is enough fresh air in the room
- Ensure a comfortable temperature (if possible)
- Make sure there is enough light
- Consider bathroom and coffee breaks
- Choose a quiet location, free from distractions (if possible)
- Do not schedule trainings during periods of fasting

Safety needs (physical and emotional):

- Reserve a training location that is secure (if possible)
- Make sure the training room is well organized
- Emphasize that failing is a way to learn – mistakes are normal and a welcome by-product of learning
- Encourage participants to “leave their ranks at the door” so everyone feels comfortable speaking
- Use the “no judgment” policy
- Make sure participants feel there is a chance to learn and succeed

Social needs:

- Use a positive, welcoming voice and gestures
- Create opportunities for participants to get to know each other and work together
- Use team-building exercises
- Be aware of group dynamics and any potential for conflict
- Facilitate conflict resolution if necessary

Self-esteem:

- Create a climate of inclusion
- Set respect as a ground rule
- Acknowledge everyone's contributions
- Celebrate successes
- Stress that there is no wrong opinion
- Stress that there are no stupid questions

Self-actualization:

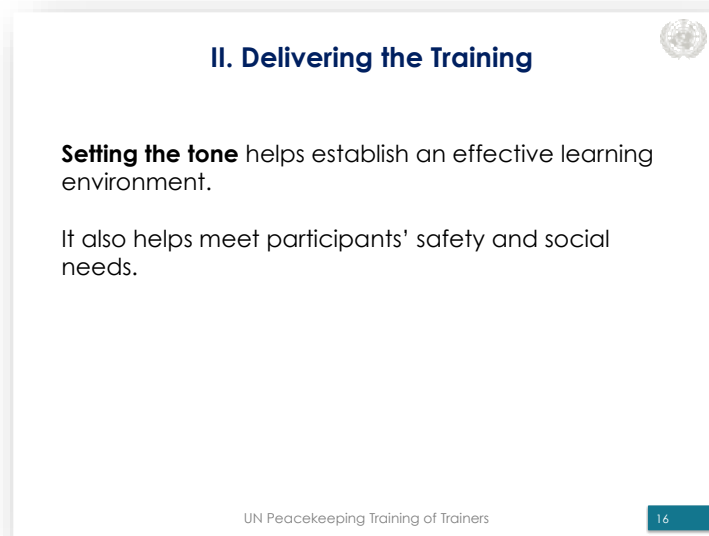
- Identify the learning needs and motivations of the learners
- Set achievable and motivating goals

- Provide regular feedback

II. Delivering the Training

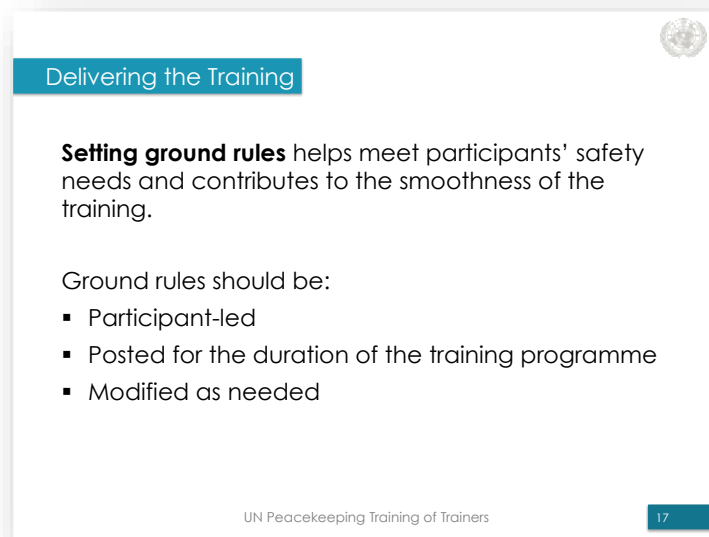
Setting the Tone

Slide 16



Key message: Setting the tone at the beginning of the training is an important part of establishing an effective learning environment. It helps to meet participants' safety and social needs as identified in Maslow's pyramid of needs.

Slide 17



Delivering the Training

Setting ground rules helps meet participants' safety needs and contributes to the smoothness of the training.

Ground rules should be:

- Participant-led
- Posted for the duration of the training programme
- Modified as needed

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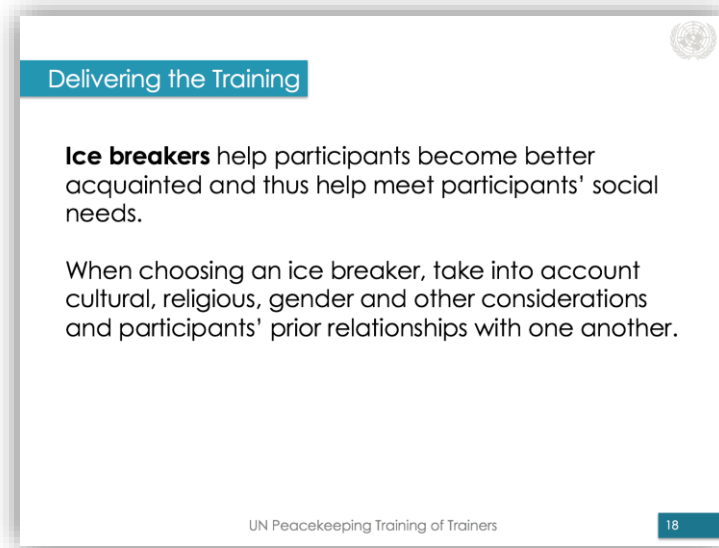
Key message: Setting ground rules for the training helps meet participants' safety needs and also contributes to the smoothness of the training.

Establishing ground rules should be participant-led, with the facilitator shaping and adding as needed. Ground rules should be posted for all to see for the duration of the training programme. Rules can be added or modified as needed throughout the training.



Brainstorm a list of ground rules that may be helpful for most training programmes. How does the target audience or nature of the training programme affect the type of ground rules that might be necessary?

Slide 18



Delivering the Training

Ice breakers help participants become better acquainted and thus help meet participants' social needs.

When choosing an ice breaker, take into account cultural, religious, gender and other considerations and participants' prior relationships with one another.

UN Peacekeeping Training of Trainers 18

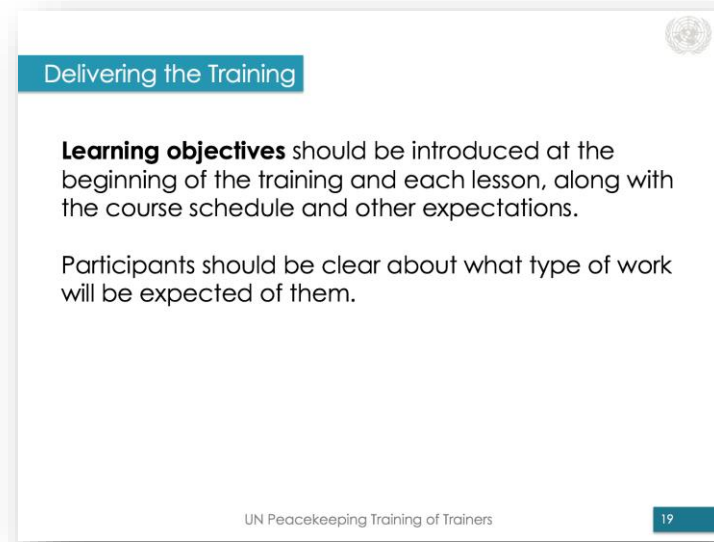
Key message: In addition to the training's opening ceremony and introductions, it is useful to include an activity to **break the ice**. Ice breakers allow participants to become acquainted with one another, helping to meet their social needs.

When choosing an ice breaker, be sure to take into account cultural, religious, gender and other considerations, as well as participants' prior relationships with one another. The type of activity chosen may differ depending on whether participants are meeting for the first time or if they have worked together in the past.



If time allows, spend time going over ideas for ice breaker activities. There are a number of suggested activities in the appendices of the UNITAR Toolbox on Facilitating Learning. Participants may also share ice breakers they have participated in or used in the past.

Slide 19



The slide features a white background with a blue header bar on the left containing the text "Delivering the Training". In the top right corner, there is a small circular logo. The main text is centered and consists of two paragraphs. The first paragraph discusses the introduction of learning objectives at the start of training and lessons. The second paragraph emphasizes the need for clarity regarding work expectations. At the bottom, there is a footer with the text "UN Peacekeeping Training of Trainers" on the left and the number "19" in a blue box on the right.

Delivering the Training

Learning objectives should be introduced at the beginning of the training and each lesson, along with the course schedule and other expectations.

Participants should be clear about what type of work will be expected of them.

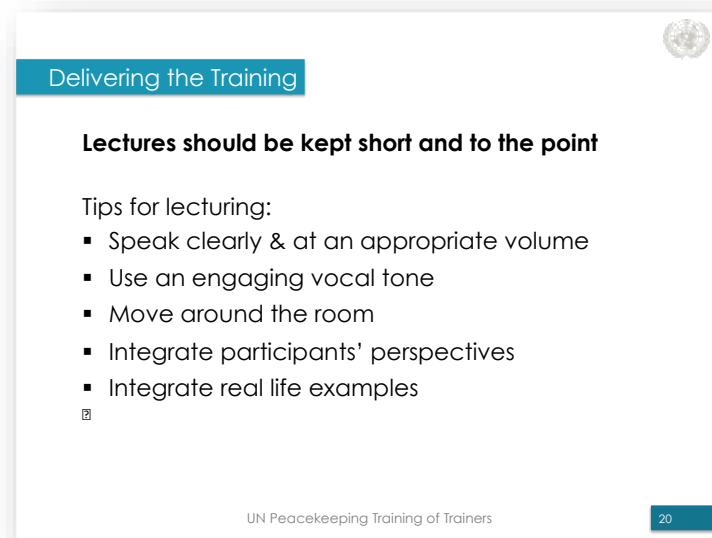
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Key message: At the beginning of the training programme and each lesson, if appropriate, facilitators should take time to **review the course objectives** as well as the overall schedule and other expectations.

Participants should be clear about what type of work will be expected of them, as well as the type of assessments they will be completing. While some of this will have been communicated in advance of the training programme, it is important to reiterate and confirm these expectations.

Course Delivery

Slide 20



Key message: As discussed in Module 4, **lectures should be kept short and to the point.** Generally speaking, lectures should be kept to about fifteen minutes or less for a lesson of 45 minutes.

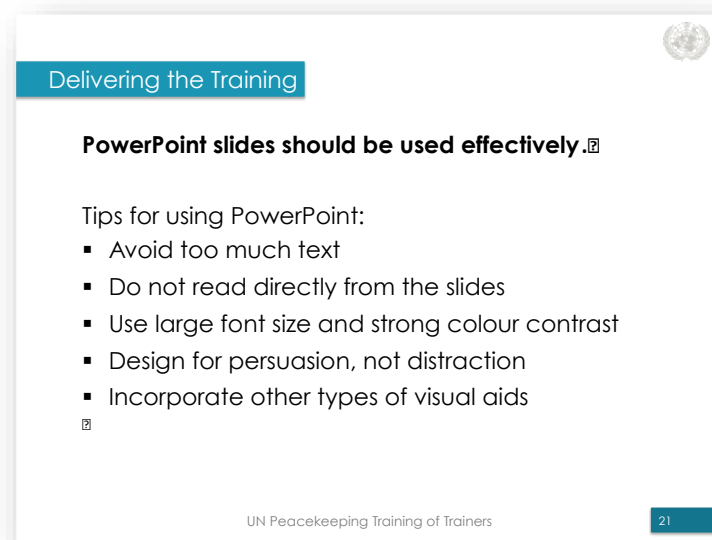
When lecturing, speak in a way that is dynamic and that captures the audience's attention.

Tips for lecturing:

- **Speak clearly and at an appropriate volume** based on the room size. Depending on the room, it may be necessary to use a microphone. Check with the participants periodically to ensure everyone can hear. The pace of speaking will be particularly important if some participants speak a different native language.
- **Your vocal tone should be engaging**, with varied inflection, rather than monotone. Use appropriate hand gestures and body language to keep the audience engaged.
- **Move around the room** – avoid standing in one spot or behind a podium for a long period of time. While moving around too much can be distracting, some movement can help to keep participants' attention.
- Just because you are giving a lecture does not mean participants cannot be involved. As much as possible, **integrate participants'**

- perspectives and ideas into the lecture.** Regularly ask questions and elicit feedback throughout the lecture.
- **Integrate real life examples**, in particular examples from the field (though personal anecdotes may not be appropriate). Carefully selecting and using stories is an engaging way to make a point and helps participants see how concepts are applicable to on-the-job contexts.

Slide 21



Key message: PowerPoint or slide projection can be an effective tool to use while lecturing. However, **slides must be used in an effective manner.**

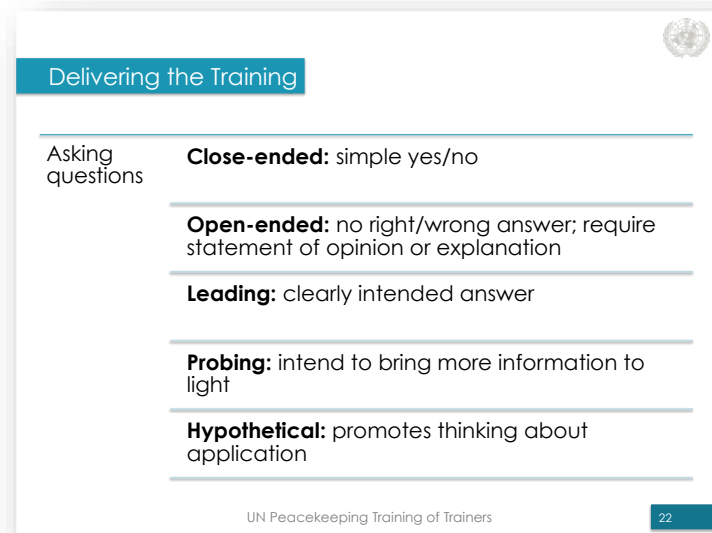
Tips for using slides:

- **Avoid too much text.** A good rule of thumb is no more than three to five bullet points per slide.
- **Never read directly from the slides.** Slides are only there as a general guide and a way to help keep your presentation organized and on track.
- **Use a large font size and strong colour contrast** so participants can easily read what is on the slide.
- Design your power point for persuasion not for distraction. Use visuals to ground abstract concepts and visual metaphors to highlight important

- points. Try including photos or other images, graphs, charts and mind maps to capture their attention. Always ensure visibility of the text when experimenting with slide designs and colours.
- In addition to slides, try **incorporating other types of visual aides**, as variety is a good way to keep participants' interest. For example, flip charts, handouts, short videos, photos or other visual materials can be effective.

Asking Questions

Slide 22



Key message: As noted above, it is important to **regularly ask questions while lecturing**. This is a good way to keep participants engaged and make lessons participatory. It is also a way to check for understanding.

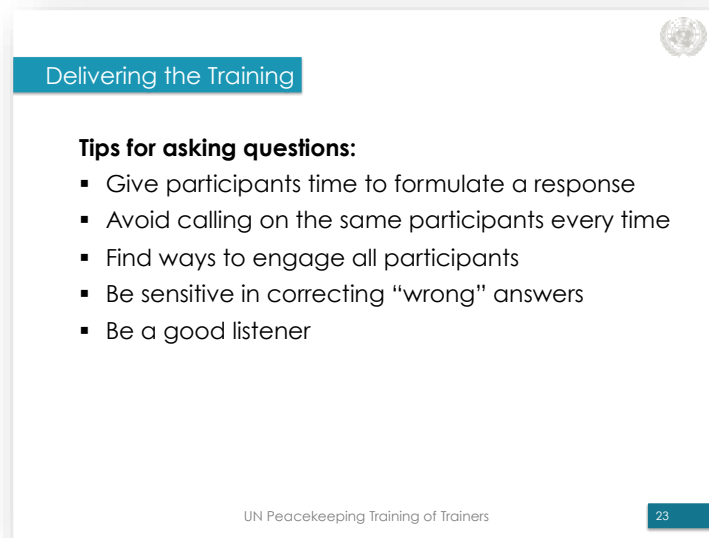
There are many types of questions that can be asked, some of which are more suitable than others to stimulate thought and reflection. For example:

- **Close-ended questions** are usually simple and can be answered with a yes or a no. Though at times it may be appropriate to ask this type of question, it does not promote much engagement.
- **Open-ended questions** by contrast do not have a single right or wrong answer. They often require a statement of opinion or further

explanation. These types of questions are good for spurring group discussion.

- **Leading questions** are those that have a clear intended answer. These types of questions should be avoided, as they do not encourage genuine reflection.
- **Probing questions** are those that intend to bring more information to light. These questions can be good for encouraging participants to think further about a situation or concept. For example, “why do you think they reacted in that way?” Or, “what would be an example of X?”
- **Hypothetical questions** help participants to think about the application of a concept to a potential context, for example, “What if...?” Or, “how would you...?”

Slide 23



The slide is titled "Delivering the Training" and features a small globe icon in the top right corner. The main content is a list of tips for asking questions. At the bottom, it includes the text "UN Peacekeeping Training of Trainers" and the slide number "23".

Delivering the Training

Tips for asking questions:

- Give participants time to formulate a response
- Avoid calling on the same participants every time
- Find ways to engage all participants
- Be sensitive in correcting “wrong” answers
- Be a good listener

UN Peacekeeping Training of Trainers 23

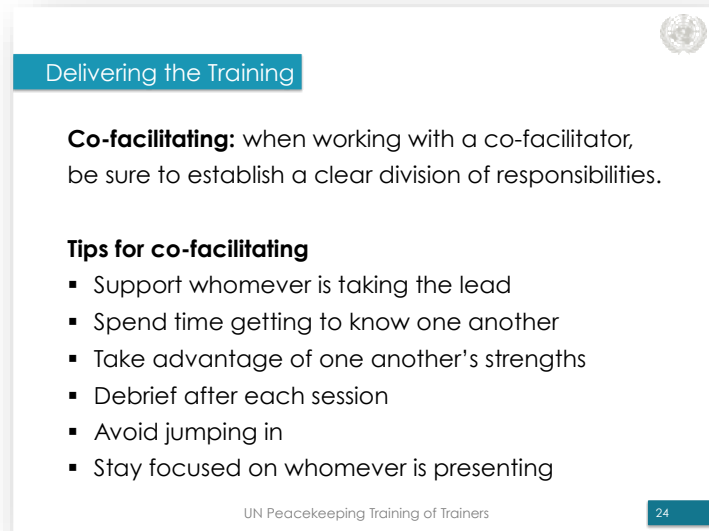
Key message: The following are tips for asking questions:

- **Give participants time to formulate their responses.** It can be tempting to jump back in too soon if you are uncomfortable with silence.
- There are often some participants that raise their hands sooner and/or more often than everyone else. **Avoid calling on the same participants** each time. Give others in the room time to respond as well.

- Depending on the situation, you may choose to **call on participants who have not raised their hands, though this must be done sensitively**. You do not want to put someone on the spot that does not feel comfortable responding. On the other hand, sometimes individuals need encouragement or permission to speak up, in particular if they are in a room with their superiors.
 - This can be done indirectly, rather than singling out a specific individual. For example, “I have not heard from anyone on this side of the room yet. Would someone over here be willing to respond?” Or, “I’d like someone who is new to peacekeeping (or at a lower rank, etc.) to respond”.
- If someone answers a question incorrectly, be **sensitive in correcting them**. If possible, find a way to validate portions of the response, while gently correcting those parts that were incorrect. This can be particularly sensitive if the incorrect response comes from a participant with a high level of seniority. Nevertheless, responses that are contrary to UN doctrine or practices must be clarified and corrected.
- **Be a good listener**. It can be easy to mentally move on to the next point while someone is still speaking. Make sure to listen to responses and respond thoughtfully.
 - Being a good listener includes your body language. If you are looking at your notes or fiddling with technology, participants may assume you are not listening. Be sure to give your full attention, including eye contact, when listening.
 - When listening to participants’ responses, do not assume or generalize their experiences. Even if you are an expert in the subject matter being discussed, never presume to understand individual contexts or situations better than the individual sharing. Be open to hearing about and learning new things and contextual situations.

Co-Facilitating

Slide 24



Delivering the Training

Co-facilitating: when working with a co-facilitator, be sure to establish a clear division of responsibilities.

Tips for co-facilitating

- Support whomever is taking the lead
- Spend time getting to know one another
- Take advantage of one another's strengths
- Debrief after each session
- Avoid jumping in
- Stay focused on whomever is presenting

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Key message: When working with a co-facilitator, be sure to establish a clear division of responsibilities for the training.

Regularly handing off between or among multiple co-facilitators can be helpful as it provides variety in approach and style. This helps to appeal to diverse audiences of learners and keeps their attention.

Tips for co-facilitating:

- In addition to establishing which facilitator will lead each portion of the lesson, you should also establish what the other facilitator(s) can do to **support whomever is taking the lead**, e.g. taking notes, circulating the room, passing out materials, running slides, etc.
- **Spend time getting to know your co-facilitator(s).** Being comfortable with one another will help to ensure a smooth training process.
- **Take advantage of one another's areas of strength**, both in terms of subject matter and in training facilitation.
- **Debrief after each training session** to take note of lessons learned.
- **Avoid jumping in** when your co-facilitator is leading. Never correct them in front of the class. Speak afterwards, if necessary.

- When your co-facilitator is leading, **stay focused on them**. Avoid doing things that are distracting or that suggest you are not paying attention (e.g. checking your phone or email).

Learning Activity 5.1

Practicing Training Delivery (Slide 25)

METHOD

Small group work

PURPOSE

To practice training delivery

MATERIALS

Individual lesson plans; other materials needed to run 10-15 minute portions of their lessons. Each group needs a separate break out room, especially during individual presentations and recording.

TIME

60-90 minutes

INSTRUCTIONS

- Participants will work in groups of 3-4 to practice training delivery. Each person will present 10-15 minutes of their individual lesson plans.
- Have participants videotape one another – preferably using their own phones or devices so they can watch themselves later on. Ask participants to share the video with the facilitator. The video file could be part of participants' portfolio and records.
- Most likely, there will not be slide projection available for each group. Therefore, participants should choose a portion of their lesson that does not depend on technology. They can prepare flip charts if needed (this should be done in advance of the activity).

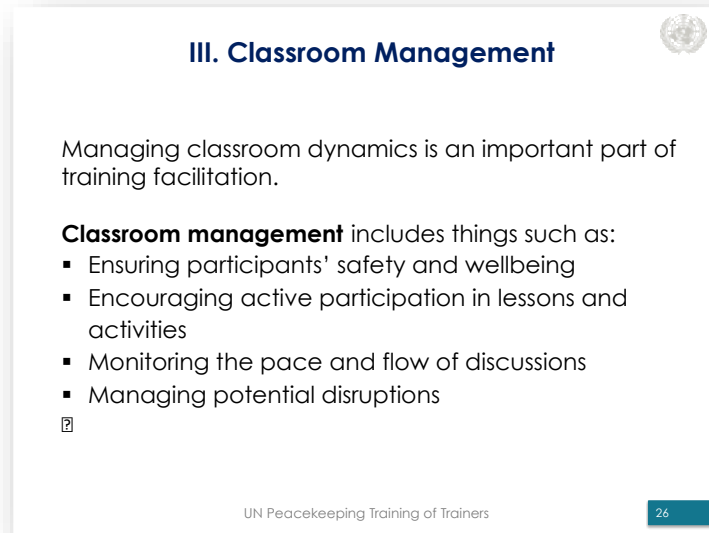
ASSESSMENT

- **Peer assessment:** Following each participant's presentation, other individuals in their group will give them feedback. See Annex A for a list of prompts for feedback.
- **Self-assessment:** Individuals will assess themselves by watching the video recording as homework. As part of their written portfolio they

should include a written reflection of the video of their presentation (see Annex B for the Performance Reflection worksheet). Participants will be prompted to set goals for their final evaluation. When completing their post-evaluation reflections, they will assess how well they did in achieving these goals.

III. Classroom Management

Slide 26



III. Classroom Management

Managing classroom dynamics is an important part of training facilitation.

Classroom management includes things such as:

- Ensuring participants' safety and wellbeing
- Encouraging active participation in lessons and activities
- Monitoring the pace and flow of discussions
- Managing potential disruptions

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Key message: Managing classroom dynamics is an important part of training facilitation. Setting the tone at the top of the training establishes an important foundation for classroom management. However, facilitators must continuously monitor and manage classroom dynamics.

Classroom management includes things such as:

- Ensuring participants' safety and wellbeing
- Encouraging active participation in lessons and activities
- Monitoring the pace and flow of discussions
- Managing potential disruptions

While it can be uncomfortable to address disruptive behaviour, it is incumbent on the facilitator to do so for the well being of all participants and to ensure the objectives of the training programme are met.

Learning Activity 5.2

Classroom Management Scenarios (Slide 27)

METHOD

Small and large group discussion

PURPOSE

To discuss strategies for responding to various classroom management scenarios

MATERIALS

Classroom management scenarios (see Annex C) are also included in the Participant Handbook.

TIME

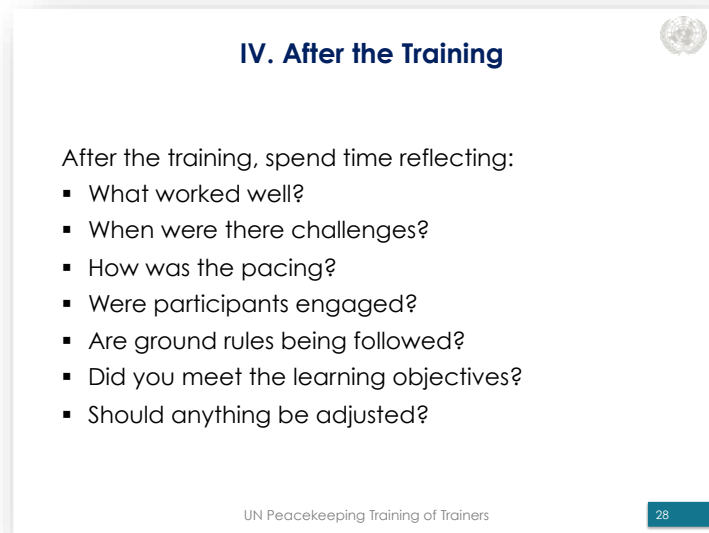
25 minutes

INSTRUCTIONS

- Refer to classroom management scenarios to participants in the handbook, on page 29.
- Participants will work in small groups (table groups) to identify why the problem may be occurring (underlying causes) as well as a list of dos and don'ts for managing each situation.
- Share out in large group discussion. Make a list of good practices. If time allows, participants can share other challenges and/or good practices in managing difficult classroom dynamics.

IV. After the Training

Slide 28



IV. After the Training

After the training, spend time reflecting:

- What worked well?
- When were there challenges?
- How was the pacing?
- Were participants engaged?
- Are ground rules being followed?
- Did you meet the learning objectives?
- Should anything be adjusted?

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Key message: While the bulk of your work as a facilitator will take place prior to and during the training programme, it is a good idea to spend some time in reflection after the training ends.

For training programmes that span multiple days, it is a good idea to spend time in reflection at the end of each day. For example:

- What worked well?
- When were there challenges?
- How was the pacing of the lessons?
- Are the participants actively engaged? If not, what are some steps that can be taken to encourage participation?
- Are participants adhering to the ground rules? Do any rules need to be added or adjusted?
- Did you meet the learning objectives for the day?
- Is there anything that should be adjusted for subsequent days?

If participants filled out an evaluation, take time to read through responses to get a sense of how participants are feeling. If you conducted an assessment, use the results to determine whether any key points need to be reviewed or reinforced in the following days.

It may be useful to take notes at the end of each day, which can be incorporated into your end of course report.

Preparing for the Training

- In order to effectively facilitate a training programme, it is necessary to prepare the environment, the logistics, the participants and yourself
- Creating an environment that is conducive to learning and meeting the objectives of the training is a critical aspect of effective facilitation
- Preparing the logistical elements of the training, including set-up of technology and equipment is another important part of training preparation. Always prepare back up options in case technology is not available or functioning properly
- Prior to the training, establish connection with the training participants
- Regardless of your level of expertise in the subject matter, it is important to practice the delivery of the training

Delivering the Training

- Setting the tone at the beginning of the training is an important part of establishing an effective learning environment. It also helps to meet participants' safety and social needs
- In order to set the tone, take time to review learning objectives, review course expectations and getting to know one another, for example by using ice breakers
- Lectures should be short and to the point; use PowerPoint slides effectively and make good use of questions while lecturing
- When working with co-facilitators, be sure to establish a clear division of responsibilities for the training

Classroom Management

- Managing classroom dynamics is an important part of training facilitation. It includes things such as ensuring participants' safety and wellbeing, encouraging active participation, monitoring the pace and flow of discussions and managing potential disruptions

After the Training

- It is a good idea to spend time in reflection after a training session or programme. If participants filled out an evaluation, take time to read through the responses

Annex A: Peer Evaluation Prompts (Activity 5.1)

Following each participant's presentation, peers in their small group will provide feedback. Participants should make notes when receiving peer feedback.

Potential prompts for feedback:

- How was the pacing and tone of the presentation?
- Did they make good use of questions?
- Did they periodically check for understanding?
- Was their presentation style and tone of voice engaging?
- Did they appear confident?
- Did you observe any nervous habits that can be improved?
- How well did they know the subject matter? Did they need to regularly read from their notes?
- What elements of the BOPPPS model were present in the presentation?

Annex B: Individual Performance Reflections (Activity 5.1)

Each participant will have their performance practice videotaped – preferably on their own device so they can watch it afterwards. After watching the video (for homework), respond using the following worksheet. This worksheet will be included in the final portfolio.

1. What are your overall observations after watching the video presentation?
2. What worked well?
3. How did you manage areas in which you need improvement (fear of public speaking, anxiety, tendency to talk fast, etc.)?
4. Do you notice any other habits that can be improved?
5. How was the overall pacing and tone of your voice (clarity, volume)?
6. Based on your performance in the video, what are 2-3 goals you want to set for your final performance evaluation?

Annex C: Classroom Management Scenarios (Activity 5.2)

For each scenario below, identify why the problem may be occurring and a list of do's and don'ts for managing the situation.

Scenario 1: The Unresponsive Audience

You just finished giving a short lecture and are now trying to facilitate a group discussion on some key points. However, your audience is largely unresponsive. Only a few individuals volunteer to speak. Others look tired or checked out. Some are checking their phones. Most of the individuals in the room have peacekeeping experience, so you are fairly certain that the issue is not due to lack of understanding.

- What are some reasons why this behaviour might be occurring?

- What are dos/don'ts for handling this situation?

Scenario 2: The Dominating Participant

During class discussions, one participant regularly wants to speak and tends to dominate the conversation. They are very opinionated and sometimes shut down other points of view. When commenting, they speak for long periods of time, sometimes derailing the conversation or bringing up issues that are only tangential to the lesson. Even though you regularly try to bring others into the conversation, they continue to interject.

- What are some reasons why this behaviour might be occurring?

- What are dos/don'ts for handling this situation?

Scenario 3: Challenged Authority

Throughout the training, some participants signal that they doubt your authority. They regularly question key points of your lesson, offer corrections and exhibit dismissive or even defiant attitudes. The general tone of the training starts to feel argumentative rather than constructive.

- What are some reasons why this behaviour might be occurring?

- What are dos/don'ts to handle this situation?