

**Difficult Behaviors**

<b>Difficult behavior</b>	<b>Possible reason</b>	<b>Suggested strategy</b>
Disinterested, negative	Participant was “forced” to attend by supervisor.	Explain that the training is NOT punishment or about correcting bad behavior. Try to point out the positive benefits of completing the course objectives, regardless of the supervisor’s intent.
Blurting out loud, monopolizing the discussion	Participant has a lot of expertise and wants to share it.	Acknowledge their expertise. Step in to summarize and thank them when they stop to take a breath. Call on other people, by name. Ask for an answer from “this side of the room” (looking in the other direction), “this table,” or “someone from such-and-such department.”
Argumentative	What you are proposing is not what the participant experiences in the work unit.	Turn the question back to the whole group. “How would you handle this?” or “Has anyone else found a solution in a situation like this?”
Complaining, often off-topic	Participant finds an audience for airing complaints.	Do not dismiss the participant or their complaint. If complaints are irrelevant to the topic, offer to discuss privately later. If the complaint relates to the topic, you might ask for input from the group.
Sidebar conversations	Participant can’t hear or didn’t understand. Participant learns by processing the information verbally.	Ask the participant if they have a question. Determine how you can best help them hear or understand. Provide opportunities for participants to respond verbally, either in small or large groups.
Not engaged in the class or activities	Participant is bored or detached from the subject.	Ask the participant for their opinion; refer to their specific experience of the current lesson.