TAKE
A DIGITAL BREAK

Manual for trainers

2019, Lodz

Marketing Gate

GLAFKA

KRE-AKTYWNI

ASEDDEDIPE

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Kre-Aktywni Association (Poland)
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GLAFKA (Czech Republic)
ASEDDEDIPE (Greece)

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Contents

Introduction

When, on October 29, 1969, at 22:30 at the University of California, the first network connection to Stanford University was established, no one expected the Internet to make such a career. Currently, the network accompanies people almost at every step. It is a source of information and entertainment. With his/her help, we can do shopping, plan a trip, communicate with people. The Internet has become an inseparable companion of each of us. However, like everything, it has not only shines, but also shadows. As research shows, only thirty percent of the youth can talk about the absence of the current threat of e-addiction, although (as the report points out) it is possible that it took place in the past or may appear in the future. The time has come to increase this percentage a bit. Show young people what Internet addiction is and how big the threat is. Apply the appropriate methods and equip them with tools to maintain a healthy balance between the world online and offline - this is your task, trainer!

In recent years, the trainer's profession has not only significantly gained popularity, but also enjoys social respect. In this profession, the key is to combine the substantive knowledge related to the topic of training with social competences. It may seem that conducting classes / trainings in the field of limiting the use of new technologies has little to do with psychology, but it is quite the opposite. The knowledge and competences of every good trainer are also connected with this field.

The material provided here has been divided into several parts. The first one concerns the process of learning, acquiring knowledge and skills, principles of transferring knowledge and individual differences in the area of learning. If you want to consciously communicate what you have to offer, this knowledge is essential! The second part is devoted to the group with which you will work, the mechanisms that take place in it. These messages will allow you to predict and understand the group's behavior. In the next chapter you will read about language and communication (it's not the same!) with your group. You will learn how to do it well, what to avoid, and learn about the exercises of voice emission. There were several tips on how to prepare for classes and what to do before starting a group. The publication also discusses difficult events occurring in the trainer's work: resulting from errors in preparation, independent of the teacher, provoked by difficult participants, as well as methods of coping when such an incident occurs.

Have a nice read!

A few words
about learning

Tell me and I will forget.
Show me, I will remember.
Let me do it and I will understand
Confucius

Before we begin to learn the laws governing learning, it is worth stopping at the very notion of "learning" for a moment, because what does it actually mean? According to Czesław Kupisiewicz, learning is "the process of acquiring knowledge (knowledge, skills and habits) of the learner, as well as fitness, which takes place in the course of direct and indirect learning about reality". So much in theory. And how does it look in practice? Learning is planned (by ourselves or other people), having a beginning and ending activity, which is to lead us to the planned effects. Children learn and remember letters to be able to read, participants of the Zumba classes repeat steps behind the instructor to learn choreography, watch the evening news, to know what is happening in the country and the world, etc.

"Mechanics" of learning [1] [2] [3] [4] [5]

The time has come for a few words about the "mechanics" of learning. Psychology describes various forms of this phenomenon. Their effectiveness depends on what we learn, that is, on the material acquired and the type of learning situation.

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[1] https://www.crazynauka.pl/uwaga-osoby-nadmiernie-powa-ne-proszone-s-o/ 03.03.2019
[2] I. Kurcz, *Pamięć uczenie się język*, PWN, Warszawa, 1995,
[3] https://psychopierdy.pl/warunkowanie-instrumentalne/03.03.2019
[4] Z. Włodarski, *Psychologia uczenia się*, PWN, Warszawa, 1999,
[5] R. Schaffer *, Społeczny kontekst rozwoju psychobiologicznego*, w: *Dziecko w świecie ludzi i przedmiotów*, Zysk i S-ka, Poznań, 1994, p.. 92

The least complicated learning styles are classical and instrumental conditioning. I do not think there is a person who (even from a nature class in elementary school) has not heard of Ivan Pavlov and his dogs. And if not, this is a good time to make up for it. Briefly: an unconditional stimulus (i.e. one that we have no influence on), such as the salivation of a dog's saliva at the sight of food, can be combined with a conditional stimulus due to repetition (ie reinforcement) - an example of a bell sound. After a few repetitions, the ringing sound alone causes the dog's drooling. In this case, the learning process is based on associating any stimulus (here it was a bell, but it could be anything else, lighting up a light bulb, etc.) with the right stimulus (eating), in order to trigger the same reaction (saliva in the animal) . From this it follows that all the stimuli that surround us can become a signal (i.e. a bell), and any natural reaction can trigger a learned signal. For example, let us use research that revealed the regularity between greater sensitivity to signals associated with food and diet and overweight. In people struggling with this disease, it was not hunger that triggered a reaction to food, all it needed was a view, the smell of dishes, images depicting food, eating people or places where food is usually eaten.

Instrumental conditioning, sometimes also called causative, is a form of learning by changing the frequency of some behavior through a system of rewards and punishments. Instrumental conditioning consists in the fact that the emerging behavior, if it is desired, is strengthened by rewarding. To get rid of undesirable behaviors, punish them or stop rewarding. Examples of causative conditioning include the following situations:
- We collect points for shopping in a given chain of stores, which we can exchange for prizes.
- For good school results, the child does not stay in compensatory classes.

- We get a fine for unlawful driving.
- The child is forbidden from playing computer games for inappropriate behavior.

The difference between classical and instrumental conditioning is that in the causative conditioning, a person can decide which behaviors he/she will aspire to (to be rewarded) or what he/she will avoid (so that he/she will not be punished).

It is good to know about such mechanisms, because we meet them independently of deliberately undertaken educational activities. In addition, these models make extensive use of innate reactions. In addition, classical and instrumental conditioning is the basis for more advanced forms of learning.

Although the learning process is much more complicated during the training, it covers both styles of knowledge and skills discussed above. Acquiring new information, acquiring new competences is not only due to the trainer's activities (instructing, pointing, reinforcing, informing about the effects), but also results from the active attitude of the learner and his/her previous experience. What is more, learning occurs when its result is a change in the behavior of the individual who characterizes this individual for a certain time.

Summary

During learning, we gather experiences, and thanks to them, relatively permanent changes take place in our behavior. These changes allow us to adapt to changing environmental conditions. Learning is a process spread over time and needs cyclical actions and constant support from the trainer.

Learning cycle [6] [7] [8] [9]

Science, as a process, is spread over time and has several successive phases. Omitting any of them will affect the learning effectiveness. This is even more difficult when we realize that each of these phases requires different methods of coaching during training.
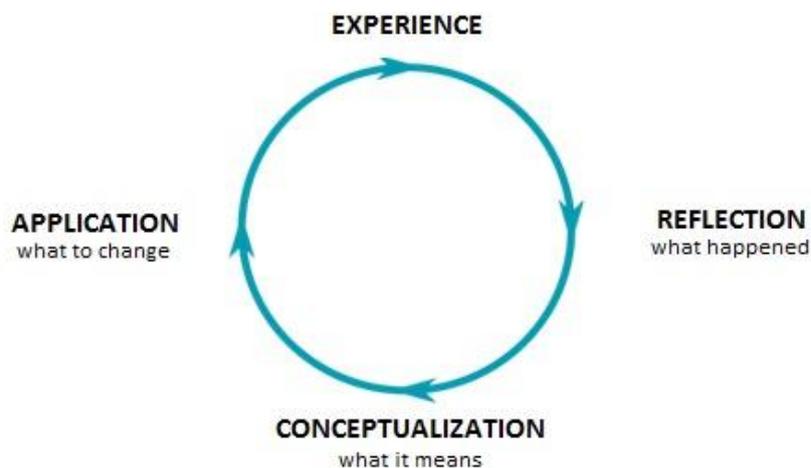
Figure 1. Phases of the learning process
http://humanly.pl/cykl-kolba 03.03.2019

Learning that produces satisfactory results cannot be done without a transition or, as in the case of trainers, a learner's progress through four successive phases.

Experience is the first stage of learning. Man does not live in a vacuum, there is always something going on around him/her, he/she is a participant in some situations, a witness of events, and various stimuli influence him/her.

During the training, the learning cycle can be started in two ways. In the first of them, you activate the participants by inviting them to do the exercises -

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[6] M. Kossakowska, S. Jarmuż, T. Witkowski, *Psychologia dla trenerów*, Wolters Kulwer Polska Sp. z o. o., Łódź, 2017, p. 45

[7] http://humanly.pl/cykl-kolba 03.03.19

simulation, playing, playing roles, etc. You can also bring back to the room their experiences, through which they went beyond it. *How to do it? By giving tasks like: "Remember when last ...", "When did you deal with ...?".* As a trainer, treat the participants with experience, on the basis of which they will be able to learn.

The second stage is **reflection**. It is not enough to experience a situation. The awareness of what happened is extremely important. For the learning process to go further, we need to go beyond the situation we experience. How to do it? Asking questions that will help you look at the discussed experience from the side. Sample questions are: *What happened? How was it? What were your impressions? What did you observe? How did you feel? What did you like, what you did not like?*

At this stage, the more intensified the discussion you observe, the more intensive experience for the training participants it was. Give them space and the chance to share all important reflections. If they do not, they will not be able to go to the next phase.

Conceptualization is the penultimate stage of learning. It consists in drawing conclusions from the observations made earlier. Referring to our experience, we create theories and generalize. We're trying to understand what this implies. **What does it mean** (that something happened)?

It is important that theories or generalizations are strictly related to what the auditorium have shared. At this stage, your task will be to summarize the knowledge of the participants. Here are the types of questions you can ask to run the group through this stage: *What does all this mean? What can be said on this basis? What is the conclusion? How do you understand that? What conclusions can be drawn from all these observations? How can these impressions be collected and summarized?*

Experimenting is the last stage of the cycle. This is the phase in which we attempt to apply our applications in practice. Such actions can be made after previous development of the previous stage, without this we act without a plan and blindly. Questions that should be asked to the group are: *What can I change? How can I use it? How can I use this?*

Participants prepared in this way implement the developed solutions, which results in subsequent experiences. We observe whether the solution works or not, we reflect it, draw conclusions, look for the right way to put it into practice and the cycle repeats itself.

Summary

In order for the learning cycle to run correctly, it should consist of four stages:

- Involved experience - to learn something, you have to get involved and take an active part
- reflective observation - it is important to know that something has worked and the ability to look at events from a distance
- abstract conceptualization - drawing conclusions and generating knowledge from personal experience
- active experimentation - implementing applications.

Acquisition of knowledge and skills[10] [11] [12] [13]

Knowledge is a network of information stored in long-term memory structures. This memory is a magazine of everything that we know and what

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[10] M. Kossakowska, S. Jarmuż, T. Witkowski, *Psychologia dla trenerów*, Wolters Kulwer Polska Sp. z o. o., Łódź, 2017, p. 49

[11] M. Ledzińska., *Uczenie się wykraczające poza warunkowanie*, w: *Psychologia*, J. Strelau (red.), Gdańskie Wydawnictwo Psychologiczne, Gdańsk, 2007, p. 117-136

[12] E. Nęcka, J. Orzechowski, B. Szymura, *Psychologia Poznawcza*, PWN, Warszawa, 2005,

[13] M. Kossakowska, S. Jarmuż, T. Witkowski, *Psychologia dla trenerów*, Wolters Kulwer Polska Sp. z o. o., Łódź, 2017, p. 49

we can use at any time. However, as research shows, information (i.e. you do not know yet, and the storage itself) does not decide on learning. "Hard disk" with encoded data is not known yet.

Acquiring knowledge, like learning, is a process. During its lifetime, structuring and organizing data into appropriate categories takes place. It is worth noting that knowledge is divided into declarative one (knowledge "that") and procedural one (knowledge "how").

Declarative knowledge is knowledge about things, people, events and connections between them. It is general, detailed or related to specific events in human life. General knowledge is otherwise semantic, because it is expressed by means of concepts. Detailed knowledge, sometimes called episodic knowledge, arises as a result of episodes, or descriptions of individual cases. Concrete events in human life build autobiographical knowledge. This division is important due to the way of keeping and extracting knowledge from our memory.

The basis for developing new skills is **procedural knowledge**, or ways of operation permanently coded in our memory. Jurisdiction is the basis for procedural knowledge. What are the differences between types of knowledge? We have or have no declarative knowledge (we know some facts or do not know them), and we can have procedural knowledge to varying degrees (we can perform a given activity to a certain extent).

Finding out about some fact, we acquire declarative knowledge, and by doing certain things we gradually acquire procedural knowledge. Declarative knowledge can be communicated to someone, and procedural knowledge is the easiest to demonstrate. In order to effectively acquire declarative knowledge, it should be reminded often, and declarative knowledge - practice.

How to pass knowledge
to be absorbed?

As mentioned earlier, knowledge is a network of information. Each of us has a network. **The task of the trainer is to appeal to the network of participants and to attach further links on its basis.** But how to do it so that knowledge stays with the participants for a long time? In this matter there are several rules that should guide a good coach.

Firstly, the level of difficulty. Start from what is close to familiar, familiar and step by step, go to little-known things, then completely new. At the beginning, focus on easy-to-learn issues, gradually moving to more and more difficult ones. Work on associations, examples, metaphors. The material should be administered in small batches. It is necessary to take into account the time to process the material served and the rate of speech adapted to it.

Secondly, act as an overview. For communicating knowledge, especially the declarative one, use all means available to you. Not only the spoken word but also the image, sound and even movement. If possible, give the participants a chance to "enter the situation" so that they can experience, observe, draw conclusions together and create solutions based on them. Multi-sensory cognition is very important in the context of the durability of knowledge.

Another rule concerns translating declarative knowledge into procedural one. If necessary and possible after thoroughly familiarizing the participants with declarative knowledge, go as soon as possible to the exercises using the procedural knowledge, after all it is during the exercises that it is best absorbed.

Another guiding principle in the trainer's work is the principle of logic and regularity. It has two dimensions. The first one concerns the information

provided. They should be arranged in a logical way. The individual parts of the material should constitute the whole issue. The second refers to both repetitions regarding declarative knowledge and exercises in the field of procedural knowledge. Regularity in both these aspects is indispensable if we talk about the effective acquisition of knowledge.

Last but not least, the principle is the principle of individualization. When conducting trainings, one should bear in mind that each of us is different and needs slightly different techniques of transferring knowledge. This point is strongly connected with the multi-sensory cognition. There will be more about individual differences later in the publication.

Summary

Knowledge is a network of related information. We divide it into declarative (knowledge, "that") and procedural (knowledge "how"). In order to effectively transfer knowledge one should be guided by the principles of: affordability, objectivity, transition from theory to practice, regularity and individualization.

Individual differences in learning [14]

Just as we differ in the color of the eyes, hair or height, the learning style also differs. Being aware of these differences, the trainer can choose more effective methods while conducting the training, which will make the acquired knowledge more efficiently absorbed. What is the source of these differences? Different cognitive preferences.

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[14] M. Kossakowska, S. Jarmuż, T. Witkowski, *Psychologia dla trenerów*, Wolters Kulwer Polska Sp. z o. o., Łódź, 2017, p. 49

Cognitive styles depend on the reception and classification of information. Basically, we perceive stimuli from the reality around us in two basic ways, through intuition and perception.
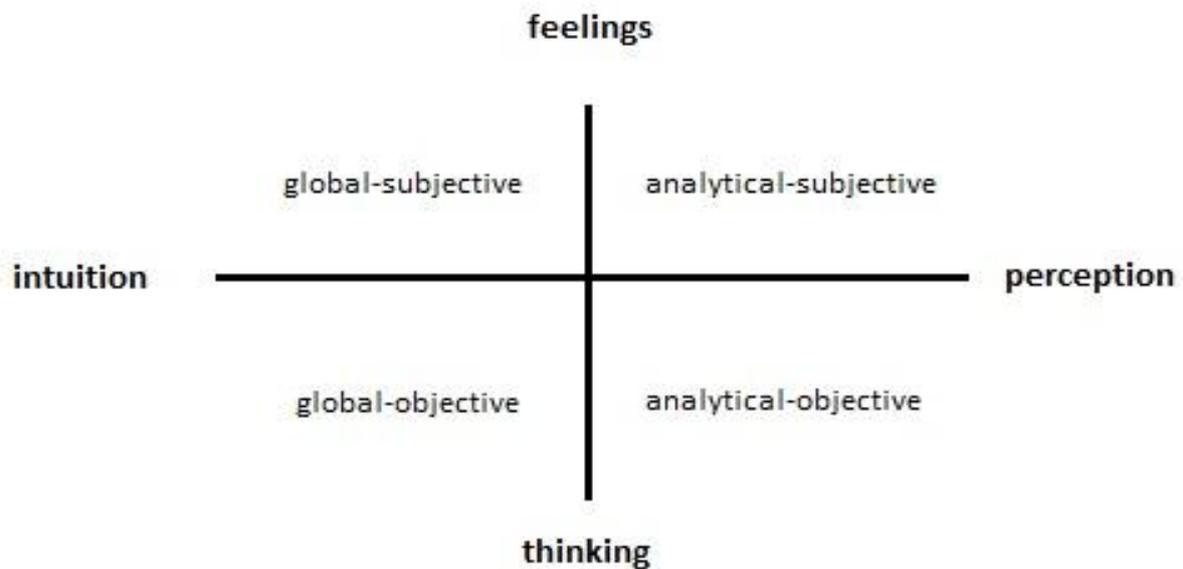
Figure 2. The four basic dimensions of cognitive styles

If we receive information in an intuitive way, we collect globally, as a whole, in a configuration, and focus on the overall picture of the event. On the other hand, if perception is our cognitive style, we perceive, analytically, systematically and sequentially, focusing on a single information, which only at a later stage is combined into a larger whole.

All received stimuli are subject to classification processes through emotions or thinking. By classifying emotionally, we evaluate stimuli in the way of sensations, feelings and experiences, and then refer them to our personal standards: what we know and what we consider important. Classifying rationally, we refer to external standards such as norms, rules, principles prevailing in the environment, facts, logic, commonly shared knowledge.

Due to this, all information reaching us must be collected and classified. According to the researchers, there are four possible ways of knowing (Figure 2).

If people represent four different ways of learning, it seems logical to represent different learning styles: to adopt, organize, evaluate and memorize information to learn.

specific experiences ➝ feelings

intuition (Globality)

perception (analytical)

global-subjective style   analytical-subjective style

usage   processing

global-objective style   analytical-objective style

thinking (objectivity) ⬅ generalization
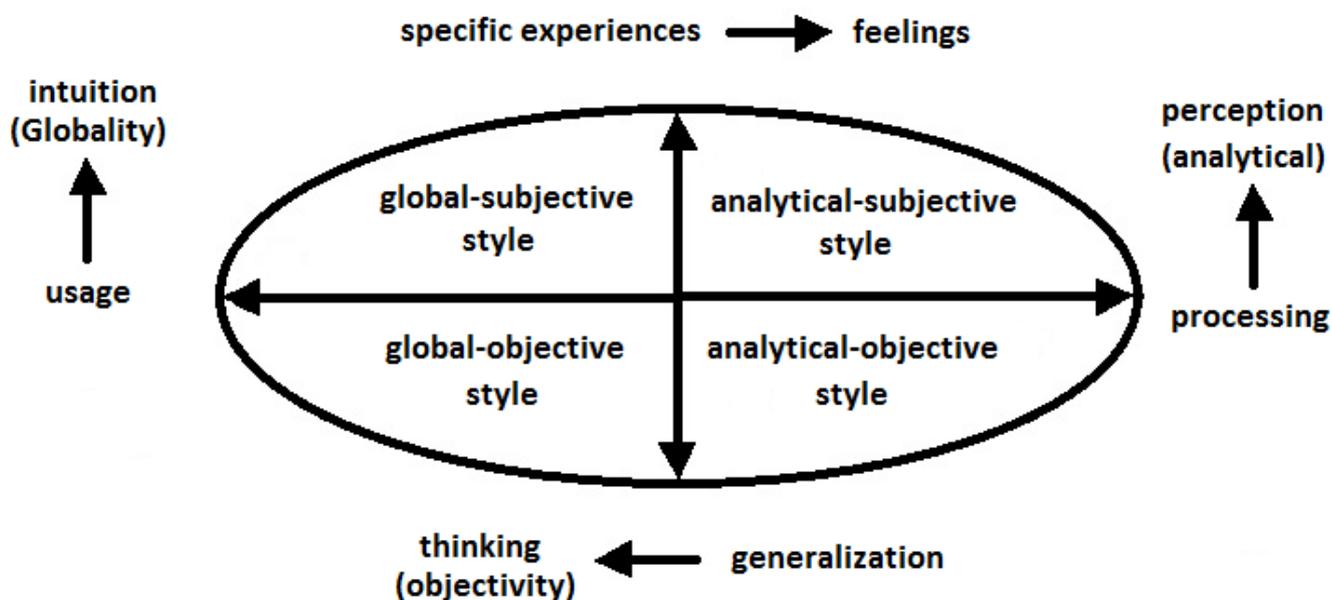
Figure 3. Cognitive styles and learning styles

But what about this whole theory is due to the trainer? Having knowledge about the styles of learning, we can choose a way of presenting the material so that it is accessible to the participant. Everything depends on the preferences of the group and even on the individual preferences. There are people who are more likely to be working on solving the problem, others prefer to learn facts. Some prefer to be praised, others receive short but frequent feedback. It is the job of the trainer to choose the best work style for the group.

specific experiences

• suggest new opportunities • ask: what will happen if • propose a sentence that requires imagination and innovation • be a source of resources • appreciate creativity	• refer to their experiences, feelings, knowledge • ask what they know, think, think • provoke emotions • arrange work in groups or pairs, conduct consultations • appreciate the effort

use ─── processing

• point out problems, ambiguities • explain, compare, show the cause and effect • create a problem situation: sorting, analyzing, drawing conclusions • arrange work in groups • give reliable feedback	• provide data, facts, details • ask: what, where, when • give information in a form that is easy to remember, practice memorizing • lecture • often give short feedback

generalization

Figure 4. Learning styles and training activities.

Summary

People differ in many features, for individual training the most important are individual differences in learning styles. The coach, taking into account these differences, selects appropriate ways of transferring knowledge and skills.

Although today's membership in the group does not decide on survival, being a part of the community is necessary for proper functioning, after all a man is a social being.

It is in society that people realize the needs of a higher order described by Abraham Maslow, such as belonging, respect, recognition, and self-fulfillment. Other people, most often organized into smaller or larger groups, are indispensable to realize these desires. Let's look at some of the mechanisms taking place in the group.

Mechanisms in the group [15 16 17 18]

Social disillusionment is a mechanism resulting from the fact of belonging to a group. It is surprising that it is enough for the physical presence of other people (you do not have to interact with them in any way) to make this mechanism work. What is it about? When we are in a group, the level of our arousal is higher. The presence of other people favors a more efficient exercise of simple skills learned earlier. Absolutely not good when performing difficult (more complex) and demanding tasks. While for easy tasks the stimulation resulting from the presence of other people helps, in a way, "cheers", in the case of complicated tasks paralyzes, interferes with or prevents the execution of instructions - this is the so-called braking effect. What does this mean for the trainer? Easy tasks can be performed by one

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[15] M. Kossakowska, S. Jarmuż, T. Witkowski, *Psychologia dla trenerów*, Wolters Kulwer Polska Sp. z o. o., Łódź, 2008, s. 83-84

[16] E. Aronson, T. D. Wilson, R. M. Akert, *Psychologia społeczna*, Zysk i s-ka, Poznań, 2012,

[17] M. Kossakowska, S. Jarmuż, T. Witkowski, *Psychologia dla trenerów*, Wolters Kulwer Polska Sp. z o. o., Łódź, 2008, s. 88-89

[18] https://encyklopedia.pwn.pl/haslo/polaryzacja-grupowa;3959315.html   dostęp 7.03.2019

person who somehow confronts their skills with the training group. One should beware of entrusting difficult and complex tasks to only one person who, under the careful eye of other group members, will perform the given activity, because it may give rise to resistance and aversion in the training participants due to the fear of confronting their skills with the group's assessment.

Imitation is a behavior that results from our biology. The tendencies to follow are a more automatic matter than related to consciousness. Why cannot we stop ourselves from yawning when we see someone yawning? Why sometimes, when we are in the company, we laugh at a riot from something that we would not consider so comical in private? It's not because yawning or laughing is contagious. It's a matter of unconscious copying of behaviors. An informational social influence is associated with imitation. It consists in the fact that a man who in a given situation does not know how to behave, observes the behavior of others and treats them as a source of information, imitates this behavior, which helps him/her cope with an unclear situation. What does this mean for people conducting training? Some issues are not the result of intentional actions, but only biology, and it should be taken into account when, for example, a training group cannot stop doing.

What is the phenomenon in which the more people do the same work as a group, the worse results they get compared to the sum of their results achieved independently? It's social idleness. To a greater or lesser extent it appears during the group's cooperation. What should you do to prevent this situation? Two factors have to be taken into account - the degree of difficulty of the task and the opportunity to assess individual commitment to work. One should beware of assigning easy tasks to small (around five-person) teams, because such tasks do not pose a challenge for participants and increase the chances of less involvement and the emergence of idleness.

Difficult tasks reverse this pattern, people feel motivated, and the sum of their achievements is likely to be greater than individual actions. An important factor is also the individual assessment of the work contribution. People are more involved in the work they do when they know that their efforts will be assessed individually. In this situation, they are more reliable in carrying out the task entrusted to them, and the responsibility is not blurred.

Another interesting phenomenon that occurs when working with a group is group polarization. As a result of the discussion, the views are radicalized towards the discussed topic. After such discussion, the group members present views that are more extreme than those declared prior to the talks. What does this mean for the trainer? Discussion can be a great tool for activating participants, but you should keep your finger on the pulse, if it gets out of control it can cause that with a slight difference of opinion will turn into a severe conflict. More about forms of activating participants is in the further part of the publication.

Group roles [19]

Although not all people are actors, everyone has assigned roles without exception. It is a natural consequence of belonging to society. Already in the smallest social cell, which is the family, a person has a number of roles. A person is a child of her/his parents, a parent for her/his children, a partner for her/his husband or wife, a cousin for her/his extended family. And this is just the beginning. At work, he/she is an employee for his/her superiors, sometimes a supervisor for his/her employees. Examples can be multiplied. Living in society, it is impossible to escape from roles. The roles that appear in the training group will be the most important for trainers. Let's look at them.

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[19] https://witalni.pl/baza_wiedzy/role-w-zespole-wg-belbina/ Accessed on 08.03.2019

The roles presented below are divided into three categories:

- roles focused on operative action
- roles focused on for people
- "intellectual" roles.

All these roles have their typical features, have positive sides, but also potential weaknesses. Here is a brief description of each of them:

1. "Practical organizer" - usually he/she is self-confident, extrovert, he/she activates other group members to act. He/she has the ability to accurately determine goals and assign tasks. The group can perceive him/her as someone who manipulates or abuses other people. Managing work and processes in a team, setting goals and priorities, engaging team members in discussions – there are his/her roles in the group. The strengths of a practical organizer are concentrating the team's work on the task, alleviating current difficulties, summarizing discussions, keeping the team moving. Although activating group members to act is a strong point of the practical organizer, he/she should pay attention to the way in which he/she manages the group. It is worth to show greater respect for the work of others.

2. "Coordinator - natural leader" - usually an active, energetic and courageous person. It happens that he/she is impatient or impulsive. During work, he/she is guided by logical and transparent thinking. He/she is support for his/her group. He/she challenges the group and is persistent in overcoming obstacles. His/her role in the team is usually the choice of method and the outline of how to act. He/she successfully combines several ideas. He/she often takes the initiative. Strengths of the coordinator is the uninterrupted management of the team to the goal, providing motivation and energy in difficult times. He/she intervenes during the crisis, provides the overall shape of work and continuity in the

implementation of tasks. It may happen that the leader is too dominant, competitive, overbearing, inclined to assign excessive powers - these are the areas he/she should work on.

3. "Innovator - Wizard" - generally focused on the most important issues raised during the work of the team. Confident and creative introvert with imagination. Is characterized by unconventional thinking. He/she creates remarkable solutions to problems. He/she is so focused on communicating effectively with other team members that he/she sometimes ignores the details. He/she happens to critically refer to the ideas of other people. His/her role in the team is to formulate original ideas, original solutions, going beyond the schemes and "rescuing" the band from oppression. Skills that a wizard can boast of are creating new ideas or looking for new concepts. He/she focuses on the most important issues and defines the basic strategy of action, chooses the right time to propose new ideas. The wizard overwhelms too many extroverts when he/she finds himself/herself in such a group, withholding his/her ideas. He/she gives the impression of authority in too many areas, which is why he/she can be perceived as conceited. These are competences that are worth working on.

4. "Analyst - Judge" is a balanced person, it can be extremely critical, which can be perceived as slow to new ideas. He/she is characterized by insight, tonality, intelligence, He/she is realistic, has the ability to point to the strengths and weaknesses of the planned ventures, which sometimes helps the group's enthusiasm. He/she has the predisposition of a good strategist and the ability to objectively assess the situation and a high degree of general mindfulness. He/she is usually a little energetic introvert. The analyst's role is to constantly interpret the information around him/her, work in a team, evaluate and provide valuable feedback.

The skill that can be useful in a group work is the proper use of critical thinking skills. It is him/her who makes sure that the team makes safe and reasonable decisions. The judge should work on hasty evaluation of ideas and self-confidence while presenting his/her point of view in the group forum.

5. "Seeker of the sources - a man from contacts" is usually enthusiastic, extroverted, equipped with high interpersonal competences. In general, at an express pace, he/she establishes relationships with other people and is liked. He/she emanates with "positive energy", generally sociable and relaxed. His/her role in the group is to communicate with the outside of the group. He/she also deals in acquiring contacts and collecting information. We are happy to play the role of a group representative, have the ability to improvise. Thanks to the high level of soft skills, the seeker can reduce the tension in the team. Easiness in establishing contacts, relationships with other people and exploring new opportunities are the assets of the seeker. What should a person pay attention to? For better communication with your own group, proper behavior in some situations and the fact that sometimes it puts good relations over the implementation of team tasks.

6. "Perfectionist" - a meticulous performer focused on achieving the set goal in the highest quality and standard. Sometimes he/she focuses on irrelevant details of the undertaking undertaken. He/she often worries about problems that have not yet occurred. He/she is meticulous and hardworking, but he/she reluctantly delegates tasks. Control over the progress of your and other team members' work and the introduction of generally understood order and order are the main roles of perfectionist. The meticulous contractor keeps deadlines, implements the action plan. The team brings awareness to the team, focuses on the details of each of

the ideas, which translates into the improvement of the quality of the tasks performed. Control over the course of the group's work is his/her strength. The perfectionist should work on too high criticism, excessive attention to detail, taking care of growth. With a high degree of probability, he/she will not appreciate the possibilities of the group, he/she will have trouble with the appropriate delegation of tasks.

7. "Group man - team spirit - group player" - does not aim at domination, he/she is usually calm, deprived of aggression, he/she does not compete with others. A person actively listening to others, skillfully encourages interlocutors to share their opinions on a given topic. He/she cares about cooperation in a group that runs smoothly and in a good atmosphere. He/she has high emotional intelligence, is empathetic and loyal to the group. He/she happens to be undecided and one-sided. The group player integrates the team, supports the spirit of all its members, takes care of morale, engages others. The team's soul cares for proper communication in the team, eliminates tensions existing in the group, develops suggestions and ideas of other group members. The soul-soul of the team should be careful not to get caught up in the competition, the subject of which will be the position in the group.

8. "Realizer" - very hardworking, a man of action and operation. He/she thinks in a logical and common sense way. Systematic and effective, he/she converts concepts and plans into practical operation. Other group members feel that he/she is trustworthy. He/she likes when the situation is stable, sometimes he/she is not very flexible, sometimes even conservative. He/she is usually calm and balanced. He/she stimulates to action, easily defines roles and tasks, organizes work, outlines a consistent way of accomplishing tasks. The features of an implementer useful in working with a group are: introducing transparency and transparency into

the team, implementing ideas into practice, obstinacy in pursuing a goal, and efficient implementation of tasks. What areas should the developer develop? The competition for the position in the team and flexibility in the approach to the implementation of tasks and work.

9. "Specialist" - although he/she prefers individual work himself/herself, he/she is indispensable for the proper functioning of the group. As the name suggests, he/she knows his/her work very well, has high skills and competences in his/her field. He/she has a well-developed and very well-functioning self-motivation system. Others may receive him/her as an arrogant person because he/she is too critical about some ideas. his/her team task is to provide unique knowledge, skills and competences irreplaceable during the implementation of the task. Analytical, reflexivity and prudence are the qualities of a specialist who are useful in working with a group. In order for the specialist to be even better, he/she should develop such areas as openness to others, interpersonal skills, and imagination. What should he/she beware of? Too hasty criticism.

Coaches, being aware of these roles, can predict the probability of occurrence of various behaviors and help in developing deficits in individual areas of each group member.

Summary

When working with a group, both positive and less desirable mechanisms appear. In the training team, people assume different roles. Each of the roles has its strengths and possible shortcomings. It is from the trainer's knowledge what roles and attributes of roles will appear during the team's work.

About communication
and language

Speak correctly, using the smallest number of words, but always clearly, because the purpose of the statement is not ostentation, and let people understand you.

William Penn

When creating this textbook, it is impossible not to write about the most natural tools in the trainer's work, such as language and (inseparably connected with it) communication. The way of communicating, formulating thoughts, choosing words is important for two reasons: firstly, it influences the accomplishment of the assumed goals of the training, and secondly it determines its attractiveness.

Communication

In today's world you cannot avoid or miss communication. The existence of people without speaking, writing, or using gestures seems impossible. We communicate with other people, but also with ourselves when we meditate. Communications can be understood differently, but all agree on its essence. We communicate because we want to communicate information - the sense of communication is to transmit facts from the sender to the recipient so that they arrive, they have been understood and could be used by the recipient.

This handbook is supposed to be more practical than theoretical, therefore all information about the division, communication components functions (which do not affect the operation during training) have been reduced to a minimum.

Elements of communication [20] [21] [22]

There are two types of communication: verbal and non-verbal.

COMMUNICATION	
non-verbal	verbal
- Gestures - Mimicry - Body position - Touch - Physical appearance - Paralinguistic sounds - Distance to others	- Words - Speech - Active listening

In the first place non-verbal communication will be discussed, and in the further part of this chapter - verbal communication will be discussed.

Gestures, or pantomimics, are movements of hands, head and the whole body. These movements support the words spoken by us, emphasize their meaning and form part of the entire communication process. Hands, because we do most gestures with them, are probably the most expressive parts of the human body (except the face - the face is the facial expression, but about it in a moment), they are a significant instrument of active communication. It is thanks to them that we can express our feelings and attitudes. On the one hand, restraint, inhibition of movement expression, resignation from spontaneous reflexes makes it impossible to express oneself. It leads to a situation in which we and our messages do not find understanding in another person. On the other hand, the abuse of this type of non-verbal

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[20] http://z.nf.pl/i_ngo/doc/komunikacja_niewerbalna.pdf Accessed on 10.03.19
[21] https://www.easyvoice.pl/czytelnia/artykul/182/glos-w-komunikacji-cz-2-kiedy-glos-mowi-wiecej-niz-slowa
[22] Dolińska D. MOWA CIAŁA JAKO ASPEKT KOMUNIKACJI MIĘDZYLUDZKIEJ ZESZYTY NAUKOWE POLITECHNIKI ŚLĄSKIEJ 2013 Seria: ORGANIZACJA I ZARZĄDZANIE z. 65 Nr kol. 1897

communication causes distortions in the reception of what we want to convey. Moderation and adjustment of the means to the situation are important.

Facial expression is a kind of non-verbal communication, the least controversial, because it is the easiest to notice. Our eyes usually focus on the face of the interlocutor. It is for other people the main source of information about the emotions we experience. Mimicry is a great provider of this type of information, but the situational context is also important. Why? If someone cries, it is a signal for us that he/she is experiencing strong emotions, but the circumstances that accompany these emotions allow us to determine if someone is crying from happiness or sadness. The context helps us to distinguish the emotions that we express in a similar way. Most people are born with knowledge about the nature of individual expressions and we do not have to learn it. The exception is people from the autism spectrum who have difficulties in the sphere of social contacts, including the reading of emotions shown with the help of facial expressions.

Facial expression is based on micro-expression. They are short-term facial expressions appearing on a human face. The duration of such words, as the name suggests, is very short - usually less than one second. In such a short time, the face, eyes and facial muscles appear on the face, which informs us about a certain emotional state. Micro-expressions are symptoms of our real emotions. As far as emotions can be kept in control, de-intensify, neutralize and mask, more in a moment, this fraction of a second, called micro-expression, is beyond our control. It is not even consciously registered by recipients, but at lower processing levels it is saved and triggers a specific response.

Can we somehow influence our way of expressing emotions using facial expressions? Mimicry management techniques are used for this. We can use them:

- to intensify emotions (eg when we meet a person to whom we do not have warm feelings, we try to hide our indifference and during the conversation through a proper facial expression we show satisfaction with the meeting.);
- to intensify emotions (eg expressing anger towards the boss, we behave much more restrained than towards a person who has no possibility to apply any sanctions against us.);
- to neutralize emotions (eg cultural norms, that men do not show emotions because it is a manifestation of effeminacy.) When a five-year-old "man" cries because he/she has fallen over and injured his/her knee, we say: you are a man, be only a small scratch and it certainly does not hurt at all. This way, the child learns to hide the emotions. Fortunately, the trend of denying the feelings of children is slowly becoming a thing of the past);
- to mask emotions (eg listening to a neighbor's story about what happened to him/her, when he/she was waiting for a visit to the doctor, we try to hide his/her weariness, instead we show interest, compassion, etc.).

This may seem unlikely, but even seemingly insignificant things like **the way you sit or stand** are the messages about how you feel. One of the information revealed by the posture of the body is the state of mental tension. Its indicators are static signs, such as feet close to each other, hands close to the body, closed hands and kinetic constant movement of the feet, hands, shaking of the head.

Our **body posture** is also a message for the recipient. If we are set directly to him/her, we keep eye contact, we allow to touch us - then he/she perceives us as positively oriented people. Quite the opposite is the situation when we keep the distance, avoid the eyes of the other side, we avoid physical touch of our interlocutor - this attitude is perceived as closed to communication. In the communication context, body movements and individual gestures are inseparable from social affiliation, geographical background, customs and even education!

A touch is a kind of non-verbal communication that has a very strong impact. Therefore, social norms regulate the permissible area and number of touches. This is related to the nature of the interpersonal relationship. There are situations when bodily contact is accepted. Sport, dance, medical examination are just some examples. All these situations are connected with the lack of connection between the touch and the sense of intimacy, because these are examples of formal touch. The touch is one of the best transmitters of sympathy, compassion and understanding. However, it is the type of relationship that determines the message that comes with it. If relations are close and good, communicate sympathy, support, kindness, while in official relations it is an indicator of power, domination and status.

Physical distance, like touch, is subject to social regulations. The proximity of two people is directly proportional to the degree of intimacy of people. We distinguish four degrees of distance in interpersonal relations:
- intimate (from 0 to 45 cm) - it is a space for people in emotional contacts. If a stranger appears in this sphere, we perceive it as a threat.
- personal (from 45 to 120 cm) - this distance is used every day in normal communication.
- social (from 120 to 360 cm) - in such area official contacts are held, eg company negotiations.

- public (more than 360 cm) - this is a sphere suitable for meetings, but also for presentations in front of a wider audience, eg concerts. Ensures good contact between participants and a sense of security.

What communication distance is the best for the trainer? It depends on the personal preferences of the trainer and the group he/she works with. People tend to have one of two communication styles. Afiliative, or close distance, touch, eye contact, smile or choose the nominative style - straight posture, raised head, fast speech, one-sided verbal communication. However, due to the nature of the trainer's work, it seems inappropriate to exceed 45 cm when dealing with training participants.

The proverb says: "Do not judge a book by its cover" - the same should apply to people. However, reality is different. While as adults in the course of socialization we have learned that not all beautiful people are good, and ugly - bad, it is very easy for us to attribute certain characteristics to people in specific outfits or styles of clothing. On the other hand, it is through **the appearance** that we can express ourselves and the attitude towards the world. It is also true that as a society we have imposed certain conventions regarding the appearance. For example, the image of a businessman is usually associated with a shirt, tie, suit and well-arranged hair, and a rock artist - with a leather jacket and torn trousers. Each of them is a showcase of their activities, but they have different characters. When it comes to trainings, presentations and conducting classes, it is worth making the outfit adequate to the character of the meeting. It's good to behave differently at the youth training than at high-level managers of a large corporation training.

Language is one of the basic instruments of the trainer's work (which you will read later) - the way it is used is very important.

The voice, as a communication tool, connects people. Relationship, communication atmosphere that will be established between us and our recipients depends on the quality of our voice and the way we use it.

The reception of our voice is influenced by the technique of speaking, i.e. height (low or high voice), intonation (warm or cold), speaking speed (monotonous or dynamic), the way words are spoken (calmly or nervously, hard or uncertain), voice strength (weak voice or strong), accent (correct or incorrect), timbre. While we have no influence on the latter, we can work on all the others. Thanks to the voice, besides words, we can also use paralinguistic sounds. These are all sounds that do not form words and parts of them, for example, laughter, crying, sighing, murmurs, panting, whistling.

R. Leicher decrypted the information sent by the tone of voice and the way of speaking, specifying certain indicators (pros and cons) of the personality. And so, for example:

- A strong voice can be perceived as a manifestation of vitality, self-confidence, openness towards people or as a certain "callosity", a desire for meaning. A silent voice may be associated with balance, modesty and modesty, but it may be a symptom of being closed in oneself, lack of self-confidence.

- The rich intonation indicates sensitivity, brilliance, and ease in establishing interpersonal contacts. We are inclined to perceive the monotony as a manifestation of the rationality of thinking, strong will or indifference.

Even a matter so obvious at first glance how a clear articulation has two faces. On the one hand, it is an expression of a disciplined attitude and vitality, on the other it may have the overtone of false pathos. However,

negligent articulation is treated as hiding feelings, sloth, lack of internal discipline, little interest in the environment.

What is the conclusion for trainers? They should operate in a strong, determined voice, after all, they are the hosts of the training. Theory says that in the fight low vs. high, the voice more trustworthy seems to be this low. However, if we take into account the voice for reduced and natural strength, always the second one - so it's worth staying with your voice registers. The way of chanting depends on what we want to convey to our participants. If we are dealing with a serious topic, it is better to use a bit more harsh tone than when we tell an anecdote depicting the discussed topic. It is necessary to adjust the rate of speaking to the recipients, but always lean towards more dynamic than monotonous speeches. It is necessary to care for correct articulation, avoid swallowing tips, lisping. Stressed trainers sometimes make breaks between words, weaving in additional words like eeeeeeee, yyyyyyy. For the trainer it is convenient because it helps to collect thoughts. However, by such a procedure, it is very difficult for the recipients to focus on the content being conveyed. Instead of these additional sounds it is advisable to make a deeper breath, it will calm the body, which will positively affect our condition during the performance. Another way to deal with such adding sounds is simply silence. It's okay if the trainer is silent for a moment. More exercises to improve your voice – you can find later in the textbook.

In the work of the trainer, in addition to the correct posture, distance, voice attitude and correct articulation in the use of speech, **active listening** is also important. It's nothing more than giving the interlocutor that we are sincerely interested in what he/she has to tell us.

There are many techniques of good listening, here are four of them:

- **Communicating intentions**

    We directly call our intentions, e.g..:
    - *It's important for us to communicate ...*
    - *This is not an easy situation for me ...*
    - *I am responsible for your case and therefore ...*
    - *I ask because I want to understand the situation, to decide what to do next ...*

- **Contracting of questions**

    I would like to be sure that I understood you well, and I will ask you a few questions. Let me ...

- **Questions**

    We ask questions about particulars and ask for all inaccuracies, e.g..:
    - *When exactly did you receive the documents?*
    - *What exactly is unclear to you?*
    - *What else raises your doubts?*

- **Paraphrase**

    We put in words what someone said, checking if we understood well, for example.:
    - *If I understood you well ...*
    - *So you say that ...*
    - *So you think that ...*
    - *As I understand it, you want to say that ...*

- **Expressing interest**

    Here come parallistic sounds, which have been described before. For the record: it's all murmurs and sighs that are not words, but let our interlocutor know that we are listening to him/her.

- Reflecting feelings and content of expression

We tell someone what we think are his/her feelings, e.g..:

- *It seems that you are upset.*
- *I hear you are agitated.*
- *It looks like you are annoyed.*
- *I hear you have been annoyed by this situation.*

- Clarification

Clarification, guiding the interlocutor to the main threads of the conversation, making summaries, e.g..:

- *Let's get back to the main conversation topic …*
- *Let's go back to the point where we left …*
- *So far, we have said that …*

- Focusing on the most important one

We ask the speaker to focus on the most important matter, e.g..:

- *I hear that everything is very important to you, but is there any specific thing that we can do something with?*
- *Which of these matters is the most important for you?*

Summary

Communication is divided into verbal and non-verbal. The non-verbal communication process consists of many elements, all of them are needed and important. The context in which they were shown is also important.

Language mistakes[23] [24]

Let's start with the most elementary matters, or language mistakes. In this chapter we will focus on the most common mistakes made by trainers related to language use.

So-called *linguistic weeds* are often repeated phrases that do not bring content, and sometimes even distort the statement. An example well illustrating the abuse of certain phrases is the word "yes" at the end of the statement. In this case, it is not known whether the speaker is about approving what he/she said or maybe he/she is asking the listeners to ask him/her to accept his/her position as true. The same is true with the word "no" used more often in everyday life than in official situations, however, taking place.

To the canon of over-stated terms is "is it?" and its variation "is not". There is an anecdote that perfectly illustrates how much the tongue weed can distort a statement. It sounds like this: A professor during logical classes used the word "is it?" too often, which abounded in the utterance of "In the philosophy of truth, is it?, it was defined in different, is it?, ways".

Polish psychologists and egocentrics especially like the next expression. It so happens that some trainers "think myself" (Polish expression) instead of "think". Who will find the difference between two "thoughts".
Such examples can be found in all languages.

Wanting to emphasize the fact that the opinion they make is their personal one, they start their statement from the word "I say", which sounds very unclear. Similarly, the case is "I will say this way". The widespread use of these

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[23]S. Jarmuż, T. Witkowski, *Podręcznik trenera praktyka prowadzenia szkoleń*, Moderator, Wrocław, 2004, s. 227-229

[24] https://sjp.pwn.pl/szukaj/wnioskowa%C4%87.html Dostęp 08.03.2019

terms may raise suspicions that the person uttering them is not sure of the spoken content, in order to hide it he/she emphatically marks his/her own authorship. Some of the misused phrases are simple translations from foreign languages and so using the words "exactly" or "exactly like" is not a mistake in itself, but it can hurt the ears of the listeners.

It is not possible to discuss all language errors that appear in this manual. In the context of this publication it may seem paradoxical, but in order to give further tips the reader can check youtube and lots of films on native languages errors. As an example - there are over 130 films devoted to language errors that we make in Polish.

Foreign-language words[25]

The Polish language, like all languages in the world, undergoes transformations. Changes are made to all its aspects, grammar, spelling, but also vocabulary. Some words become anachronistic and fall out of circulation, in their place new, often related to the development of particular areas of life appear. There is nothing wrong with the fact that we sometimes borrow words from other languages to identify things that we do not have a name in Polish. Languages to develop, draw from each other and this is natural. The problem arises when we use terms (mostly) English-language, while the Polish language has accurate and understandable equivalents. Let's take a look at the "outdoor trainig" or slightly polonized "outdoorowe" activities and reverse indoor activities (by the way, they are strongly associated with poultry). And yet it is about "the most ordinary" activities in the field or in the room. The same applies to the naming of foreign-language job descriptions that have their equivalents in Polish. Maybe their borrowed versions add

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[25] S. Jarmuż, T. Witkowski, *Podręcznik trenera praktyka prowadzenia szkoleń*, Moderator, Wrocław, 2004, s. 229-231

more prestige and seriousness. The same happens in other languages. Essentially, you should not mind using borrowings from other languages as long as you do it wisely so as not to impoverish your own language. It is worth remembering that under the guise of using foreign language jargon may be the lack of professional knowledge or an attempt to appreciate.

Metamodel of language[26]

There are structures in our language that hinder effective communication. We use them because we want to sort the reality around us in the shortest time, and also register a large amount of information. These mechanisms are necessary for us, otherwise we would sink into the ocean of stimuli, we could not simply exist if our brain thoroughly analyzed all the situations we experienced. Although the use of this type of thinking patterns makes our lives easier, we should beware of them because they bring more harm than good.

The mechanisms in question are:
- generalization - takes place when the basis for building general beliefs about the entire category are individual experiences
- deletion - occurs when all attention is directed only to a certain section of information, completely underestimating the remaining part
- distortion - refers to misinterpreting and attributing misleading meaning to facts.

To deal with them, you should use the so-called language metamodel. It sounds complicated, but it is a simple and, above all, effective tool. So what is a metamodel? This is a collection of questions that will help you see deleted, distorted or generalized facts.

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[26] http://www.technikinlp.pl/perswazja-metamodel.html 09.03.19

The operation of the metamodel is best illustrated by the examples:

- "There are certain things in life that a man has to do alone." - this statement contains a deletion, to get rid of it, ask: *What are these things?*
- "This situation overwhelms me." - here we will also find a removal, and when we ask: *Which situation exceeds you*?, we will find out what facts have been removed.
- "You act like a fool." - in this situation the speaker spoke a generalization. In order to get to the bottom of the matter, we will ask: *What exactly behavior do you consider stupid*?
- "I need to buy some new clothes to feel more confident." - this expression is an illustration of distortion. A good question in this situation is: *Is there a situation in which you feel confident without buying new clothes?*

Another example of distortion is the statement: "I cannot have a successful relationship until I lose weight" - then we will ask: *What is the relationship between a successful relationship and weight? Do you know any people who have a good relationship without losing weight?*

This is just a small sample of how common these mechanisms are. Why the knowledge of a metamodel is necessary for a trainer? Thanks to the use of this tool, he/she is able to communicate effectively with the participants of the training, as well as effectively deal with difficult situations, about which in the further part of the textbook.

Rhetoric at the work of the trainer[27]

From the previous parts of this chapter, we already know what words to beware of, what questions to ask, how to communicate effectively. The time has come to find out what the art of speaking is all about, because that is what rhetoric is. It is worth further clarifying that rhetoric will be in our interest as a tool to reach the training group and as a patent for expanding vocabulary, which obviously has an impact on the development of competences.

If during the training we want to tell something (it does not necessarily have to be a lecture or a presentation, although of course it can), then in accordance with the principles of the art of good speech, our statement should consist of 4 consecutive parts:

1. Introduction
2. Announcement of content
3. The correct content
4. Conclusion

You can start your speech in a conventional way, using phrases like: "Good morning, I am asking for attention" "Hello, today's meeting will be devoted ...". You can also start with a less traditional method: "Once the old Zen master decided to choose his successor ...". Even if the subject of the training, which is a break from technology, is absolutely impossible to connect with the zen current, such an introduction will guarantee attracting the attention of the listeners. Other phrases, which are worth starting with: "Once upon a time ...", "At times when". The most important thing to remember is that this method is effective only when we deftly link the initial story with the main

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[27] S. Jarmuż, T. Witkowski, *Podręcznik trenera praktyka prowadzenia szkoleń*, Moderator, Wrocław, 2004, s. 237-244

subject of the training.

There are many ways to catch the attention of the training participants. One of them is inextricably linked with the learning cycle discussed in the first chapter. It is a reference to personal experiences. Such a statement can be started with the words: "Imagine what happened to me last week" or "I need to admit something to you". This method uses the fact that people (as mentioned in one of the earlier chapters) are social beings, so they are usually interested in the personal experiences of another person - in this case the trainer.

Another idea to start the training is to ask such a question to participants which is only seemingly unrelated to what we are going to talk about at the training. Give a chance to answer this question to the group. And then, supporting this with facts, cleverly combine with the main theme of the training. By organizing the beginning of the meeting in this way, we provide the training group with a small experience that will start the learning process.

If we want to keep the listeners' attention, then after an interesting introduction we should inform them (announce) what the content of the speech will be. The announcement element is important because it allows participants to follow the trainer's coaching structure. It gives a sense of order. Three or four main parts should be mentioned in the announcement. The content of the announcement will depend on the creativity of the teacher. At this point, it is good to use a comparison to describe the scheme of the prepared speech. The analogy to the tree works well. "Method, means, practice (insert any), which I want to show you today, can be illustrated perfectly with a tree. At the beginning I will talk about the roots, or where it comes from, what we are going to talk about today. What are the theoretical foundations of our meeting today. Going up the roots, I will discuss what is

the trunk and main branches, and so what is the issue we are discussing. At the end, we will consider what effects, or fruit, we can expect after applying the issue we are discussing. "

When we listen to the listeners' attention and present the plan of our speech, it's time to go to the heart of the matter. At this point, we also have the opportunity to interest listeners. Rhetoric gives us an entire arsenal of funds that can be used. However, for us the most interesting are the ones most useful during the training.

Examples and comparisons illustrate abstract content, which makes them easier to learn and remember. By using such figures, the trainer is much easier to achieve the planned goals than when he/she leads a wise, but intricate, and therefore incomprehensible for the participants lectures. Thanks to comparisons, we provide a group of experiences which (as we know from the first chapter) are very important in the context of learning mechanisms. Comparisons have one more function - thanks to them, participants can easily understand difficult concepts.

Narration presents a sequence of events in chronological or logical order. Properly constructed narration dynamizes the statement, thanks to which the impact of this measure increases. This way of telling is effective when we use two techniques. These are: quoting common statements and changing the grammatical time of statements from past to present. These simple treatments will make the message become more vivid and the participants will feel the drama of the situation presented in the story. Participants of the training will easily identify with the characters appearing in the statement, which will result in a greater involvement in the training situation.

It may seem unbelievable, but a wit is also a useful rhetorical figure. It plays a didactic role, but it also excellently stimulates the group. The most valuable

are jokes, which are the clusters of the phenomena discussed. It sometimes happens that one short joke explains the issue more than a long-lasting translation. However, as in everything, it is important to feel moderation and find a golden mean.

An interesting procedure during the speeches is the anticipation of objections. It is not uncommon that the proposed methods meet with a lack of enthusiasm and even resistance from the participants of the training. We will hear then that the solution we propose is difficult to implement or too time-consuming or impossible. In order to prevent such situations, the trainer can himself/herself make the expected objections before the group does. In order to undermine the validity of such claims, it is worth invoking experience. How does it look in practice? Let's follow this example of a trainer presenting the method of learning using the mind map: "Probably there will be people in the room who think that making a mind map is too time-consuming, but as experience shows - after getting practice in doing this type of notes, the time of their preparation is shorter than the classic method of rewriting. " Of course, these are just a few of the whole toolbox of a good speaker, but these are the most adequate to the needs that arise during the training.

The ending is the last but not least important stage of the speech and it does not matter whether we finish the lecture, presentation, training or the entire training cycle. A good ending should contain a summary of the content presented. The main thoughts or findings should be emphasized, but the principle should be followed: "the end without ending is bad, but ending without end is awful".

It is worth remembering that language is the basic tool in the work of a trainer. It has a direct impact not only on the participants' knowledge, but

indirectly affects the perception of the mother tongue as an element of culture. It is good to be aware that we also influence this sphere of human development.

Exercises to improve voice emission[28]

As we already know from the previous chapters, the voice is an essential component of communication. It helps to convey not only thoughts or words, but also emotions. Just as the chefs take care of their knives to keep them at work for a long time, the trainers should practice their voice, because if the chef can change his/her knives when they wear out, the trainer will not exchange his/her voice for a new one. Below are some exercises that support better voice emission, the list is always open and is an inspiration to your own search and discover the ones that best suit every trainer.

Exercises of speech organs motility:

- Jaw:
    - vigorous lowering and lifting the lower jaw,
    - lowering and lifting the lower jaw by selecting three phases (moderate opening, deep opening, maximum opening),
    - pulling the mandible forward and withdrawing it.

    Do not practice jaw movements from side to side because it can cause the mandible to fall out of the temporo-mandibular joint. During the mandibular exercises, the tongue lies flat and at the bottom of the mouth.

- The tongue:
    - extend the extended tongue as far as possible towards the nose, chin, left and right ear,

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[28] http://zppp.ids.czest.pl/dokumenty/publikacje3/emisjaglosu.pdf

- by the end of the tongue, we pass the palate from the front teeth as far as possible towards the throat, then return to the starting position,
- at the beginning we say slowly: p, t, ch, k then we increase the rate of pronouncing the proposed set of sounds.

- Lips:
  - with tight lips, the maximum movement of the lips to the left and right side,
  - snorting, or extracting air with the vibration of both lips,
  - we are shaping the mouth, as with the vowel u, then flattening, withdrawing the corners of the mouth as with the vowel i. Exercise we repeat many times.

- Larynx and soft palate:
  - yawn (the tongue remains behind the lower teeth),
  - connect the exhalation with a yawn to the individual sounds a, o, u, e, i, y,
  - cough with the tongue protruding outside the mouth.

Breath and voice exercises:

The abdominal and subarachal breath is normal for humans. Inhale begins with the bulge of the lower abdomen and the expansion of the lower ribs, after which the chest rises and expands; while the exhale begins at the top of the chest to end with the removal of the lower ribs and the abduction of the abdomen.

1. Lying on your back, relax your whole body, make a few deep breaths, after exhaling, we are left for apnea for a moment.

2. Lying for about 20 seconds, adjust your breathing so that the air with minimal chest movement inertly flows in and out of the nose.

3. Lying on your back with your legs tucked up, we inhale the air with our nose, and exhaling - we whistle on one tone legato (smoothly), and then staccato (interrupting).

4. On one exhaust wave:
    - **we say vowels: a, o, u, e, i, y;**
    - we say consonants, for example: ba, wa, ko;
    - we count: one, two, three, four, ...;
    - repeat: A hen is sitting in a basket, it counts eggs for the order: one egg, the other egg, the third egg *...;*
    - we say the text: One crow without a tail, another crow without a tail, a third crow without a tail ...

One time, breathing exercises should be exercised for 5-10 minutes. If you feel dizzy, stop exercising for a moment.

Emissions exercises:

1. Lying on your back, put your open palm slightly on the face and - without applying pressure on your nose and lips - speak the mmm loudly and then ... m ... m ... intermittently. Try to observe the vibrations and tremors that the m calls, changing the position of the hand and looking for a place where the sound clearly resonates.

2. While still lying on your back, put your hand on the top of the head and say again smoothly m and n. Try to direct the sound so that you get clear vibrations in this place. The purpose of these exercises is to activate these head resonators and to realize the places of vibration and tremors.

3. In the horizontal position, pronounce the sound m, keeping the sound in one tone, alternately: mmm (legato) and m ... m ... m ... (staccato). Add

vowels to the consonant "m", remembering to keep the sound in one tone: mmmaaa, mmmyyy mmmiii mmmooo mmmuuu mmmaaa mmmeee, and y o u, y e y, y e y y

4. We pronounce the text with a cork (1.5 cm to 2 cm thick) inserted between the teeth:
   - Peter Piper picked a peck of pickled peppers…
   - Betty Botter bought some butter….
   - How much wood would a woodchuck chuck if a woodchuck could chuck wood?
   - How can a clam cram in a clean cream can?
   - She sells seashells by the seashore
   - I scream, you scream, we all scream for ice cream
   - Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines
   - Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?
   - Can you can a can as a canner can can a can?

Difficult situations
in a trainer's work

Mark Twain When you expect the worst,
you finally get something that is not so bad.
Mark Twain

There is nothing to hide, difficult situations in the work of the trainer - as in any other profession - have happened, they happen and will happen. It is important to be prepared and able to deal with them. Efficient and effective operation is possible only by learning the methods and practicing them in practice.

Situations resulting from factors beyond the control of the trainer [29]

These are usually organizational and technical problems. "Independent" does not mean that the coach cannot do anything about them. On the contrary, he/she should solve them as soon as possible.

Let's start with the simplest ones, they concern the broadly understood physiology of our participants and its impact on functioning. It may be the wrong temperature in the room (too cold or too hot), inadequate lighting (glaring eyes or a blinking light bulb), unmatched chairs (no one says that there are comfortable armchairs with a massager in training, but too low or small chairs affect for incorrect posture during training, faster fatigue and distraction), problems with drinks or food, etc.

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[29] S. Jarmuż, T. Witkowski, *Podręcznik trenera*, Moderator, Wrocław, 2004, s. 177- 188

What can a coach do in this situation? If these are simple things that you can handle yourself (for example, ventilating the room), just do it. There is no point in bothering the organizers about matters as trivial as opening a window, right? However, if there are complications that cannot be done without the intervention of the initiator of this meeting (eg too few seats), do not be ashamed to ask for help. However, there are issues that, despite the intervention of the organizer, will not be solved. How to behave then? Do not feel the effects of this situation. It may seem surprising; however, if we start to show that we feel the effects of a given situation, and worse, we will start talking about it, it will not only increase our discomfort, but also direct the participants' attention to experiencing this situation. There is one more way to respond to such circumstances. It is worth rethinking whether such a situation cannot be used for the needs of training that we are conducting or for our own development. Maybe there are some hidden possibilities in it?

Training time is a factor that can potentially cause difficult situations. The ideal scenario assumes that the date and time of the training is suited to all participants, and during this period there are no interesting events. As you know - reality is not always so colorful.

What to do when the training time falls during important sporting events for participants, e.g. ski jumping? If it does not interfere with the training program, you can take a short break to watch the competitions of the chosen jumper. If, however, participants insist on faster completion of the training, it is worth thinking about shortening the lunch break, which will allow us to gain time. It happens that the training group comes out with the initiative to shorten classes by half a day or a break to watch the whole match, they are intrusive and grouchy. In such conditions, conducting training becomes very difficult and the participants will not get much out of it. The simplest method is to verify how many participants really care about the end of the training,

break, etc. Usually, it turns out that they are two or three people who have drawn in the rest of the group, which should be solved rather firmly.

It may happen that the participants of the training we run are surprised by the information about the meeting to be held, which sometimes conflicts with their professional or personal plans. In such a situation, there will surely be requests for faster ending and whining in the subject of bad organization. In such a case, you can try a short appeal, for example, "I am aware that you are unpleasantly surprised by the date of our meeting and it is completely out of the way. Someone made a decision for you and decided to organize part of your life at your discretion. Similarly, my life section has been planned to meet you. We will not change it now. In this situation, we have two choices: either sit and linger over the circumstances, or do something completely different. We are convicted, let us consider how to use the time that has been planned for us in the most effective way, we have the opportunity to improve ourselves, so let's use it.

Such or similar appeal should include a statement about understanding the situation in which participants will find themselves. It is good to demonstrate empathy and show the convergence of participants' situations with yours and to stress the fact that the event is irreversible. It is important to change the word time, hour, day into a word of life, because changing the irrelevant terms of time into the term life, we change the vision of looking. For the most part, people do not have a problem with wastefulness in terms of time, they waste it or use it in different ways. However, wasting life does not come with such ease.

The second method is a reference to values. It consists in asking the Socratic group a series of questions. Such a series may look like this: "Do you consider yourself as professionals in what you do?" The answer, of course, will be yes.

"What do you think you are inclined to say about yourself in this way?" The answers will be different, with high probability there will be among them those regarding punctuality, reliability and integrity. The next question may be: "And what do you think, if the coach who decided to conduct the training, got money for it, then shortened it by a quarter, will also be perceived as a professional? This is a situation similar to that when the seller first took the money and then delivered a quarter of the product less than in the order. Please, let me do my job properly, do not hinder my task. "This method allows the group to change the perspective of looking at a trainer. In the argument it is very important to refer to values, in this case professionalism, reliability and honesty. In a very subtle way, we let the participants understand that they are trying to get us dishonest and at the same time we ask them to stop doing so.

In difficult situations related to time, disciplining methods such as attendance lists or appeals to superiors are absolutely not going to work, because we want to build a positive approach to training and us as the host of such a meeting, not stifling objections.

Another group of organizational challenges that the trainer sometimes faces are those related to the equipment. Sometimes there is a lack of projector, board, screen, flipchart, even in the extreme situations! When the lecturer is not absolutely sure under what conditions he or she will be required to work, he / she should definitely appear at the training place long before his/her participants. This will allow in the absence of equipment for rapid intervention by the organizer, the organization of appropriate substitutes, remodeling the space to the training conditions or, as a last resort, reorganizing the training to the existing possibilities. Such a procedure will save the trainer's stress and help maintain the status of a professional in the event of unforeseen circumstances of a technical nature.

Another surprise that the coach has to deal with is a different number of participants than expected. There are two general guidelines for dealing with groups with an incorrect number of participants. If the group is too large, divide it into more small teams and perform more frequent exercises in small groups, solve problems by introducing active methods. If, however, a group is much smaller than planned at the training and it prevents us from conducting the training in a previously planned manner, it is worth transforming the training into something like a counseling session. We focus on solving participants' problems, the method of discussion is helpful in this case.

The attitude with which the participants come is very important for the course of the training. If, just before the training, our participants got some moving information or there was a disciplining meeting with the supervisor, it is worth realizing the emotional state of the group, let them talk and complain, of course within common sense, give longer initial breaks. At the right moment, the trainer should respond to the situation, even in the following way: "I am aware that this information has moved/surprised/shocked you very much. But these are your internal affairs, which I cannot influence, I have a proposal, let's take care of what we have in common. Let's analyze together ... (in this place we can refer to the subject of the training or give the beginning of a discussion about the subject close to his/her program) ".

Motivation, or rather lack of it, among the participants of the training is a real test for the skills of the trainer. Lack of motivation may result from not the best previous experience related to training. There can be many reasons for dissatisfaction, including: previous training was boring, participants did not bring anything out of them that could contribute to their personal or professional development, they were forced to play roles (which is a difficult thing and is not always successful). However, a well-prepared program (and

trainer) of training, carried out with care and caution can have a positive impact on the participants' perception of training, and even make them participate in work.

Another difficult situation - for both the trainer and the participant - is compulsory attendance at the training. It is natural in such situations to appear resistance or even aggression towards the leader, not to mention the lack of motivation. In such a difficult situation for both sides, one should show understanding, give participants a chance to relax and chat. The next steps are similar, as in the case of training at the wrong time. We try to change the perspective of looking at the situation, accentuate the fact that circumstances exist and raise a mature attitude towards training.

Situations arising during the training [30]

Not all situations can be prevented before the training begins. The reason is quite simple - training is a dynamic process and even the best prepared trainer is not able to predict what reactions will trigger the questions asked by him/her, and they cause the most difficulties. Let us follow some typical difficult situations and ways to solve them.

The first situation

The participant holding a high position in the group during the training gives an incorrect answer to the question asked by the trainer. How should a trainer behave in this situation? His/her task is to correct the answer in such a way as to "save the face" of the wrong person, however this cannot be done to the detriment of the trainer's sympathy on the part of the person who made the mistake. A strategy worthy of application is to repeat an incorrect statement and ask what the rest of the group thinks about this idea.

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[30] S. Jarmuż, T. Witkowski, *Podręcznik trenera*, Moderator, Wrocław, 2004, s. 188-192

For example, let's say this: "Jan said ... What do you think about such a solution?" Usually, the group jointly comes to the right solution to the problem. The most favorable situation is when the person who made the mistake participates in correcting his / her speech. With such a choice of strategy, the trainer is a neutral person, refraining from criticism.

The second situation

The trainer asks a question. The participant answers. The teacher does not understand the answer given by the participant. In this case, several scenarios are possible:

1. The trainer asks you to reformulate the answer or

2. The facilitator paraphrases this part of the participant's answer, which he/she understood and asks for clarification of the incomprehensible rest. The second point may be: "From what you say, I understand that ... But it is not entirely clear to me what exactly you meant by saying that ..."

3. The coach may also ask for support from the group

How to do it? To formulate a statement e.g. in this way: "Did everyone understand John's statement? I am not entirely convinced that I understand what he/she said well. Could someone help me?"

The third situation

The trainer asks a question. None of the participants respond to them. It is necessary to consider what the reason for the group's silence is.

Here are the 3 most common reasons:

1. The question asked by the lecturer was trivial and nobody wants to make an effort to answer it. Ask the participants if the question was too simple, or maybe the reason for the lack of response lies elsewhere.

2. The question posed by the trainer was too difficult and the participants are afraid to give an answer because they are not sure of their knowledge. The trainer's task is to encourage them to answer, clarifying that solving the problem is not easy and no one needs to know the best answer to speak.

3. Lack of response to the question may be a sign of another difficulty, such as fatigue or anxiety that sensitive information will come to light. The trainer should find out what the problem of non-response is. Usually an awkward silence occurs in such situations, the leader should not "talk" about the problem. A good idea is a gentle withdrawal if the participants' lack of response results from the trainer touching up sensitive issues.

The fourth situation

The participant asks a question. The coach cannot answer them. Beginner trainers are convinced that they should know the answer to every question. And the lack of response is tantamount to lack of competence. Sometimes this results in the fact that the trainer, in order to hide his/her lack of knowledge, answers in a too confusing way. In this situation, it is most appropriate to admit ignorance, but ensure that the answer in the sources will work. If so far the leader was able to answer every question of the group, this paradoxical attitude will increase the credibility of the trainer, and he/she will gain recognition. There is no doubt that the trainer cannot too often admit ignorance, because such behavior undermines his/her authority and spoils the image.

The fifth situation

Participants or, worse, the leaders express their opinion in the form of an evaluation, for example:

- "You are irresponsible"
- "Your knowledge on this subject is limited"
- "You do not know the subject we are discussing"

Such assessments, even if they are true, do not bring anything good, only resistance and the will to retaliate. There is a high probability that the addressee of such words will feel offended and he/she will want to repay himself/herself and this is absolutely understandable. Instead of concentrating on solving the problem, he/she will look for an opportunity to pay back. Both sides of the training (trainer and participants) should beware of expressing grades. A much better idea is to focus on facts. For example, instead of talking: *This coat is expensive (opinion), say: This coat costs 180 $ (fact).*

The sixth situation

Extracting too hasty conclusions and making instinctive or conscious interpretations results in the emergence of a communication barrier. An example is the following situation:

- Our activities are limited because we operate only locally.
- It means that you are too weak for actions at the national level.

There are not many people who like to explain, and through such "playing" of the situation, I feel obliged to do so. It may happen that he/she reacts with anger and aggression.

The seventh situation

It may seem that there is nothing better than good advice. However, if it is given before the participant has time to comment, a further barrier to

communication is created. With such behavior during the conversation we give a lack of attention, e.g.: "Have you already tried ...", "In this situation you should ...". In the vast majority of cases the reaction to the "good advice" it will be start of the game: "yes, but" (about which more in the next part of the textbook), and then it will be difficult to expect any agreement.

Situations provoked
by difficult participants[31]

If we managed to get through the organizational problems during the training and we managed to neatly get out of the situations that made us respond to our questions, we can be proud of ourselves. However, it is worth being ready for a different kind of challenge. On situations provoked by other participants. In this chapter, we will look at several types of difficult participants.

Participant "I know better"

During the training, one of the participants emphatically understands that he/she knows better what is the subject of the training and how to do it better, thus undermining the authority of the trainer. The oldest people in the group tend to this type of behavior. What to do in that case? Without denying its rationale, the participant's view or actions should be put to the group's assessment. In this way, we use the strength of the group to challenge the difficult participant. Such a pattern of conduct will work if the provocateur is not an informal group leader or someone significant.

Participant "the theory and life differ"

During the training, we present the group with a theory related to the topic of the class. Suddenly the participant speaks with the statement: "Your theory and your life". Variants of this concept are many: "theoretically yes,

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[31] S. Jarmuż, T. Witkowski, *Podręcznik trenera*, Moderator, Wrocław, 2004, s. 192-204

but the practice shows something completely different", "it's a nice sounding theory, but in reality ...", it would be long to be exchanged. How to deal with such a participant? It should be explained to him/her that the theory that was presented did not come out of nowhere but from practice. This practice is the source of theory, not the reverse. No theorist of the theory was sitting at home behind the desk and inventing the theory, but he/she was observing reality, investigating the phenomena and constructing theory on this basis. Besides, the necessary condition for stating the truth of the theory is its transmission into practice. If such a transmission does not take place, the theory is false and has an error. You should find this error and challenge the theory. Then theory will not be a theory anymore, but it will become a set of hypotheses. If such explanations do not bring results, we can enter into a discussion with the participant. Below is an example of a flow chart for this exchange of views:

- You're saying that the theory I am talking about is not consistent with reality, right?

~ (Here it will be confirmed)

- From what you say: something in theory is not right, if it does not fit the practice, right?

~ (Again there is confirmation here)

- So let's discuss what is wrong in the presented theory.

At this point, two scenarios are possible: either after such a course of reasoning our interlocutor gets lost or goes into the area of theoretical considerations in which the trainer is more proficient.

These solutions are time-consuming but work. Provided that the trainer is well prepared in terms of content.

Participant "everyone, always, never"

In Polish, there are so-called general quantifiers: "everyone", "always",

"never", "none", "no one". They hamper factual discussion because they act on a high degree of generality. If the training group includes a participant who regularly uses this figure, it is a good idea to refer to his/her statement saying "we will all die" and then add a request to avoid this type of phrases during the conversation, because they block effective communication.

Participant as the "tribune of people"

This type of participant uses general quantifiers speaking out on behalf of the entire training group, and - as is already known - it hinders the work. The expressions used by the "tribune of the people" are: "because we all", "none of us ever". In this case, the wording should help: "I understand that this is your opinion, ask others if they have the same opinion in this matter." If this solution does not bring an effect, then it is worth asking the group directly: "It is a good practice during the conversation to speak on your behalf. Please, let's avoid expressions: we all, each of us and the like".

And finally, the game "yes, but"

It may happen that a participant will appear in the training group, who will start his/her speech with the phrase "yes, but". It is a difficult situation because we do not know exactly whether the interlocutor is our opponent or advocate. In this case, it is not a good move to re-translate the issue, because it gives you the opportunity to play again in "yes, but". The best way out is to ask the participant to change "yes, but" to a more adequate "no, because". If such a catwalk does not bring results and the participant continues to use this form of negation, it is worth revealing the participant's strategy, calling it a game and explaining its mechanism: "In communication between people there are many games that hinder effective communication. One of them is the "yes, but" game. It depends on the fact that it does not matter what one part says, the other will answer "yes, but", which makes it impossible to reach an agreement. For some time you have been answering me in this way, I

suggest that we all change "yes, but" to "no, because" when we have any reservations. "

Such a situation is called a given behavior, it is also a signal for everyone: "I know such techniques, I know what you are trying to fight with me", it is a good way to weaken the impetus of the "attacker". It is worth remembering that "yes, but" has its own variations: "yes and no," "basically yes, yet ...", "yes, although…".

Summary

The most troublesome and most common types of participants have been presented above, but not all of them. It is possible that one participant will present more than one type of behavior. Participants may also interfere with continuous conversations or discipline.

Methods of coping in difficult situations

This subsection is a kind of summary of all the methods listed so far and adding some new proposals to solve troublesome situations.

1. Changing the cognitive perspective

This method refers to the values of participants. It's about getting you to reflect. Participants looking at the training situation from the perspective of life, their personal development, approach it more seriously, engage in the process, are more focused on the transmitted content. This method is also correct for moral reasons. By using it, the trainer presents a highly subjective approach to the participants, there is no question of any manipulation. Thanks to that, it does not create dilemmas, which cannot be said about other methods described below.

2. Group support

This method works well when you want to avoid an open conflict with a difficult participant. Instead of entering into a verbal clash with him/her, it is better to ask for the opinion of the group. Ask what he/she thinks about his/her claims or conduct. The advantages of this method are the activation of the rest of the group, avoiding open questioning of the training content, information about the position of the difficult participant and general information about the distribution of forces in the group. Using this method, the trainer cannot forget how the group's destructive power is. he/she should guard the dignity of all participants and, if necessary, defend a man who was just his/her opponent just before. It is not allowed to use this method in order to take revenge on the participant who has come to us heavily on the skin. This method must not be used automatically and without reflection.

3. Swing

More effective than "group support", but the "swing" method is more questionable morally. It consists in applying to the difficult participant alternately negative and positive reinforcements. Usually the consequence of such an interaction is a change of attitude from negative to positive. Let's analyze the procedure of using this method:

The trainer's attention is focused around a difficult participant. The leader tries to capture his/her erroneous statements and behaviors, giving him/her the opportunity to criticize the participant and even ridicule. At the same time, the trainer has to find the ones that are consistent with what he/she gives. Then he/she criticizes the mistakes and praises the good observations of the difficult participant - for a change. Thanks to the application of such a strategy, we will obtain several effects. The troublesome participant stops attacking us and considering us an enemy, after all we praise him/her. Our

"opponent" becomes a bit confused because he/she does not know what kind of message (praise or reprimand) he/she will receive. This results in the fact that he/she more closely controls his/her behavior and his/her arguments become factual. This effect may be intensified by the support of the group giving negative reinforcement, which makes the difficult participant inhibit his/her destructive actions. If, at the end of the training, positive reinforcements increase at an appropriate pace, such a participant will change from an "enemy" into an ally. This method, although very effective, requires extraordinary sensitivity, attention and vigilance, because it can harm other people.

4. Help for circumstances

They are all printed materials that help to reveal the mechanisms of difficult participants. It is best to have as many copies of these materials as there are participants. When one of them begins to use routinely the expressions from the mechanisms hindering communication, one can stop the course of the training and refer to the existing situation.

	NAME OF THE MECHANISM	
	The killers of the healthy discussion	The murderers of ideas
EXAMPLES	Tribune of people: • „because we are all", • „none of us ever" Yes, but: • „yes and no", • „basically yes, yet…" • „yes, however…".	• U nas to się nie przyjmie • Na Zachodzie dawno się z tego wycofali • Jesteśmy na to za mali/duzi • Jesteśmy zbyt wyjątkowi na takie rozwiązanie • To na pewno wymyślił jakiś jajogłowy profesor • To nie może się udać

Under the slogan "Killers of healthy discussion", the previously discussed mechanisms of the "tribune of the people" and the game "yes, but" were

placed, while "The killers of ideas" are all those phrases that hinder work during exercises aimed at creating new solutions.

5. Take control by asking questions

It is especially useful when the participant does not hide reservations and criticizes the content presented by us. Skillful asking questions causes the situation to be mastered and helps participants to come to the right conclusions. The example of taking control by asking questions is well illustrated by the conversation with the participant "your theory and your life" in the previous subsection.

6. Apparent response

This method works well when a participant makes a difficult or reckless question, and the answer requires too much time or we do not necessarily want to answer that question. In this case, it is best to use an apparent answer. Usually it takes the form of a short story, anecdote or example. It refers to the question asked by the participant, but it does not give a specific answer. The group focuses on the trainer's story and on the understanding of the punch, it usually stops with such "explanation".

7. Lifebuoy

These are ready phrases that shift time in response to the problem. Depending on your needs, we can use one of the following phrases:

"This problem is too complex to explain it now"

"It's a topic for another meeting"

"We will discuss it another time"

As the name suggests, we use this method in very special situations, because too often used undermines the authority of the trainer. It is worth remembering.

8. Wiping participants' objections

Often, participants have some reservations about the course, content and methods of training. It's good to have tools in your set that will help us cope with such situations. Regardless of the choice of the tool we use, our reaction should be immediate, because it builds our authority and gives temporary advantage.

A. Putting off for later

The faster we react to the disapproval of the participants, the better, which does not mean that you always have to give an immediate answer. Sometimes it is worth postponing it in time to be able to return to the main topic efficiently. As it was done in the following example:

- This solution is too difficult to use on a daily basis.

~ I understand that this may seem complicated, I will explain why this is happening. Now let's analyze what the benefits of implementing such a solution can be, it is all about better and not worse.

B. Replacing the question

It is more difficult to combat objections of participants than to answer questions. Therefore, whenever possible, it is worth transforming participants' accusations into questions, it will be easier to talk to them then. An example of this dialogue is:

"Our methods have worked so far.

~ I understand, in that case you probably want to know why the proposed methods can be even more effective?

-Yes.

C. Bumerang

Sometimes participants' reservations can become the main advantages, as in the following example:

- This training is too long.

~ It is long, but for good reason. With all due awareness, we have planned so much time to thoroughly learn about the topic that will be discussed.

The effectiveness of this method comes from using what we got from the participant. However, it requires fast reaction and brilliance.

D. Change rating to opinion

In one of the previous sub-chapters, it was mentioned how much communication damage brings grades. For better communication, it is worth exchanging them for opinions, and then not agreeing with them. As in the example below:

- You only know theories, the practice is strange to you.

~ It's sad that you think so (exchange in opinion), but I cannot agree with you because I have a different opinion on this subject (own opinion).

E. Unmasking the allusion

When the accusations are not direct, but cast in the form of allusions, it is very difficult to discuss them. If you want to deal with them, you must first provoke the participant to express their opinion directly, and only then to fight criticism through one of the above methods. It is good to be aware that people "called to answer directly", losing confidence, often retreat or belittle what they said earlier.

Summary

Difficulties at training are a very stressful moment for trainers. It requires fast reaction, brilliance, good knowledge of people's reactions to situations and phenomena. However, these are unavoidable situations that the trainer should learn to deal with. Let's hope that reading this chapter and the whole book will be helpful.

How to put all this into practice,
that is the coach in action!

This is the last chapter of the manual for trainers. It is here that the entire training scheme will be presented step by step. From what is worth doing before you even enter the training room until you receive feedback on the training. Some advice may seem too obvious, but as they say: the darkest under the lantern. We hope that after reading this chapter all doubts will be resolved.

What to do a few days before?

✓ Find out who you will be training with. How many people will there be? What will be the composition of the group, just women or men, or maybe mixed? How old are they?

✓ Prepare to conduct training, not only in terms of subject matter (substantive), but also organizationally - a scenario or outline of the training course is necessary. Just like the training materials in the right amount.

What to do the day before?

✓ Check the completeness of the materials, pack them. You will avoid feverish thinking that everything has been taken away. Thanks to this, there will also be a situation where, for example, you want to give out "help for the occasion" to participants, and you have no copy.

✓ Prepare clothing. This advice may seem trivial until you sleep and hurry around the house in a hurry to complete your garment. (Of course, we do not want anyone, but you know how it is, one nap too much, the phone fell overnight and the morning crisis is ready). Choose the outfit for the

recipient. We do not advise you to wear loose pants and a hooded sweatshirt or a mini dress and colorful tights for a meeting with young people. However, in this case you can afford a slightly less formal appearance than a meeting in a large corporation.

✓ Relax. We live constantly and few who have time to rest or relax. Find at least half an hour to "tune yourself in" before tomorrow's challenge.

On the day of training:

✓ Eat breakfast, you will need a portion of energy in the morning and it is absolutely not about a pot of coffee and an empty stomach. And if you are the type of person who in the morning is unable to swallow anything, take breakfast with you. A man can hear his own thoughts better when they are not drowned in his stomach.

✓ Start your voice. Do a few exercises for the emission of the voice (for example, you will find in the third chapter), some of which you can do before you get out of bed.

✓ Exit earlier. It does not matter if you are going to a meeting with your own or public transport, the early exit will will not allow even a small traffic jam or a breakdown to disturb your peace.

Just before training:

✓ Show in advance. How much? It depends, if it is a training in a place you do not know, it's good to be around an hour earlier. Why? It will be your time to familiarize yourself with the object, find a room, toilet or place for smokers. In addition, you will calmly organize the training space, set benches and chairs, check whether the equipment needed for classes is and does work, and if necessary there will be time to intervene or plan b. If this is an away training, it is good to arrive the evening before, "to do recognition in the field ", prepare equipment or organize substitutes and, as a last resort, remodel the training to the existing conditions.

✓ Take 3 deep breaths. If you are stressed, a deep breath is a signal to the brain that everything is fine and you can be calm. If you do not stress, you will provide the body with additional portions of oxygen, you will be grateful for it!

During training:

✓ Start punctually. It is very important, it shows that you are well organized. However, if you want to wait for latecomers, thank those who have arrived on time and ask if they agree.

✓ Say hello. Introduce yourself and say a few words about yourself. It's not about bragging about how wonderful you are (although you probably are), but people like to know who they are dealing with. Three sentences are really enough, let yourself be liked (but not get into their favor), get people involved in their situation. People like people who are similar to them.

✓ Set the rules. As the host of the meeting, determine the rules that apply to it. If there is time for it, it is good to work out such rules together with the group, but if this time is lacking, there is nothing else but to simply announce them. In both cases, it is very important to write down these rules.

✓ Introduce the program and goals. This gives the participants a sense of security. They will be able to keep track of where the training is and what is waiting for them.

✓ Implement the program according to the assumed scenario.

✓ Adjust the language to the recipient. Use understandable phrases. Avoid language mistakes and "weeds", use the meta language model. These issues are described in the third chapter.

- ✓ Remember that your body also sends messages. Gestures will help you highlight what you have to communicate, and the right intonation and volume will make your story more interesting.
- ✓ Remember that what you have to communicate to participants was given according to the rules listed in the first chapter.
- ✓ Discuss each completed exercise. Even if it was supposed to be one sentence. Hear what the group thinks about it, maybe you have different perceptions, discuss it.
- ✓ Astonish participants. Do something that is unexpected, it will make them come alive and the training will be remembered.
- ✓ Activate the group. Ask questions, show yourself if possible - get a job in smaller teams
- ✓ Be open to participants' suggestions. If anyone has any objections, after reading the fourth chapter you already know how to deal with him/her. It is a natural reaction to withdraw. Do something completely opposite, get closer to the participant and calmly apply the most adequate way of dealing with difficult situations.

After training:
- ✓ Get feedback. This is important because the participants learn the course, but you too. It's good to know what was good and what you need to work on, what you liked and what you can improve.
- ✓ Appreciate and thank them for their time.
- ✓ Say goodbye to the Jeśli ktoś ma jakieś zastrzeżenia participants.
- ✓ Leave a good impression. Not only on the participants of the training, but also on the organizers - leave the order.
- ✓ Return home with a sense of well-done task

Good luck!

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