

# Dealing with Difficult Participants

|                                     |  |
|-------------------------------------|--|
| <b>Field of application</b>         | Dealing with diversity   |
| <b>Resume / Brief description</b>   | Participants collect words, thoughts and behaviours of difficult participants on life-size paper silhouettes to gain new perspectives on their options for action.   |
| <b>Target group</b>                 | Students<br>Lecturers<br>Entrepreneurs<br>Colleagues of the same company or work team<br>Colleagues working in intercultural contexts<br>Professionals of different area   |
| <b>Group Size</b>                   | There is a minimum of 4 participants and a maximum of 30 participants for this activity. The ideal size is 8-20 participants.  |
| <b>Objectives</b>                   | The activity has the objective <ul style="list-style-type: none"> <li>To develop strategies for dealing with different categories of disruptive behaviour during interactive sessions.</li> <li>To positively engage the participants concerned.</li> </ul>  |
| <b>Requirements</b>                 | <b>Materials</b> <ul style="list-style-type: none"> <li>20-30 sheets of flipchart paper</li> <li>1 pair of scissors</li> <li>Masking tape</li> <li>1 marker</li> <li>20 sheets each of coloured and white A4 paper</li> <li>10 pin boards or space on the wall to hang up silhouettes</li> </ul> <b>Time</b> <ul style="list-style-type: none"> <li>25-45 minutes</li> </ul>   |
| <b>Implementation - Guidelines</b>  | <b>1. Preparation</b> <ul style="list-style-type: none"> <li>Create a paper silhouette for each difficult participant type with enough space to collect ideas and a short description of the participant type.</li> <li>Create speech bubbles, hearts, and plus signs using the A4 paper.</li> <li>Blank pieces of paper with the following questions: <ul style="list-style-type: none"> <li>What does he/she wish...? (beside the heart)</li> <li>What does he/she say...? (stick it next to the speech bubble)</li> <li>What does he/she think...? (stick next to the head)</li> <li>What does he/she contribute...? (next to the plus sign)</li> <li>What does he/she...? (stick into the body at the height of the hands).</li> </ul> </li> </ul> <b>2. Process</b> <ul style="list-style-type: none"> <li>Preparing the types (15-20 minutes) <ul style="list-style-type: none"> <li>Ask the group to remember situations with difficult participants and invite the participants to write on the silhouettes according to the questions.</li> </ul> </li> <li>Group division <ul style="list-style-type: none"> <li>Participants should assign themselves to the types with which they want to continue to work, per type at least 2 participants.</li> </ul> </li> <li>Processing of the types (15-20 minutes) <ul style="list-style-type: none"> <li>The teams discuss possibilities in dealing with the difficult participants and how to use their peculiarities productively for the group. The results are recorded on the flipchart.</li> </ul> </li> <li>Presentation of the results (3 minutes for each type) <ul style="list-style-type: none"> <li>The teams present the most important ideas in dealing with their types.</li> </ul> </li> </ul> <b>3. Debriefing</b> <ul style="list-style-type: none"> <li>Short feedback round on the results and on the most important findings.</li> </ul> |
| <b>Additional format/references</b> | Thiagarajan, S. (2016). Interaktive Trainingsmethoden: Thiagis Aktivitäten für berufliches, interkulturelles und politisches Lernen in Gruppen (3. Auflage.). Schwalbach: Wochenschau Verlag.  |



African Centre for Career Enhancement & Skills Support (Access)

[Terms of Use](#)