

# **Community Response Protocol for Sexual Assault and Domestic Violence**

## **TIPS FOR TRAINERS**

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for the  
Grey Bruce Domestic Violence Coordinating Committee**

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## **SECTION ONE: THE ROLE OF THE TRAINER**

### ***START ON A POSITIVE NOTE***

The Trainer starts on a positive note by:

MOTIVATING AND HELPING PEOPLE PARTICIPATE IN THE SESSION

EXPOSING INDIVIDUALS TO NEW STRATEGIES AND TOOLS

PROVIDING PRACTICAL HANDS-ON ACTIVITIES TO IMPROVE SKILLS

STIMULATING DISCUSSION AND ENCOURAGE ACTIVE PARTICIPATION

### ***USE ADULT LEARNING PRINCIPLES:***

Learning is often a rediscovery process for adults. They need time to discuss, interact and process new information and concepts in meaningful ways.

Set the stage for success. Your goal is to make everyone feel at ease as quickly as possible. Explain that your role is to facilitate the interaction and sharing of information among the group present.

Participants bring a wealth of expertise with them; it is the role of the trainer to tap these natural resources throughout the session.

Your role is to create a safe, positive environment in which participants can feel free to take risks. Your role is *not to teach* BUT rather to stimulate discussion and provide a forum for sharing information. Adults typically learn what they see as relevant or helpful to them.

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***STARTING THE TRAINING SESSION***

- WELCOME PEOPLE TO THE SESSION OR MEETING AND IF APPROPRIATE INTRODUCE YOURSELF.
  
- DESCRIBE OR REVIEW THE REASON FOR THE SESSION OR REVIEW / HIGHLIGHT THE AGENDA.
  
- PRESENT THE DESIRED OUTCOMES OF THE SESSION OR MEETING.
  
- TELL PEOPLE HOW LONG THE SESSION OR MEETING WILL LAST.
  
- SHARE THE FACT THAT THEIR ACTIVE PARTICIPATION IN THE DISCUSSIONS AND ACTIVITIES IS KEY TO BOTH A GREATER UNDERSTANDING OF THE MATERIAL AND TO THEIR ENJOYMENT OF THE SESSION OR MEETING.
  
- ACTIVE PARTICIPATION MEANS: asking questions when something is unclear, and taking an active part in all of the activities.
  
- ASK IF THERE ARE ANY QUESTIONS BEFORE CONTINUING.
  
- IF THIS IS A NEW GROUP YOU ARE WORKING WITH ASK PEOPLE TO INTRODUCE THEMSELVES: name, program area or department, job responsibilities, and session expectations.

**NOTE**

Write each person's expectations in abbreviated form on a flip chart under the heading "Expectations". When everyone has spoken, post the list of expectations in a visible location.

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***HELPFUL GUIDELINES FOR FACILITATING THE SESSION***

ACKNOWLEDGE THE VALUE OF EACH PARTICIPANT'S CONTRIBUTIONS.

RESPOND IN A POSITIVE TONE TO PARTICIPANTS. COMMENTS MADE IN A NEGATIVE WAY CAN AFFECT THEIR INTEREST AND SUPPORT AND MAY DEVALUE THE SIGNIFICANCE OF YOUR MEETING OR SESSION.

ESTABLISH YOUR POSITION AS A GUIDE/FACILITATOR

LISTEN CAREFULLY AND RESPOND TO QUESTIONS, OBSERVATIONS AND REMARKS.

IT IS SOMETIMES HELPFUL TO SET GROUND RULES AT THE ONSET OF THE SESSION.

ACCEPT INCOMPLETE IDEAS FROM EMPLOYEES AND ASK FOR CLARIFICATION AND EXPANSION.

IF POSSIBLE, RELATE ONE PARTICIPANT'S COMMENTS OR IDEAS TO THOSE OF OTHERS. THIS HELPS TO PROVIDE STRUCTURE AND DIRECTION TO THE DISCUSSION.

POINT OUT WHEN THE DISCUSSION HAS DRIFTED OFF TOPIC AND ASSIST THE GROUP TO GET BACK ON TRACK

DO NOT HESITATE TO MOVE THE GROUP ON, EVEN IF SOME THINGS HAVE NOT BEEN RESOLVED. WITHIN THE ALLOTTED TIME. IT MAY NOT BE POSSIBLE TO SOLVE ALL OF THE PROBLEMS OR ADDRESS ALL OF THE ISSUES THAT SURFACE DURING DISCUSSIONS AT TRAINING SESSION. SUGGEST A PROCESS OR STRATEGY FOR SOLVING THE PROBLEM OR ADDRESSING THE ISSUE AT A SPECIFIED LATER TIME

USE EFFECTIVE LISTENING SKILLS TO DEAL WITH DISAGREEMENTS AND CONTROVERSIES IF THE DISCUSSION GETS OUT OF HAND, ACKNOWLEDGE THAT THERE IS NO AGREEMENT POSSIBLE AT THIS TIME AND MOVE THE GROUP ON.

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***WHAT TO AVOID***

Just as there are things you can do as a trainer to enhance the effectiveness of the session or meeting, there are also things you can do that can have negative consequences.

AVOID JUDGING OR CRITICIZING THE IDEAS, BELIEFS, ASSUMPTIONS, VALUES OR ATTITUDES OF THE STAFF OR PARTICIPANTS.

ATTEMPT TO KEEP THE PARTICIPANTS FROM JUDGING OR CRITICIZING ONE ANOTHER AS THAT MAY LEAD TO STIFLING MEANINGFUL CONVERSATION.

LIMIT LENGTHY COMMENTS AND SUMMARIES. THE MORE YOU SAY, THE LESS IMPACT AND VALUE IT WILL HAVE.

***GROUP DEVELOPMENT***

When you are beginning a session or a meeting, and especially when the material or topics of discussion are new to your group, people will need a fair amount of guidance at the start of your meeting or session as they are learning about the topic, the agenda, expectations etc.

Participants will need less guidance as they work with material they already know or are familiar with. This is a good opportunity to use small group work.

As trainer, you should circulate during small group work to ensure that they have understood the task and are doing what you have asked correctly. It is frustrating for a group to believe they have wasted time.

Participants will need more guidance when you introduce new materials, for example, when new projects are introduced. Ensure that they have a lot of structure before any small group or independent work, if you don't they will probably slip back into patterns that are familiar and comfortable but not necessarily productive or good.

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***SMALL GROUP AND PAIR EXERCISES***

Here are some important tips about organizing and running small groups or pair exercises during sessions.

- ALWAYS PROVIDE THE DIRECTIONS IN WRITING AS WELL AS GOING OVER THEM VERBALLY (USING A FLIP CHART, WHITEBOARD OR HANDOUT).
  
- MONITOR GROUP WORK AND IF CERTAIN PEOPLE DOMINATE ROTATE GROUP MEMBERS TO EASE FRUSTRATION.
  
- ALWAYS DIRECT THE GROUP TO CHOOSE A RECORDER.
  
- ALWAYS DEBRIEF THE WORK DONE TO ENSURE SHARING AND RECOGNITION. (IF YOU DON'T HAVE TIME TO DEBRIEF EVERYTHING ENSURE THAT EACH GROUP CONTRIBUTES SOMETHING).
  
- DEBRIEF THE EMOTIONAL CONTENT AS WELL WHEN DEALING WITH DIFFICULT OR NEW MATERIAL. PARTICIPANTS DO THIS WORK BECAUSE THEY CARE.

***DEALING WITH CONFLICT***

- IN A DIVERSE GROUP NOT EVERYONE WILL AGREE
  
- PARTICIPANTS NEED TO RESPECT DIFFERENT POINTS OF VIEW.
  
- MANAGERS AND TRAINERS REMAIN NEUTRAL UNLESS FACTS ARE BEING MISSTATED. IN THAT EVENT THEY EXPLAIN THE FACTS.
  
- CONFLICT CAN LEAD TO INTERESTING GROUP DISCUSSION.
  
- WHEN CONFLICT PERSISTS AFTER THE ISSUES HAVE BEEN EXPRESSED ON BOTH SIDES, AND SOME TIME ALLOWED FOR DISCUSSION, SUGGEST THAT THE MATTER BE LEFT AS "AGREEING TO DISAGREE".
  
- IF A PARTICIPANT IS STILL UPSET, TAKE THEM ASIDE AT THE BREAK AND TRY TO FIND OUT WHY THE ISSUE IS SO IMPORTANT.
  
- IF ADDITIONAL INFORMATION COMES TO LIGHT, YOU MAY WANT TO REVISIT THE ISSUE.

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- IF AN ISSUE THAT HAS BEEN THOROUGHLY DISCUSSED IS BROUGHT UP AGAIN STATE THAT YOU BELIEVE THE ISSUE HAS BEEN ADEQUATELY ADDRESSED. ASK PARTICIPANTS IF THEY WISH TO TAKE IT UP AGAIN. IF THEY SAY YES, ASK THEM TO IDENTIFY NEW INFORMATION THAT NEEDS TO BE ADDRESSED. IF NONE IS IDENTIFIED, CLOSE THE TOPIC.

***ASKING PARTICIPANTS QUESTIONS***

It is important that you ask questions of the participants in order to know whether or not they have understood the issues discussed in the sessions, the next steps (i.e. who does what and when) and to determine their level of comfort ability and agreement with the issues discussed.

The FOUR main types of questions you can use at the end of sessions or meetings are described below.

**FACTUAL QUESTIONS:**

Ask participants if they understand or know who does what and when in terms of next steps.

**REFLECTIVE QUESTIONS:**

Are questions like: What did it remind you of? What were the key words?  
Was this helpful for you and why?

**INTERPRETIVE QUESTIONS:**

Are questions like: What were the most important points? How would you do things differently?

**DECISIONAL QUESTIONS:**

What do you need to do to apply what you learned today?

## **SECTION TWO: THE LOGISTICS**

### ***ROOM SETUP***

In order to make your meeting or session productive for everyone people need to be comfortable. Where you meet, the set-up of the meeting room, access to nearby washrooms, refreshments, comfortable chairs, away from the busy office or where the phone cannot interrupt you or others etc. makes all the difference to what you will accomplish in the session or meeting.

Choose a well - lit, well ventilated setting. Ensure that the chairs are comfortable and that the participants have writing surfaces.

Try to avoid a Classroom type of set-up as this sets you, the manager or trainer, *at* the front as the expert. Rather, Circles or U-shaped set-ups put everyone on an equal footing.

*TIP: When arranging tables and chairs, be sure that every participant has a clear view of you, your flip chart and other visual aids chosen for the session.*

### ***EFFECTIVE USE OF FLIP CHARTS***

A flip chart is an excellent tool. A large portion of a meeting presentation can be prepared in advance, especially if you are a poor writer or speller. Important points, lists, charts and graphs can be saved and posted in the room for easy reference.

- It is best not to have a blank sheet of paper facing the group before the session or meeting begins. write a greeting and the name of the meeting on the first sheet.
- If you prepare charts in advance, leave blank sheets between the pages of the presentation. You can turn blank sheets when you finish a particular point for additional comments as well as this will give you an opportunity to illustrate or chart another point.
- Use watercolour felt tipped pens if possible. Permanent colour pens often bleed through to the next page.

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Use titles on each flip chart page. For example, you can make the title one colour and the main body another colour.

Draw basic illustration in black and use other colours when adding words, drawings, arrows as this makes it easier for people to follow the information on the paper.

When using a flip chart as an aid during group discussions, try to capture the essence of the participants' comments as closely as possible. This is a powerful form of positive reinforcement as participants respond positively to seeing their own words on the chart.

Post completed flip chart papers around the room so that you can refer back to them later. This may also help to reinforce the information with group members. Use masking tape as this holds securely and does not peel paint or paper when it is removed.

## ***OVERHEADS***

**PRACTISE** with the equipment before you begin a session to ensure you know how to use it.

**FIND OUT** where a replacement bulb is in case you need it.

**PLACEMENT** of overheads is critical. If you stand in front of the overhead projector and face the participants, the overhead should be placed as if you were going to read them.

**USE A PENCIL** or swizzle stick as a pointer on the overhead, not on the wall screen.

**ADJUST** the head of the projector so that the image is projected high on the screen to enable all participants to see.

**ASK** participants if they can see.

**TURN OFF** machine when not using it as the glare on the blank screen is distracting.

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**TV – VCR – DVD'S AND LCD'S**

- PRACTICE with the equipment so that you know how to use it and that it is functional, i.e. power, start, pause, tracking AND CHECK THE VOLUME AND SOUND.
  
- CUE your videotape, including the sound, ahead of time so that you just turn on the machine.
  
- THE LONGEST you should show a video tape without some interaction with your group is about a half hour. Always pause after 30 minutes and offer a chance to discuss, respond or move to another activity.

**HANDLING LATE ARRIVALS**

Ensure that there are extra materials / packages and additional seating in case there are late arrivals. This will result in little interruption to the flow of the session or meeting.

You may wish to ask participants to leave chairs closest to the door empty. You may also want to post any flip chart pages you use so that latecomers can see what they have missed. **WHATEVER YOU DO TO ACCOMMODATE LATECOMERS SHOULD CAUSE LITTLE DISTRACTION FOR THOSE WHO WERE ON TIME**, yet still give latecomers a good opportunity to catch up.

**PROBLEM PARTICIPANTS**

In a number of instances, participants may become a *problem*. Discussion may be monopolized; side conversations may be continuously initiated and so on. Without causing the participant any great embarrassment, it is a good idea to identify the unsatisfactory behaviour, define the effects of the behaviour, and recommend an alternative behaviour.

*FOR EXAMPLE*

“LEE, YOUR TALKING WITH CHRIS DISTRACTS THE REST OF US. HOW ABOUT HOLDING THOSE DISCUSSIONS IN THE HALLWAY OR DURING OUR NEXT BREAK? THANK YOU.”

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***ENDING THE TRAINING SESSION***

When bringing a meeting or training session to a close, summarize the central points and activities.

THE SUMMARY SHOULD BE GIVEN BY THE PARTICIPANTS WITH INPUT FROM YOU - TRAINER OR FACILITATOR.

POINTS SHOULD BE WRITTEN ON THE FLIPCHART TO HIGHLIGHT WHAT THE GROUP HAS ACCOMPLISHED.

REVIEW THE LIST OF PARTICIPANTS' EXPECTATIONS THAT WAS CREATED AT THE START OF THE SESSION AND REVIEW WHICH ONES WERE MET, PARTIALLY AND THOSE REQUIRING FUTURE WORK.

YOUR PRIMARY GOAL IS TO HELP INDIVIDUALS BECOME MORE EFFECTIVE IN WHAT THEY DO.

What they only see, they may forget;  
What they hear, they may remember;  
But what they do will help them to understand  
And lead to their greater effectiveness

## **SECTION THREE: PLANNING THE TRAINING SESSION**

### ***PLANNING MAKES PERFECT***

In order to conduct successful training sessions, meetings, workshops etc., you will need to spend some time preparing. Experienced, trainers– and facilitators find that preparation works best when completed over a period of time. This allows time for you to absorb the material slowly rather than trying to cram at the last minute.

By following these recommended steps, your meeting or planning session will make your staff or participants want to be in the room and stay!

#### **SEVERAL WEEKS BEFORE....**

- DETERMINE THE DURATION OF THE SESSION.
  
- CONFIRM THE DATE, TIME AND LOCATION FOR THE SESSION WITH PARTICIPANTS

#### **ONE WEEK BEFORE....**

- REVIEW YOUR MATERIALS CAREFULLY AND FINALIZE THE TRAINING AGENDA, AND EVALUATION FORM
  
- MAKE SURE THAT YOUR PARTICIPANTS OR STAFF HAVE ALL OF THE MATERIALS THEY NEED PRIOR TO THE MEETING.
  
- STRATEGICALLY THINK ABOUT TIMES WHEN YOU MIGHT ASK PEOPLE FOR THEIR INPUT.
  
- MAKE SURE YOU ARE FAMILIAR WITH ALL OF THE MATERIALS NEEDED FOR THE SESSION OR MEETING.
  
- REHEARSE YOUR PART IN THE SESSION AND ANTICIPATE QUESTIONS.
  
- PREPARE ALL VISUALS, FLIP CHARTS, VIDEOS YOU MIGHT NEED.

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- ENSURE THAT SUPPLIES ARE READY: flip chart markers masking tape pencils / pens handouts, evaluation forms.
- MAKE SURE THE ROOM YOU ARRANGED IS STILL AVAILABLE.
- ORDER REFRESHMENTS OR ARRANGE FOR THEM IF APPROPRIATE.

**ONE DAY BEFORE ...**

- IF POSSIBLE, ESPECIALLY IF THIS IS A SPACE YOU HAVE NEVER USED, VISIT THE ROOM YOU WILL BE USING TO ENSURE EVERYTHING YOU REQUIRE IS THERE.
- DETERMINE WHERE YOU WILL PUT YOUR FLIP CHARTS AND OTHER AUDIO/VISUAL EQUIPMENT.
- DO A LAST CHECK OF MATERIALS YOU WILL NEED: copies of handouts, flip chart markers. Cables for lap tops, projectors, etc.

**ONE HOUR BEFORE....**

- GET TO THE ROOM AT LEAST ONE HOUR BEFORE THE FIRST PERSON IS SCHEDULED TO ARRIVE. THIS WILL INCREASE YOUR COMFORT LEVEL.
- REVIEW YOUR MATERIALS CHECKLIST AGAIN.
- VERIFY THAT EVERYTHING IS DONE: handouts, room setting is appropriate, your notes are there, all the equipment is working, and refreshments are ready.

Once you have double checked everything, you can relax and prepare to begin. As people begin to arrive, greet them individually and especially in new situations learn their names. This will help you during the session; find out something about each person's background etc. Such information is often helpful in identifying people with related experiences that may be relevant to the points you will be making.

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**DURING THE SESSION....**

Have a great session! You're prepared! Relax and move through the session as planned. Remember your notes are there and refer to them often.

Give yourself permission to forget a point and return to it later. Enjoy presenting your part of the session knowing that people will appreciate the material you are providing. Don't forget to handout and collect evaluation forms at the end of the session.

## **APPENDIX 1 GROUND RULES AND INFORMATION TOOLS**

### **Ground Rules**

When individuals work together, it is helpful to establish ground rules that everyone can live by. Ground rules can apply to meetings, brain storming sessions, problem-solving groups as well as the session you are now doing.

#### **INSTRUCTIONS:**

1. The facilitator begins by noting the importance of a respectful and safe training session where people can participate and asks the group to think of ground rules that will support this.
2. The facilitator asks group members for their suggestions on ground rules for the training session. If the group needs help getting started, the facilitator suggests some.
3. The facilitator ensures that the suggested ground rules are agreed upon by the participants.
4. The ground rules are then posted in the room for reference during the session.

### **INFORMATION GATHERING TOOLS**

#### **THE PARKING LOT**

It can be helpful to establish a "parking lot" titled on a blank sheet of flip chart paper where off topic issues can be placed that arise from discussion. Posting these issues allows other participants to discuss them over breaks or lunch.

#### **GATHERING INFORMATION**

Have a question chart available so people can write down questions that may arise over breaks. Ensure that the questions are addressed if relevant during the session.