STAY ACTIVE WITHOUT BURNOUT

Practical guidance for modelling workshops
Modern society requires more and more of our devoted attention and engagement. We split into pieces between work, study, duties, and household chores. And the constant stress leaves us with a few opportunities to recover and feel the pleasure of life. That is how we may find ourselves under siege of burnout syndrome. This is especially true for helpers, in other words, people who strive to help other people. For handling the "secret enemy" of the 21st century, one needs to be made aware and educated. We have endeavored to produce information in this brochure for those who would like to model burnout prevention workshop and conduct it for their organization, team or community. This is particularly true for teachers and trainers.

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Dear Reader!

Here is a brochure for your attention entitled “Stay Active without Burnout,” which is drafted to share our more than 20 years of experience in developing and implementation of non-formal educational programs for adults with a special emphasis on the issue of burnout prevention. This is particularly appropriate for the issue of burnout prevention. We expect that it will support your endeavors in designing the author's workshop on issues of burnout syndrome prevention.

It is widely known that this problem affects passionate and dedicated people. “Helpers - human rights defenders” that selflessly support and protect human rights in Ukraine in recent years are most at risk.

Experts say that burnout syndrome is a result of long term stress and emotional exhaustion. This leads to a reducing of personal involvement, shirking of responsibilities and a sensation of identity loss. Often, victims of burnout are unaware of what is happening to them. They start to be aware of their problems and agree to get outside assistance only when the value of their depletion is already extreme and they are not able to function at work. People should know about burnout syndrome and its prevention to minimize such cases. We believe that one of the ways to get this information out is educational activities that would be available to "helpers".

Drafting the text, we understood that there are many books and materials on adult education. However, the issue of burnout prevention is special. Therefore, the trainer should be ready to face a variety of deep processes at the workshop - different kind of psychological defenses, reassessments of what is happening and re-evaluations of effectiveness and, as a result, the need for personal interventions in specific circumstances.

Thus, we've tried to compile the most appropriate information for this case. We hope that you will find something in the brochure that will support you and provide a starting point for a trip to the exciting world of modeling workshop.

Viktoriia Solonitsina and Yuriy Trokhymenko.
According to statistics, more than 64% of Ukrainian citizens are in a state of emotional burnout — exhaustion caused by long term stress, which not only “blockade” human resources, but also leads to a loss of sense of joy (international portal www.hh.ua, 2017). But above all, the problem of professional burnout is relevant for helpers. Including employees of human rights organizations, volunteers and activists who address the consequences of military conflict in the east of Ukraine. International and local non-governmental organizations, volunteers and initiative groups continue to support vulnerable groups of people by providing them with necessary products - water, hygiene kits, as well as provide social, psychological and legal support. This assistance requires a lot of physical and emotional strength, so it is difficult to find a reasonable balance between the requirements of the profession and the opportunity to take care of yourself. The myth about "a positive workaholic who is going to have a rest after everything is over" make things even more complicated. Admittedly, in our society, there is no culture of monitoring the emotional state of a person. Otherwise, our body will decide it for us. This is especially true for people of caring professions. We should not be shy or afraid to admit that we have such problems due to excessive commitment to helping people. Otherwise, our body will decide it for us.

The World Health Organization included professional burnout syndrome into the updated International Classification of Diseases on May 28, 2019. It is classified as a class of "factors affecting the health of the population and addressing health care centers". The ICD contains the following definition of burnout:

"Emotional burnout is a syndrome recognized as a result of chronic stress at the workplace, which has not been successfully addressed. There are three features:

- a sensation of motivational or physical exhaustion;
- reducing work capacities"(1*);
- increasing mental disengagement from professional responsibilities, a sense of negativity or cynicism towards professional responsibilities.

Public human rights organizations have significantly expanded their activities and increased the number of employees and volunteers in recent years. At the same time, only a few managed to introduce appropriate standards in their work, which might prevent the burnout of people. Sooner or later it negatively affects the efficiency of work, comfort and health of people in general. It's common knowledge, that burnout syndrome is reduced if an organization takes an active position in preventing professional burnout (education, supervision, individual and group work with a coach, mentor or psychologist).

1* - https://www.who.int/mental_health/evidence/burn-out/ru/
I. THE WAY THAT ADULTS LEARN

It is obvious for those who follow modern trends and deliberatively consider evolving world conditions, that studying is necessary not only at school. And not only at the university.

The world is rapidly changing and we have to adapt, constantly upgrading our skills and competencies. Therefore, long life education is a must, rather than whim. Thus, every year the number of adults who are willing to continue their education will only increase. Accordingly, the role of teachers leading this process will grow. Be it in the area of formal (accredited schools, institutions, etc.) or non-formal education (commercial and public organizations, private individuals not facilitating formal certification).

The brochure is increasingly addressed to trainers who work in the area of non-formal education, conduct workshops & training for adults 18 years and older. The recommendations compiled here are based on core humanistic values, where the person is the highest and absolute value. We are confirmed that the reader is primarily expecting practical advice that would support its endeavors in dealing with a target audience.

Our recommendations are well suited for different workshops, although the content of specific seminars may be different. Of course, leadership or time management training will differ from work with emotional burnout. The difference is related to the different contexts of content. But at the same time, common patterns of work with an adult audience will remain stable.

THE PARTICULAR CONTEXT OF WORK WITH ADULT AUDIENCES

- Each workshop participant has the knowledge and experience behind and can contribute to group work.
- If the group work is organized well, then adults are engaged and actively participate in activities.
- Those teams have best results where an atmosphere of cooperation is formed.
- If an adult visits a workshop, they usually know what they need.
They evaluate the information received, relying only on their own experience.

They have little time and multiple tasks, so there is a motivation to get benefit right now.

An important criterion is the practicality and applicability of gained knowledge.

Adults take into account their capabilities (experience, knowledge, skills) and focus on problem resolving.

These findings are true if a person is motivated to learn but is not mainstreamed into education by top management and just spin wheels.

THE FIVE LAWS OF PAKE, WHICH IS IMPORTANT TO BE AWARE

Given these simple laws, it won't be hard to design a workshop so that participants are encouraged to participate in the learning process to the fullest extent possible.

1. Adults are big children.
2. People do not argue with their own conclusions.
3. The more fun in the learning process, the more you will learn.
4. Real learning starts after changing of behavior.
5. If a trainer has the knowledge and skills to do something and share it, that does not mean that all participants will be able to apply it right away.

THE WAY WE RECEIVE INFORMATION

It is known that the visual channel is leading one for receiving information for the majority of people. Evolutionary it was easier for us to survive and adapt to the environment, avoid danger spotting it from a distance.
Understanding this feature is very important to use visual elements and techniques during the workshop: write on the board, draw, show photos, presentations and videos.

Although the majority of people are visual learners, there are still two other channels for receiving information: audio and tactile. Accordingly, each of the participants, depending on his specificities, will learn in different ways.

“Audio learners” - learn by listening, answering questions, giving cues, can remember best what they've heard.
“Visual learners” - better perceive written information, pictures, graphics, films, slides.
“Kinesthetic learners” - they learn by applying what they see and hear in practice and using their senses.

Therefore, while designing a workshop, one needs to elaborate and suggest different scenarios of presentations. This might be a marker of your competence as a trainer.
II. BEFORE DESIGNING A WORKSHOP

Before designing an educational event, the trainer should be aware of the necessary skills, experience and knowledge that participants would need. For this to happen, one will need to collect accurate information on next issues:

- Who is your target audience (TA), who will visit the workshop?
- What are the needs of TA?
- What are they missing?
- What are their problems?
- What is their purpose?
- What do we want to teach?
- What capacities do you need to develop?
- Where the knowledge acquired will be applied?
- Do I have enough competencies enough to design and conduct an educational event?
- What experience already exists on this issue in a professional environment?

After analyzing the information received, you would understand what precisely your future participants lack. You need to rectify these deficits.

Answers to questions - “what's the problem/deficit?” will provide us with the starting point of the program design. Discussing emotional burnout issues, one would probably need to consider a new life strategy, which requires skills of self-care that would ensure the achievement of the intended impact. Or maybe the goal would be to support participants in building a life/work balance and teach them sensitivity to their new role. It is impossible without additional knowledge and skills. All this helps us in determining workshop content.
One of the basic ways that reveal the training needs of your participants is a questionnaire. Questionnaires enable learning and analyzing almost all opinions on requested subjects within a relatively short period. Another distinct asset of questionnaires: it is available electronically and is not time-consuming, Google forms, for example.

In addition to a clear vision of the goal, problems of participants and results we are planning to achieve during our workshop, it is important to estimate the time. How long will it take to achieve the planned results? Is it realistic to reach changes required or should we reformulate the goal? Or maybe we can reach more with these particular participants, or vice versa. What level of problem are we able to resolve in this period?

As trainers, we are looking for a balance between time, goal and participants. As time and money usually directly correlate, by adding a financial factor, we will also need to prepare a budget for the event. Although usually the trainer, unless he is also a manager of the event, does not handle the money issue. Anyway, this is an essential issue to be reckoned with.

In our case, we just outline what should be done before choosing a form of education.
III. CHOOSING A FORM OF EDUCATION

Experience teaches everything.
Gaius Iulius Caesar

After finishing the stage of a prior understanding of our workshop including goal, target audience and time available we can proceed to the choice of a form of information provided.

Most frequently, a trainer faces a choice between lecture, seminar and training. This is a very simplified and conditional division, but for now, that's what we need.

FORMS OF EDUCATIONAL PROCESS

**Lecture** - the easiest for the trainer and the very standard form of education. The presenter tells the previously prepared text. Listeners remember what they have said and take notes, which slightly increases the percentage of memorization. The lecture may be conducted for a large audience, replicated in audio or video without detriment to understanding.

**Seminar** has its characteristics. Typically, the amount of material that the presenter prepares for the audience is smaller than for a lecture, but the seminar involves interactivity, as well as communication between the trainer and participants. Due to the involvement of different channels for presenting the material - audio, graphics, video, group discussions - the extent of acquiring the knowledge is usually higher than at lecture.

**Training** is the most complicated form of education. It has no clear restrictions and substantially depends on the qualification of a trainer, his creativity and can integrate various tools: mini-lectures, integration games, discussions, bodywork, art therapy, etc. The more efficiently the trainer engages various methods, the better is the quality of education and obtained results. It is important that training allows a person to step out of his/her comfort zone and offers an opportunity to get a new experience. This experience contributes to deeper and stronger changes in the mindset and behavior of participants.

We recommend the training as the most efficient form for educational events on emotional burnout issues to obtain the expected results. Again, the training will ensure the maximum result according to the duration of memorization of received information. We use to remember:
10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
80% of what we say
90% of what we say and do.

The table below exemplifies the work of memory assimilation depending on various forms of teaching. The most effective approach to the learning process is the involvement of different methods!

<table>
<thead>
<tr>
<th>Manner of material presentation:</th>
<th>retention in memory after 3 hours</th>
<th>retention in memory after 3 days</th>
<th>retention in memory after a year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>70%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Presentation (Visual channel)</td>
<td>72%</td>
<td>20%</td>
<td>13%</td>
</tr>
<tr>
<td>Lecture + Presentation</td>
<td>85%</td>
<td>65%</td>
<td>33%</td>
</tr>
<tr>
<td>Lecture + Presentation + Practice</td>
<td>98%</td>
<td>95%</td>
<td>75%</td>
</tr>
</tbody>
</table>
First, let us discuss the workshop structure. Any workshop is made up of modules. Each separate module addresses a specific learning task. They should be consistently and systematically linked to each other, and, eventually, bring us to the final goal.

Thus, we design each workshop as if we were doing a puzzle. For example, an eight-hour workshop may consist of 2 or 4 modules. Each module may have different durations and contain different methods. For instance:

- Introduction by a trainer: 15-20 minutes
- Carrying out practical assignments and exercises by participants: 20-60 minutes
- Receiving feedback in a circle: 20-30 minutes

The timeline is considered in accordance with the learning task. Some trainers start designing a workshop with a general vision and later move on to specific stages of a workshop. Perhaps an example presented below will let us provide a more complete description of a workshop and preparatory stages for it.

However, these stages will not necessarily be identical. However, much depends on the topic and methods applied by a trainer. But if we imagine an “average” training on professional burnout, the following stages should be mentioned:

**Start**

- This is the so-called stage of the group emergency: first meeting takes place; the program and logistic issues are discussed; the group specifies goals, sets the rules and discusses forms of work.
- Majority of participants feel sort of curiosity, uncertainty and some shyness at this stage. Everyone hopes to join and find a place in the learning community.
**Acquaintance**

This is the start of group work: participants get to know each other closer, find common friends or common hobby; notice similarities and diversity in values, life goals, hopes and fears, experience; there is also a division of roles and tasks.

**Beginning of work**

Relationships within the group are becoming more friendly, participants - more tolerant, trust and confidence are gradually emerging.

The group starts setting goals, assigning tasks and assuming responsibilities.

Participants are ready to work actively and contribute to the life of the group.

Often participants discuss what's happening outside the group.

**A phase of confrontation**

At this phase differences between the participants and trainers are pronounced, conflicts occur, which are either resolved or ignored.

The identity of certain individuals is seen more clearly, alliances and subgroups are being formed.

Some group members feel annoyed, depressed, underestimated or neglected.

The others, on the contrary, are satisfied with their place in the group and feel that they are able to operate freely.

And there is always someone who is considering the option not to proceed with group work.

**Promoting synergies**

In their majority participants raise group challenges and goals and reveal that teamwork is as important as the personality of each, with all its strengths and weaknesses.

Group members become more tolerant and broad-minded to weaknesses and failings of others and assume responsibility for their own conduct.

The group is ready to recognize achievements, accept differences and resolve conflicts.

Naturally, the group members discuss events, design plans, time lines and options for their implementation in the future. Participants feel competent, lively and cohesive.
The conclusion of work

- The time scheduled for group work is running out and the group fulfilled its tasks.
- Now is time for discussions of achieved results and wish fulfillment.
- Participants are more or less satisfied.
- Someone may think that they did everything that they possibly could do.
- The others would prefer to conduct some more meetings.
- If the group worked well and there was a high level of synergy, then participants feel sadness at the end of the meeting and secretly wish to continue.
- Someone found it easier to break up and feels happy to leave the group.

METHODS OF GROUP WORK

When organizing a workshop on burnout prevention, one requires methods that would reinforce participants to develop stress resilience. It is also worth learning some individual exercises for use in daily life.

Since there are many working methods, they should be adapted with great care to attain the goals for sure.

We can vary methods of group work in each module and at any stage. The listed below are methods that we use in our workshops.

You should note that the same goal can be achieved by various methods. For example, taking stocks of the day and fixing the degree of our satisfaction can be achieved by means of I-statements in a circle, making own breakthroughs, graphically and schematically depicting it on paper, creating a diagram in a room where our figures line up at a certain distance from an ideal point, etc.

Our individual style as a trainer and a certain susceptibility to one or another method matters. Someone is good at bringing together all statements and presenting it as a general scheme. Someone is categorically against such an approach as it is difficult for him to find his way around different conclusions and find common ground. a room where our figures line up at a certain distance from an ideal point, etc.
Rely on your areas of strengths and keep in mind that over a time range of your working methods will probably change. Nothing is permanent, our skills and we ourselves are constantly changing depending on experience, education, personal circumstances, accumulated wisdom, etc.

Examples of working methods:

- Brainstorm.
- Mini lectures.
- Integration exercises.
- Work with voice.
- Body therapy.
- Group discussions.
- Facilitation.
- Providing feedback in different ways.
- Games and exercises, the purpose of which is stimulating group dynamics or changing the emotional or physical state of participants.
- Breathing exercises, relaxation, meditation.
- Role-playing games.
- Individual work, work in pairs, small and large groups.
- Confrontation Technique.
- Exercises to develop creativity - art therapy, drama therapy.
- Activation of awareness.

Answer questions while choosing method

- How will the audience take the material, will they resist the method chosen or will start working?
- How essential is the active participation of all participants?
- How comfortable do I feel working with this method?
- How long will it take to prepare this method?
- Do I have enough time to apply this method?
- What equipment and facilities do I need for this method?
- Will there be enough space for this method?
- How can this method be connected with others to be used in this workshop?
Evaluating methods after the workshop

It is very important to evaluate each method we use. This is especially important if we bring something new to our practice. Answering questions below will refine our understanding of whether the method is selected correctly and its efficiency.

- How did the participants accept our proposed method?
- Were the rules and instructions clear?
- Have we achieved our goal?
- Did we have enough time?
- How did this method fit the general concept of the workshop?
- Was it enough time for feedback and how did we apply the information received from the participants?
- What can be changed next time in light of the experience of this workshop?

What else will enrich and diversify our workshop:

- Metaphors
  - Tales, parables
- Poems
- Revues
- Illustration
  - Films
- Other ...
Basic competencies of a trainer are a set of most necessary knowledge and skills. Of course, we can't describe the full range of skills in one short brochure. Thus, we will provide the simplest and working model that we use ourselves. This is a three components model, the balance between which determines the success of the workshop.

Organization of space.

Content (workshop content).

Relations with others.

Organization of space

The first thing the trainer notices about a workshop is the space in which it will take place. What is the extent to which it will contribute to that end? If your goal is simply to inform 100 people about the risks of burnout, then the lecture room at the university will work for you.

Unless we're talking about work on burnout prevention where we need more specific conditions: a room free from extra furniture, where you can sit in a circle, do various physical exercises on the floor, stay undisturbed for pair and individual work, etc. Space should be tailored to implement this approach. It's great if it's a building outside the city and we can go for a walk, to the forest, to the river.

The trainer always makes sure that there is enough air and light in the room. Water and other drinks should be freely available. It's fine, considering the aesthetic component: to put flowers, you can use various methods of decorating the room - to put vases, draperies, screens, comfortable frameless furniture. Everything that creates coziness and comfort, allowing participants to relax and open.
Content (workshop content).

The content of our workshop is, in fact, the reason why people come to us. They expect to gain new knowledge and experience that will help them to resolve problems. If there is only a beautiful place and a comfortable room around, then perhaps this is good for relaxation, but it does not help to solve the problem.

Therefore, the next, second important issue that the trainer works on while designing a workshop is content and learning material. While designing it, it is necessary to consider the ability of participants to assimilate it, whether there is logical progression (the integrity of the structure), whether they are interested (density and diversity), whether appropriate methods are applied, etc. All these components are thoroughly analyzed and carefully studied by a trainer.

We should pay attention to the fact that the entire group is engaged in the learning process. Everyone in the group is often the bearer of invaluable knowledge. Accordingly, the trainer can look to the participants for their experience and integrate it into the learning process. Being able to bring together own knowledge with contributions from participants is a reflection of our professionalism which ensures ease of learning process.

Relations with others.

The third component, which is rarely mentioned in designing TOT is the atmosphere, which arises from emotions and relationships in the group. Why do we consider this important?

The atmosphere can both encourage and oppress students. We, as trainers, can have very important and useful knowledge, the venue for the event can be of the best in the area, but if the general mood in the group is frustrating, then the whole event will be assessed and remembered by the participants in a negative light. People do not like when they feel they are being mocked, criticized or the process is hijacked, or their voice is given a little attention, etc. This results in escalating tension and barriers in communication.

And vice versa. In seemingly imperfect conditions and with a fairly simple presentation, if we are able to create a supportive, inspiring, deep and joyful atmosphere, participants will remember our event be for a long time. People value attitude and relationships.

So, during work, you need to combine and monitor the three mentioned earlier components for a workshop to be successful. Their harmonious combination and balance will bring you the desired result.
WHAT ELSE IS IMPORTANT

A trainer is a person whose thematic and didactic skills must meet certain standards. Learning from such a trainer is a journey into the subject of development and great pleasure. Along with the group, he achieves his goals.

If the trainer is passionate about what he is doing, he likes to work with people and is happy to share actively his knowledge; the participants will immediately feel it. Such a trainer studies and perfectly understands the needs of the group. He is able to engage participants in the learning process, ensures a balance between an informal supportive atmosphere and profound content of the material.

One of the key points in the work of a trainer is the ability to keep focus constantly - we train people, not just teach. This means that we are to pay attention to changes in the behavior of participants, and not just give them a lecture. At the end of the course, participants should be able to do things differently, and not just get some new information.

The second important issue is that any workshop should need to count on participants, but not on the trainer. This means that the trainer counts on the learning needs of an audience member, but not his wish to share some material. Considering these two basic parameters lets the trainer work “for the participant” at maximum capacity and not act for his benefit.

An important criterion for assessing the competencies of a trainer under the “burnout” topic is his specialization. He should be able to balance the basic competencies of a trainer and psychological skills. It is this balance that enables the professional career of a trainer in this area.

A participant comes to a workshop for a change. Whether he is aware of it or not. Accordingly, we are to create conditions for insights to occur. The emotional atmosphere, good group dynamics, games (people use to learn while playing the game) contribute to this process. It is also important to engage different channels of perception. What happens at the workshop should correspond to the reality of participants (just like life but richer and more intense).

Accordingly, the trainer must gain interpersonal skills, continually expand knowledge and competences. He must have a high level of development, internal balance, expertise.(2*)

2* - Expertise is a set of fundamental capacities and human competencies, on the basis of which more specific skills are developed usually referred to as so-called “soft skills” (for example, emotional intelligence, time management, leadership – everything, that is difficult to define and, that ensures overall high performance of any process) and “hard skills” (for example, negotiation skills, sales techniques – everything, that can be clearly demonstrated and measured/evaluated).

Meta-skills are the cornerstones of any interpersonal communication, which ensure the successful application of both “soft” and “hard” skills.
The more meta-skills are developed, the more efficiently other customizable skills are applied.
IMPLEMENTATION OF CHANGES

Now a few words about the changes that participants make to their lives during and after the workshop. Changes may be:

- Natural - in line with the internal values of the participant.
- Conscious and targeted actions - the participant learned something new and decided to integrate into a lifestyle.
- Random - the participant is in a difficult situation “cornered”, this is the most interesting, but also the most difficult way to integrate changes into a lifestyle.

At the workshop, as well as in a film, directing is very important. Therefore, you should prepare a scenario (workshop plan). But it should be considered that the prevention of burnout syndrome involves participant mentally and emotionally. In addition, it's important for the trainer not to be restricted by own constraints.

As a trainer, you will have many of such restrictions, unless you are not ready to be flexible and deal with external circumstances. The trainer should consider the sequence and duration of theory and practice. And be ready to change the scenario if necessary, considering that:

- Any structure of the workshop is good, provided that the group is interested, understands the context of what is happening and this should be in accordance with the general vision and values of the trainer.
- Each group chooses the extent and volume that it is willing to work.
- The trainer should possess considerable knowledge on the topic of the seminar.
- You choose methods considering age, gender, education of participants, etc.

Training strengthens the impulse to development on its own. Development can occur spontaneously due to insights of participants. There is a chance to step back from our experience, to take a fresh look at what we are doing and how we are impacting motivation for new behavior at the training.
Physiology

Participants should feel comfortable in the room where the workshop is taking place. In addition, if necessary, they should be able to go out, drink water, and have access to clean air.

Security

Participants should feel comfortable in the room in which the workshop is taking place. Besides, if necessary be able to go out, drink water, and have access to clean air.

Belonging

Usually, people feel need for communication. The trainer should take charge of shaping an open, friendly atmosphere.

Esteem

People strive for recognition. The trainer is to make a choice - to either support the participant, listen to his opinion, accept his experience or held his course. Try to emphasize the contribution of each participant to the common work at the workshop.
This will confirm expectations that the natural need of a person - to strive for the best and achieve results - may be realized.

Self-actualization

Striving for self-actualization is striving of a person for recognition, self-realization, not being too concerned about what other people think. The workshop may serve as space where participants will be able to show leadership, creativity, and practice attentiveness to their processes.

EXERCISES AT THE WORKSHOP

While looking at the workshop content, one may obviously see a set of different tools, exercises, tasks. Starting from simple ice-breakers to complex complicated tasks.

Our observation is that the ability of a trainer to assign a task for the participants correctly, to describe what and how they should do is a stand-alone skill. If you have never tried to explain the exercise before, you may be surprised because this apparent simplicity is deceiving.
Therefore, the main impact of the training is the insight of awareness and the extent to which it influences the participant. Due to this insight, a particular path of actions become obvious passing from the “blind zone” to the focus of development. The trainer should have the capacity to get mentally and emotionally, be able to fulfill perfectly his plans because his tasks also include creating conditions for insights.

These insights launch a self-organizing system of changes that best fulfill the declared goals of the workshop and the expectations of the participants. Such a workshop should not be overwhelmed. Accordingly, it is very important to know how to design a program of the day:

- The golden rule of one-day dynamics is a theory of “two peaks” (small and large).
- One large and powerful exercise per day (maximum two). The rest (theory and practice) serve as support and assistance.
- Keep in mind a close linkage between theory and practice.
- Consider timing and breaks.
- Be open to feedback from the group and be ready to make changes in the program

**NEEDS OF PARTICIPANTS**

As you know, Abraham Maslow described the basic needs of a person in order of importance. Then his followers visually presented it as a pyramid and gave it his name. It proves to be of great benefit to us, both during workshop designing and directly during learning processes. What is actually, important? The needs of participants. Alternatively, more specifically, keeping these in sight by the trainer during the group work.

1. Self realization (self-development and self-actualization)
2. Esteem (self-esteem, respect by others, recognition).
3. Belonging (communication, love and belonging).
5. Physiological (food, water, sex.)
The essence of the skill is to understand what people have drawn from our explanation. We need to “separate” ourselves from our experience and see the situation through someone else's eyes.

When the trainer describes the exercise, he already knows the whole picture - the beginning and the end. Moreover, he may just forget that participants do not possess this knowledge. Accordingly, we help them and supplement their picture.

An inexperienced trainer is often perplexed, as he is confident in intelligibility and accuracy of his explanation. He fails to see why the participants do not remember an assignment just after they have received it. On the other hand, ask again, get confused, and clarify several times. If you don't make an effort and don't explain, then instead of the desired result, the learning process will be crumpled and uncomfortable.

To prevent such consequences, you need to abide by rules that will ensure the achievement of planned results.

Familiarizing participants with the task at hand

1. Explain the idea of the exercise.
2. Break the participants up into groups or pairs, if necessary, and arrange the space accordingly.
3. Wait until everyone is ready.
4. Explain the rules.
5. Give instructions not only on the task but also on what follows.
6. For example, results will be discussed or a group member will make a presentation.
7. Pass around papers with instructions and read what is written on it.
8. If instructions are oral, make sure everyone hears you.
9. Answer all the questions before you start or continue.
10. Make a demonstration if necessary.
11. If your assignment involves the active participation of everyone, be ready to be the first to set an example.
12. Go up to everyone to make sure that the task is performed correctly.
During the exercise

☑️ If you have noticed that people misunderstood the task, please don’t be surprised and don’t get lost.

☑️ Sometimes it’s hard to predict how the group will perceive the information.

☑️ Be ready to explain the exercise again in other words, through other examples or using other logic.

☑️ Stay in the role of a facilitator, who leads the process, but is not part of it.

☑️ Observe the way participants and group as a whole are working to solve the problem.

☑️ Watch how effective the group is.

☑️ Does the common process break up into several parts?

☑️ Probably the group needs help

☑️ Remember the time scale and remind it, especially if the exercise is implemented within a set time-frame.

☑️ If you feel that it’s time to move on to the next stage, please tell in advance how long until the completion of the exercise.

Aggregation of the results

☑️ Take the same length of time for discussion/feedback and actually exercise.

☑️ If a few people took part in a demonstration or role-playing game, seek their response before addressing the rest of the group.
Prepare questions that would help:

- to conclude about what happened and what knowledge was obtained as a result;
- to recognize their feelings in the learning process;
- to suggest possible alternatives to their choice and explain the selected way of problem-solving;
- to see the roles played by participants while completing the task;
- to define patterns of behavior, structure information;
- to identify conflicts;
- to outline possible alternatives to patterns of behavior.

Write down all comments and remarks of the audience on the flipchart.

Consider different opinions and different understanding.

Use the rules, and ask to listen and be tolerant of all views diversity.

Do not indulge in personal attacks.

Make sure the learning cycle is complete.

Help students to correlate the obtained experience with the objectives of the workshop and concrete options for use in the real world.
VI. MOTIVATION

If you explain people properly “why” they should do it, they will always find a way “how”.
Jordan Belfort

Motivation is what gives us the impetus for action. The psychophysiological process that controls our behavior. The stronger is the motivation of our workshop participants, the easier they will initiate changes, revise their old reflex patterns to be able to recover from stressful situations and change them.

The fact of voluntary attendance of the workshop, when a person is willing to contribute his time, efforts, and sometimes money, already shows that there is a motivation. It is easy to work with such people and you can count on positive results. If a person came on the order of superiors and the topic is not relevant for him, then the effect will be negligible.

As trainers, we are to maintain motivation at different stages throughout the whole learning process. Here are some simple tips to help you

A trainer can increase the motivation of participants if:

- Explains the problem and the need for obtaining knowledge, skills.
- Explains, teaches and supports in integrating experience gained during the workshop into the daily life of each participant.
- Can engage participants and sustain the interest during the workshop.
- Is open to participants and commends them.
- Will be committed to resolving the difficulties of participants.
- Will let participants make their own choice.
- Pays attention to each participant.

A trainer can decrease the motivation of participants if:

- Asks questions that make the participant feel kind of foolish.
- Criticizes the participants.
- Strive to suppress activity in a group.
- Expresses doubt as to whether participants will apply the acquired knowledge/skills.
VII. COMMUNICATION

Put yourself in the place of another person, understand his needs, not yours.  
The entire world will support the one who can do it.  
Dale Carnegie

Communication is the air of any workshop. This is the environment in which ensures the learning process. If there was no such option to transfer information, then knowledge would disappear. We can't transmit information telepathically directly to other people yet. We need special tools for this. The speech organs serve precisely this purpose. The mouth, tongue, lips, teeth let us convey information verbally, and the whole body - non-verbally. Most of us think that verbal communication is the most important. But it only looks like that. If you look at the numbers and surveys, it is clear that the impression we receive from another person is less than 30% determined by his speech.

From 65% to 80% of all messages transmitted by others are carried out at a non-verbal level. This level includes:

- eye contact,
- gestures,
- facial expressions,
- distance,
- intonation,
- clothes, appearance,
- postures.

That is, not only our words but also the way we say, move, look, whether we make pauses or not, smile or not, it all affects the people around. And we influence each other. Both the trainer and the listeners always send signals. These signals may help us achieve the desired results in our work.

**Non-verbal communication of a trainer**

Let us remind ourselves that the trainer needs all kinds of communication in two of three areas:
1) while presenting the workshop content, and
2) while dealing with the attitudes in the group. In addition,
if we are accustomed to verifying and thinking about what we say, but non-verbal communication is rather unconscious. According to statistics, we can more efficiently influence our workshop using non-verbal communication. Admit that 65-80% is quite a lot.

The trainer creates an atmosphere applying communication effectively, magnifies the effect of rhetoric that had been used, and achieves congruency. Congruence is the compliance of non-verbal signals and the meaning of words spoken by a person.

**Verbal communication of a trainer**

As both trainer and participants communicate verbally and non-verbally this information is obviously the subject that requires detailed study by the trainer. For example, we can see how much the participants are engaged and are interested in what is happening, whether they are open to new information, whether they are bored, comfortable or not.

Usually, when people are open, they:

- Seeking are seeking eye-contact;
- Lean forward;
- Gesticulate, stick out their hands;
- Smile naturally;
- They stand and sit without tension.

When people are closed:

- Avoid eye-contact;
- Lean back;
- Cross their legs under the table;
- Cross their arms over the chest;
- Stand in a stress position.

These are always hypotheses about the level of interest and engagement of participant that need to be checked by some clarifying questions. You shouldn't make far-reaching conclusions relying on the little things which you noticed during communication. The general mood of the whole group is more important than the response of individuals.

Constant receiving feedback will help to avoid problems. A trustful and open atmosphere will let people be sincere without fear. We will present several options of participants behaviors below with possible versions of interpretation.
1. Erratic behavior

People move from place to place, talk to each other, exchange notes, do private business.

Possible conclusion: You are losing your participants. Either they are very bored, or they are tired and do not perceive the information anymore.

2. Stony silence

Possible conclusion: The material is too simple and the audience has no questions or comments. Or it is not entirely clear and this is an indicator of stupor. Perhaps the atmosphere in the group is uncomfortable and people are afraid to speak out, ashamed of their comments and remarks.

3. Participants look at you when you speak

Possible conclusion: If so, then people are comfortable and interested in what you are saying. If they avoid eye contact then something may be wrong.

4. Participants are looking at each other during discussion

Possible conclusion: If so, then most likely the participants are comfortable and disposed to communication and open discussion. If two or more participants don't look at each other during a discussion, then perhaps there is a problem in a group.

5. Poses

Possible conclusion: People usually lean forward and change their position when they want to say something. Poses can reveal tension or relaxation of the participant. Naturally, the pose can be indicative of fatigue or alertness.

ACTIVE LISTENING

Well-known American psychologist Eastwood Atwater claims that there is the widest gap between what the speaker means and what the listening person understands. Thus, a trainer who is a good listener, he automatically does a certain mental work. The learning process and efficiency of education depend much on the quality of its performance. What may be identified?
The trainer structures what the speaker says: main ideas, keywords, dates, names, events.

He analyzes and compares what he has heard with already familiar. If there are inconsistencies, the trainer clarifies them.

He draws attention to the feelings and emotions behind the words. There are often contradictions arise.

He tries to understand the essence and see the point of the speaker, his motives.

The trainer keeps in mind the words of the speaker and lets thoughts to come and go without distraction to them.

Four points that trainer considers:

X He doesn't interrupt the speaker.
X He avoids arguing looking to find the truth.
X He doesn't condemn or judge a person.
X He is not in a hurry with hasty conclusions.
Inner work is very important, and awareness of internal processes is more important than attributes of power, rank or knowledge. What happens inside of me is important not only for me. For example, if I feel fear of a group or enthusiasm overwhelms me, it means that it will be important for the whole group.

**Level of self-understanding**

Theoretical knowledge and skills of applying exercises and methods alone are not enough to see the significance of the difficult situation that arose during the workshop and exploit it to pursue common goals. In addition, sometimes in the grip of emotions, the trainer can lose awareness and may be engaged in emotional turbulence, gets into arguing, not noticing pitfalls, that is, loses the ability to control the situation. How can we help ourselves? Staying in contact with ourselves, our feelings, being aware of motives of behavior is the key to maintaining balance, harmony, and efficiency in any, even the most difficult situations. The trainer requires continuous learning and monitoring of how closely he is in contact with emotions, i.e. literally understand own emotions "here-and-now". In addition to training for trainers, it is necessary to be supervised regularly, visit psychotherapist or coach.

**Values**

The psychological atmosphere in the group largely depends on the values of a trainer. To be able to create an open confidential atmosphere where participants are engaged in role-playing games and discussions, actively ask questions and express themselves, request and provide feedback, the trainers should have certain benchmarks.

**Trainer ethics**

- The trainer is sincere and open to people.
- He refuses the quest for dominance over others, seeing them as persons.
- He focuses on the individual needs of workshop participants.
The trainer is open to new experiences and ready for surprises during work.
The trainer is constantly learning and evolving.

**Trainer as a group leader**

- What are my limitations (thresholds)?
- What is my style as a trainer?
- How much space do I take up at the workshop, and how much do I let the participants manifest themselves in percentage terms?
- Group as a like boat, who is a wind beneath its wings? Am I the only one rowing or the whole group is contributing?
- What role do I play now - a leader, activist, facilitator, speaker, person of authority, etc.?
IX. SECRETS OF A TRAINER

"The aspiring actor looks to the master and imitates the form that he sees. However, he does not know that form is derived from the essence of things. Therefore, when he imitates, he loses the essence. Who knows what his heart is looking at, wants to be the essence of things, the truth."
Zeami Motokiyo, Japanese actor, author of teaching about acting (1421)

Moving forward, the trainers acquire skills that are very important in interactive processes. For burnout workshops, you should consider:

- to be observant and use everything that happens in the group for demonstration and clarification;
- listening participants, develop and sum up what was just said;
- to bridge logic gaps and connect separate blocks into one coherent whole;
- to ask open-ended questions.

Acquiring the skills of a trainer is a never-ending process. It is important to observe your behavior and influence on the group to improve them. There is good practice for personal and professional growth when two trainers work together. They provide each other feedback, they have different approaches and visions, share areas of responsibility in difficult situations. In addition, two trainers can act in different roles - one leader, the other is monitoring group and individual dynamics at this time.

During the workshop sometimes may occur so-called “hot spots”.

**Hot spots** or signals that represent the threshold in the development of further group dynamics. We can spot it in strong emotions of the participants: indignation, nervous giggling, focus on the smart phones, silence, absence of contact, truancy, etc. It is important to note it and share your observations with a group. Hot spots, which were ignored, manifest later reinforced and are more difficult for resolving.

**Weather forecast** - informing the group about what is happening at the moment. This should be done when:

4* Freud stated that certain censorship of consciousness does not allow unacceptable images or desires to cross the so-called threshold of perception. It is closely linked to the level of brain activation. This is how perceptual protection is triggered when outside information comes that doesn't fit previous experience. But the human brain is ready to change the threshold every minute. Much depends on the importance of information and our motivation.
we do not know what is happening and are going to engage the entire group to define the direction of the learning process,

we are taking care of the situation, but want to draw the attention of all participants to the matter,

we know what we are doing. This deliberate intervention prompts the group to some kind of insight.
X. GROUP DYNAMICS

Now we can say that learning is an ongoing process when you stay close to change. And the most difficult task is to teach people to learn.

Peter Drucker.

One of the key factors for the success of an educational event is the capacity of a trainer to manage the process. Experienced trainers may see and follow the logic of the process. If there is no such confidence, it is easier for an unexperienced trainer to start with the classical management and understanding of the processes that take place in the group. Usually, at the workshop there are:

- specific communicative and interactive processes,
- general patterns of communication and interaction of participants, the influence of values, norms,
- attitudes, rules formed in a group on individual persons.

And vice versa we shouldn't ignore the impact of an individual on the group and which process it initiates. Depending on the time, these processes are different. The task of the trainer is to take a “photo” from time to time of what is happening in the group. Another task is to monitor group dynamic, stages it goes through, how various group transforms at each stage. In general, group dynamics considers the development of group members interaction, changes that occur as a result of the workshop. At all the stages of group, dynamics participants form skills to discuss their problems and seek means to resolve it (competency of successful communication), to develop an openness to creative solutions and sensitive approach (ability to change).

CRISIS MANAGEMENT

No trainer is safe from a crisis in the group during the workshop. The crisis may evolve to the stage when it's impossible to continue the workshop and you will have to replace the trainer or stop the event. Although we have no experience like this, our colleagues made us well aware of such risks. Standard of excellence is verified by similar situations.

Below we ranged different problems that can occur during the workshop. The conditional vertical axis is divided into 10 points, from the initial one (marked as 1), when just a look of a trainer at troublemakers is enough and up to 10 where we are to suspend the educational process.

Naturally, you may add to this list your own tricks. We just tried to range and organize our experience.
The ceiling for problems in group

10. Close the event. (If all previous actions have proved fruitless, the facilitator stops the workshop).

9. Open discussion. (The trainer facilitates the process of problem-solving by the group. If a group finds such a solution, the team will more willingly support it, as the solution is perceived as their own).

8. Request to the group. (At this stage, it is necessary to collect suggestions on how to redress the situation).

7. Feedback. (If the previous question revealed that there is a problem, then the task of the trainer is to collect feedback from participants at this stage. In case when the trainer sees how to get out of the situation, he simply articulates to participants. His vision. If the suggestion is obvious and sound, then usually participants accept it. If not and there is no ready-made solution, then we should get down to the next phase).

6. Question: "What's happening?". (In a situation where the trainer does not understand what is happening with the learning process, you can ask the participants themselves. This question brings awareness back to the group and helps to break new ground).

5. Changing work format. (If there are no necessary changes, then you should change methods of organizing the group work, change the style of presentation, add humor, etc.).

4. Changing the road maps of perception. (The trainer switches between audio, video, or tactile elements and vice versa. Maybe people are just tired of listening to a lecture or watching a movie).

3. "Walking." (The trainer starts walking or takes a seat closer to the source of noise).

2. Changing pose. (For example, stand up or lean forward. Switching body language has a higher relative impact).

1. Eye contact. (The trainer looks, paying attention to people who are noisy or break the rules. Sometimes you are to resolve some technical or logistic issue).

The minimum level of problems in the group
XI. COMMUNICATION WITH TROUBLEMAKERS

The so-called “trouble makers” at the workshop is a nightmare for many trainers, especially beginners. Nevertheless, there have been several cases in our practice when such participants achieved very good results in the learning process. In the beginning, for some reasons, they prevent the group from moving towards set objectives. A detailed analysis of these reasons may need separate consideration. Thus, let's just get through brief recommendations and a reminder. It is important to keep in mind that participants with burnout symptoms may visit our training. People that already have inflated request for understanding from others, and pessimistic and sometimes explicit aggressive or cynical attitude to people and what is happening.

Facing a situation when we are to deal with one or more “troublemakers” in a group, please use the recommendations below:

- Appeal to the rules developed by a group.
- Don't try to change participants, we are not here for this. We are all who we are.
- Accept it.
- Try to preserve a calm and steady mind. Consider the situation not as a provocation, but as a challenge, where you train your integrity as a trainer.
- Don't be in a hurry to condemn the “troublemaker”. Such an attitude will take you to raise barriers.
- Don't think that others are not intelligent. We just do not know all of his motives.
- Present facts to the group briefly and judgment-free.
- Explain how, according to your feeling and understanding, the current situation affects the group.
- Focus the attention of participants on their interests. Whose interests are being satisfied now?
- We maintain communication with each of our participants. Breaking the links just adds up to a situation, since we are all in one boat.
- With the emergence and spread of conflict, try to talk privately or ask a partner (group member) to do it.
- Ask for the advice of “troublemaker” and the group regarding further steps.
- Suggest your solution.
- Make sure that group is fine with that.
- Let the person “save face”.

Among others are considered the next symptoms of burnout:
- groundless nervous breakdowns, isolation, cynicism, outbursts of aggression and anger, detachment from others;
- negative-sense of positive future and professional career;
- irritability, aggression, and overreaction to events;
- passivity, boredom, apathy, loss of emotional response, a feeling of depression;
- a chronic and inexplicable feeling of fear and a feeling of failure;
### COMMUNICATION PROBLEMS - WHAT TO DO?

<table>
<thead>
<tr>
<th>PROBLEM 1 - Loss of information</th>
<th>PROBLEM 2 - Distortion of information, mission drift, second-guessing by a participant</th>
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<tbody>
<tr>
<td>Clearly define the objective and result.</td>
<td>Create a favorable psychological atmosphere when participants are ready to build upon information: interrogate, rephrase, etc.</td>
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<tr>
<td>Organization of information, sharper focus.</td>
<td>Draw the attention to conveying the intents</td>
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<tr>
<td>Compliance with the logical progression.</td>
<td>Speak in the &quot;language&quot; of your participants.</td>
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<tr>
<td>Choose your words carefully and avoid incomprehensive terminology.</td>
<td>Receive feedback from participants regarding the intents.</td>
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<tr>
<td>The use of various channels of perception (visual, audio).</td>
<td>Repeat several times the main thrust of information.</td>
</tr>
<tr>
<td>Don't speak too fast and don't too long phrases (more than 15-20 words in a sentence, without pauses).</td>
<td></td>
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<tr>
<td>Use various means of conveying messages (facts/emotions, events/generalizations, etc.).</td>
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<tr>
<td>Consider external conditions for communication this information.</td>
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<tr>
<td>Provide feedback to participants.</td>
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<tr>
<td>Use non-verbal communication, congruence.</td>
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Therefore, we have confidence in the abilities of people and trust their choice. It opens up their talents and new opportunities for them, the learning process takes place through resources and experience integration of all participants in the group. We apply a comprehensive approach at workshops and training sessions, in a group and individual coaching, during consultations and facilitation.

Our working method helps to focus on what exactly is happening between the trainers and the participants during the meeting. From our point of view, attentiveness and active listening is an opportunity to understand people and their relationships with themselves, other people and the world.

It is important for us that people who use our techniques for modeling workshops would not only learn from us but also would use their experience, knowledge, and wisdom.

SIX BASIC PRINCIPLES ON WHICH WE ARE BASING THE ADULT EDUCATION.

1. Creating a situation for education
   In other words, all are learning. Both trainers and organizers. Our goal is to let people participating in the workshop to demonstrate their activity, courage and desire to learn by doing.

2. Building on individual strengths
   First, it implies a diligent, deep search for the answer to the questions: What can we rely on if we want to change and develop something? What can we trust?

3. Model of changes
   Considering the learning process from not only the individual but also the external environment (organization, family), supports ongoing system changes.

4. Consistency: thoughts-feelings-actions
   We are willing to restore the balance between thinking, feelings and actions. The coherence of these three aspects ensures efficiency in life and work.

5. Integration of new experience
   During coaching and training, we appeal to the realities of life. It allows an in-depth integration of new and previous experience. Thus, such an integrated approach is an effective tool for promoting real changes and development.

6. Learning by doing
   Learning begins and ends with practice. It keeps participants engaged and cuts down the road from the idea up to evocation. The starting point of each session is the actual experience of participants.
About authors

More than 20 years our team has been developing methods of non-formal adult education. We aspire to make methods efficient and long-term to support the development of individuals, teams, organizations and local communities. Other than training, we also introduce other methods of individual and group work into our programs - namely coaching, consultations, supervising and facilitation. Efficiency is ensured by relying on senses while designing an educational project, as it is one of the values that maintain the quality of life and increases the effectiveness of an individual, regardless of his line of work and place of residence.

VICTORIA SOLONITSYNA - practicing coach, trainer and art therapist. Author of numerous projects, facilitator and expert on World work. A teacher by training, graduated from the Warsaw Academy of Psychology of process work and course for professional coaches. She has been practicing meditation and mindfulness for many years. Trained in Poland, USA, Great Britain, and Denmark. She writes books. Lives in Warsaw.

YURIY TROKHYMENKO - practicing trainer, coach and mentor. He has been helping adults and youth with self-determination, the implementation of social projects, development of independence and support skill formation for a successful life in the modern world over 20 years. In all this time, he coordinated and participated in the implementation of more than 70 educational projects. Author and co-author of 11 books: “Tips of Cheshire Cat”, “Volunteer Chronicles”, “Tao of Activity”, “Managing the Organization under Changing Conditions”, “The Power of Belonging - The Energy of a New Epoch”, etc.