Postcard

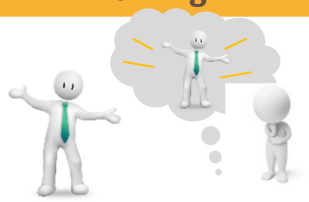
Module E3: Regulate attitudes and behaviours

Activity	Keywords	Tools
1) Adopting of an ethical or exemplary posture	Exemplary of the trainer Authenticity of the trainer	3 tools
2) Facilitating acceptance of the rules of the institution and the group	The rules of the institution The rules of the group Empowerment	3 tools
3) Managing inappropriate behaviours	Management of inappropriate behaviors Expression of needs of individual Dynamic tension between demand / kindness	4 tools

Summary - keywords and notions

Cat. 1 : Adopting of an ethical or exemplary posture

Problem	Michela faces difficult behaviour in his training session. Several trainees arrive late, other leave earlier and this disturbs her course. She is led to reflect on her own behaviour.
Issue	Adopting an ethical and exemplary posture places the trainer as a referent and as an example of the group. He or she is responsible for the climate of the group and the high demanding quality of the work.

Keywords	Definition	Drawing
Exemplary of the trainer	*The behaviour and the attitudes of the trainer are important for the group members. The trainer has to be conscious of this fact and should respect the rules and principles that organise the training and the life of the group. The exemplary nature of his role invites the trainer to think about his own professional attitude.*	
Authenticity of the trainer	*It is important for the trainer to be sincere with his trainees and to be perceived as genuine by them. This authenticity helps building a mutual confidence which facilitate the teaching relation. The authenticity does not exclude a kind of drama from the trainer.*	

Tools:	Description
T31.1 Vicarious learning	Definition of vicarious learning.
T31.2 The humanist posture of the trainer	Definition of the trainer's humanist posture.
T31.3 Non-violent communication guide	A short guide presenting Marshall B. Rosenberg's method of non-violent communication. This method makes it possible to establish respectful communication to defuse conflicts in particular.

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Tool T31.1

E3. Regulate attitudes and behaviours

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date : 28/01/2019

Vicarious learning

Definition of vicarious learning

Definition

The theory of **vicarious learning was** developed by American psychologist **A. Bandura**.

The subject observes a model, examines its relevant or significant features and reproduces them in situation from his personal appropriation, in a "reconstructed" version.

From the point of view of the subject's activity, the common thread of vicarious learning is carried out in three successive stages:

1. **Active observation**
2. **Modeling and appropriation by the subject of a behaviour**
3. **Reproduction in situation then adjustment**

This learning occurs in the world of education and training, when one learns **a professional or technical gesture by imitation** and adjusts one's attitude according to the way others behave. Thus, most of **the social learning** that young children in particular (but also many adults in unprecedented situations) achieve is vicious learning.
Vicious learning is a process that corresponds to learning by **observation** more or less aware of the behaviour of others in a given situation, before, having internalized a way of doing things, of **experiencing it directly**, and then **adjusting it through a process of trial and error**.

Role of vicarious learning

Vicious learning have an important role in the ability of subjects to perceive **their self-efficacy:** by observing the behaviour or actions of a person in which they are projected, information is gathered and organized that leads to avoiding a situation considered threatening or, on the contrary, to taking the risk of performing an activity.

It is not a **surface imitation of** the behaviour of others, but a kind of ***modeling*** **that mobilizes the subject cognitively, emotionally and socially**.

In training, **the formal explanation of** invisible routines and ways of doing things could thus be better valued by the trainer, in the logic of explicit teaching and remove ambiguities and misunderstandings that can hinder learners' success. The objective would be, alongside the formalized and rational logic, to give credit to vicious learning, often invisible or forgotten.

Tool T31.2

E3. Regulate attitudes and behaviours

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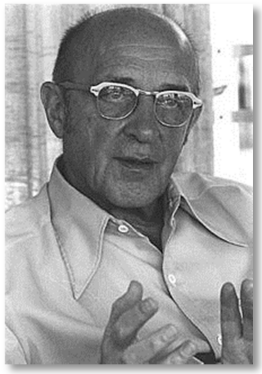
The humanist posture of the trainer

Definition of the trainer's humanist posture.

Definition

Humanism is a current of thought and action born in the Renaissance, and which wanted to place **man at the centre of** philosophical and practical **concerns**, in reaction to the undivided pre-eminence of the Catholic religion. The Italian Dante, the Dutch Erasmus, the Czech Comenius and the French Rabelais belong to this movement.

In the 1950s, the American psychologist **Carl Rogers** (1902-1987) formalized **humanistic psychology** and conceived it as an alternative to psychoanalysis or behaviouralism.
Humanist psychology is at the root of many current techniques or practices, with the **concept of trust** at the forefront**:** coaching, positive psychology, Nonviolent Communication (NVC)....



Carl Rogers has formalized the principles of person-centred psychotherapy by supporting concepts such as **non-direction** or the **dynamics of human behaviour**.

For him, the three fundamental attitudes of the caregiver are:

- **Empathy**: The ability to put oneself in someone else's shoes by using verbal or non-verbal messages.
- **Congruence, i.e.** The search for a correspondence between experience and awareness.
- **An unconditional positive outlook** that does not make hasty judgments about others, and accepts them as they are.

The humanist current favours **an approach based on the person** perceived as a global and complex subject, who can access a form of intelligibility of his or her experience, thought and potential from interaction with a benevolent carer.

In education and training, the humanist posture is now recognized as central and is articulated with **active pedagogies: the consideration of** the learning subject, his ability to express his successes as well as his difficulties, the place of the group as a possible resource for progress are all levers that lead the learner to gain self-confidence and to progress on the path to success.

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Tool T31.3

E3. Regulate attitudes and behaviours

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Non-violent communication guide

A short guide presenting Marshall B. Rosenberg's method of non-violent communication. This method makes it possible to establish respectful communication to defuse conflicts in particular.

Definition of non-violent communication

Non-violent Communication (or NVC) is a **communication tool**, inspired by the work of Carl Rogers and the thinking of Gandhi, which aims to create a **relationship** between human beings **based on empathy**, **authenticity**, **compassion**, **harmonious cooperation** and **respect for** self and others. It has been studied and formalized by **Marshall B. Rosenberg** and can be used in particular for conflict management in a group of learners.

It is based on the principle stated by Mr. Rosenberg that,"*Any conflict is the tragic expression of an unmet need*."

Non- violent Communication is a communication tool, mainly verbal, that allows you to

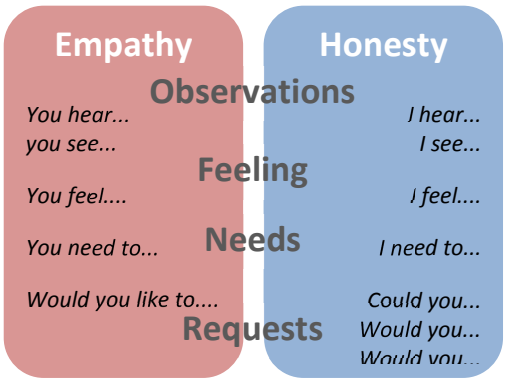
- to be in a **better relationship with others and with yourself,**
- to **better understand their deep needs**
- and to **take charge, in an** autonomous and responsible manner, of the **various aspects of his own life**.

It is based on the expression of facts and feelings, associated with a situation, the expression of feelings and emotions, respect for basic needs and the ability to ask others for help in order to maintain a good relationship.

The uses of non-violent communication

The Non Violent Communication process can be used in 3 ways in a logic of empathy and honesty.

1. **communicate with oneself to clarify what is happening in oneself** (self-empathy)
2. **communicate to others in a** way that promotes understanding and acceptance of the message
3. **receive a message from the other**, listen to it in a way that encourages dialogue regardless of how it is expressed.



For this process to truly promote cooperation and dialogue, this requires:

- **attention to the present moment**
- a **clear intention to** promote **dialogue** and **cooperation**.

The steps of non-violent communication

Non-violent Communication is a 4-step process.
Faced with a trainee expressing disapproval, anger, emotions, or any reactive remarks, this method is very useful to help them and themselves to communicate and make a clear request without judgment or blame. A few key sentences can make the process easier.

Step	Examples of key sentences
Step 1: Observation What are the facts? The first step is to describe the facts by focusing like a cameraman on the information received by the senses, what we have seen, what this or that person has done, without predicting his intentions, without interpretation. This step is possible if you really want to communicate positively, without being in a power struggle.	*Could you tell me exactly what happened?* *Could you tell me what you saw, what you heard?* *Could you describe what you saw, on your side?* *When you talk about... (repeat the words) what did you observe / hear?*
Step 2: Feelings and emotions In this second step, the aim is to describe the feelings and emotions that the situation has caused. For this we can use the whole range of emotions that can be activated in oneself: joy, fear of anger, sadness, frustration, jealousy, injustice, curiosity, surprise... Feelings and emotions can be positive (joy, enthusiasm,...) or more negative (fear, anger,...) This step is sometimes a little difficult because some people may be reserved or modest to express their feelings out loud.	*What has this situation caused in you?* *When you saw / heard this, how did it feel?* *How do you feel about this situation?* *(To eventually help put words)* *When you saw / observed this, could you have felt..... (type of emotion)?* Possibly propose a list of key words to identify the feelings experienced.
Step 3: Needs In this third step it is a question of identifying the origin of our feelings. This is a crucial and most difficult step. It is based on the idea that the behaviours, actions, words of the other are the triggering factors of our reactions, but are not the cause. It implies a return to oneself to go down and identify the need that has not been satisfied. It is about associating our emotions with our needs and recognizing what often happens when we step out of a judgment of the other or of ourselves.	*I heard that this situation has caused such emotion in you. Can you identify what you needed in this situation that was not satisfied?* *Beyond the emotion that the situation has aroused in you, can you identify what you need?* Possibly propose a list of keywords to define the unmet need.
Step 4: The request In this last step, it is a question of expressing the concrete action that will make it possible to meet the need expressed in step 3. It is therefore a matter of making a request with a sincere awareness of the objective that motivates it in itself and knowing that our intention is not to change others and their behaviour so that they comply with our will.	Examples of request wording *When this happened, I felt that. I realize I need... could you please...?* *When I experience this... I feel that... and I need to.... Could you...?* *I felt this... when I did/saw that... . I would like to be sure that... Could you do / say / such and such a thing...?*

Summary - keywords and notions

Cat. 2 : Facilitating acceptance of the rules of the institution and the group

Problem	Michela faces many problems of attitude and behaviours in his training group. She question about the rules for the group and the way to facilitate their acceptance.
Issue	Facilitating the acceptance of the rules of the institution and the group is important to build and set a secure and shared framework that allows a climate of confidence and level of demand within the group.

Keywords	Definition	Drawing
The rules of the institution	*The rules of the institution are often formal and define the work, organisation, access to buildings, rooms and equipment. These rules set boundaries on the behaviour to be adopted within the buildings. The internal rules set the rights and duties of customers, users and staff of an organisation.*	
The rules of the group	*The contract with the group is a set of defined or co-defined rules that can be the object of an agreement within the group for a defined duration. The rules can be related to the organisation, to the life of the group, to the communication, to safety... These rules can be more or less formalised by the trainer. They are like landmarks for the trainees and are often crucial for the quality of the training.* *The rules of the group facilitate the development of the confidence within the group.*	
Empowerment	*Empowerment is the process for an individual of acquiring more power to act and change his own life and his social, economic, ecological or political condition.* *Author: Bandura*	

Tools:	Description
T32.1 Method of drafting group contracts	The group contract is essential to enable the implementation of common rules of life. *The Hope and Fears* method allows them to be created at the beginning of the training.
T32.2 Example of a group contract	Here is an example of a group contract based on the "Hopes and Fears" method.
T32.3 The cooperative council	Definition of cooperative advice and instructions for regulating attitudes and behaviour.

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Tool T32.1

E3. Regulate attitudes and behaviours

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Method of drafting group contracts

The group contract is essential to enable the implementation of common rules of life. *The Hope and Fears* method allows them to be created at the beginning of the training.

Definition

The group contract aims to explicitly create **the group's rules of life** during the training. These rules of life must **meet individual needs for** safety, belonging, self-esteem and achievement (see T11.2). Meeting these needs **creates the most favourable conditions for** attention and learning.

This work is particularly important in training courses aimed at working on the attitudes and behaviour of people who are isolated or have little contact with their environment.

"Hope and Fear" method

This technique allows the expression of the needs and expectations of learners in a group at the beginning of the training in terms of security and cooperation. It thus allows the implementation of common rules of life.

It takes place in 4 steps:

Identify

Instructions: *"Write down the list of **hopes** and **fears** you feel at the beginning of the training. By "hope", you mean what you expect to follow the jean-ja training in good conditions and by fear, what you do not want to experience in the context of this training. »*

Modality: Individual work (5 min)

Share

Instructions: *"Take your list again and build a new list on the same items (Hopes and Fears) with the person closest to you. In this work, all ideas are good. We do not take any of them away, we are eventually satisfied with explaining our thoughts or questioning each other's thoughts. »*

Modality: Working in pairs (10 min)

Socialize, negotiate

Instructions: *"Take your list again and build a new list with another group. »*

Modality: Group work of 4-6 people (10 min)

Choose, validate

Instructions: *"Each sub-group presents on a medium its list of hopes and fears, possibly clarifying*

its comments".
The trainer organizes the learners' responses into categories and asks them to choose by vote or consensus the most relevant rules for the group.

Modality: Large group work (10 min)

Commentary

- The rules can be displayed and used as a basis for group regulation, particularly in regular reviews where they can be used in the form of collective self-assessment and evaluation in order to formulate progress objectives.
- They can also be used as a basis for individual regulatory interviews (see T22.3)

Tool T32.2

E3. Regulate attitudes and behaviours

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Example of a group contract

Here is an example of a group contract based on the "Hopes and Fears" method

Example: Group contract

This contract was developed during training based on recurring incidents in a group of young people undergoing vocational training in France. It has been described with the "Hopes and Fears" group contract development method (see T32.1).

I undertake to respect the following rules:

Rules of life	*Communication rules*
▪ Arriving on time ▪ Remove caps and coats during classes ▪ Bring the necessary material for the course ▪ Bring an outfit adapted to the work ▪ Turn off your mobile phone	▪ Ask for the floor by raising your hand ▪ Use respectful vocabulary ▪ Do not interrupt the speech ▪ Remain present in the group by agreeing not to communicate on social networks during training sessions. ▪ Agree to change roles (rapporteur, writer, facilitator, timekeeper... etc.) in group work ▪ Encourage everyone to express themselves

Date :

Signatures of learners and trainer:

The collective elaboration of these rules constitutes a powerful lever of legitimacy for the trainer. He can rely on this contract to regulate the group. This contract can be very useful for conducting assessments with learners with simple questions:

- *"What worked well? »*
- *"What can be improved? »*

Tool T32.3

E3 Regulating attitudes and behaviours

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date : 28/01/2019

The cooperative council

Definition of cooperative advice and instructions for regulating attitudes and behaviour

Definition

The cooperation council is a means of regulating attitudes and behaviour within a group of learners by placing learners in a democratic situation by allowing them to live and regulate what happens in the group directly between them.

Cooperative counselling has many learning benefits because it allows learners to develop cooperation by strengthening equality, freedom of expression, respect for self and others, mutual assistance and justice. It thus makes it possible to create group cohesion.

It also allows the development of transversal relational skills of cooperation and learning about rights within a group with the awareness of the responsibilities they imply.

The functioning of the cooperative council

The wall journal: A wall journal is used to inform the subjects that the board must deal with each time it takes place. It was *Célestin Freinet* who formalized this wall journal within the classes. It is available, visible in the training location. Each learner in a group can use it at any time to write down a point or a proposal that he or she saw being discussed in counselling. It can be formulated as follows:

Acknowledgements	Subjects	Proposals
I thank X for.....	*I would like to talk about....*	*I propose that....*

In practice this table is often used with post-its that learners submit throughout the training either by thanking a person for their activities related to a point and decisions made previously, or by providing a topic for discussion for the next council and possibly making proposals. The post-its are then reviewed by the board and removed from the journal.

The board journal: The board journal, accessible by learners at the training location, keeps track of the previous board's exchanges on the issues on which the exchanges are based.

Board Notes	Date :
Group climate:	
Acknowledgements:	
Topic(s) of the week:	
Proposals :	
Decision :	

In some cases, the wall journal used to feed the board and the board journal are the same document accessible in the training room and accessible to learners. But the wall newspaper ensures a permanent readability that allows to develop the strength and cohesion of the group.

Choice of meeting time: The Cooperation Council usually takes place on a regular basis, for example once a week. It is advisable that it takes place ritually on the same day at the same time. The duration

of a meeting is generally 45 minutes.

Participants and Role: The cooperative council regularly brings together all members of the group.
A voluntary **session chairperson** appointed by the members each time the Board meets.
A volunteer **session secretary** is responsible for completing the board journal.
Thus, everyone experiences these roles, which ensures everyone's responsibility and involvement.

How: Typical procedure of a session:

1. Opening by the President	*The opening is made by the session chairperson, which allows him to position himself as an organizer and to recall the rules of communication (duration of the session, respect for points of view and speaking times, distribution of the equitable speech,...)*
2. Taking the temperature of the group	*The president invites everyone to share their current state of being, which is sometimes done simply with icons or smiley faces symbolizing everyone's emotional state. The president records the number of each state in the newspaper or describes the general feeling. This reinforces recognition.*
3. Reminder of decisions	*The President recalled the decisions of the last Council and noted the actions taken. It collectively points out what has been done or not done.*
4. Congratulations and thanks	*He congratulated and thanked those who had implemented the decisions of the last Council. This is an important time to recognize the work done, give everyone a place and encourage caring behaviour.*
5. Exchanges on topics	*The President reads the topic(s) one after the other and gives the floor to their editors. It distributes the word and facilitates debates and exchanges.*
6. Proposals	*The President invited participants to bring the proposals. It facilitates exchanges on proposals and possibly organizes votes*
7. End of the cooperative council	*The President recalls the selected proposals that act as a decision of the Board, then declares the end of the Board.*

The functions of the trainer during the cooperative council

The trainer has a role as a facilitator who, according to Danielle Jasmin, has three functions:

1. **Clarification function** (regarding content):
   The trainer reformulates what has been said, makes it explicit, solicits missing information from learners, summarizes, defines and has it defined... This allows learners to understand everything that is said and finds their place in the decision-making process.

2. **Control functions** (concerning the procedure):
   It gives a voice to learners who ask for it, first of all to those who speak the least, it helps all learners to speak, it slows down, stimulates, ensures respect for listening to others, makes positive reinforcements, names potential learners with "disturbing behaviour"...

3. **Facilitation functions** (climate related):
   It invites learners to express their feelings by practicing active listening, it encourages everyone to say what they think by formulating clear messages, it helps to find solutions and resolve conflicts, it imposes the value of cooperation by asking learners how we can help.

Summary - keywords and notions

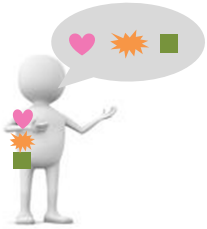
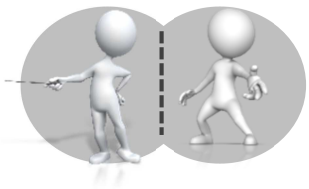
Cat. 3 : Managing inappropriate behaviors

Problem

Michela faces inappropriate behavior with one of her trainee during her course. She wondered what she could do to prevent and manage such behavior.

Issue

Managing inappropriate behaviors in a graduated way is important and sometimes unavoidable: For an individual, management of behavior aims at complying with shared collective rules. It can range from the reminder of the rules up to the sanction. For the group, compliance and respect of shared rules improve the maintenance of the life environment of the group.

Keywords	Definition	Drawing
Management of inappropriate behaviours	*When the behaviour of a learner moves outside the boundaries of the rules of the institution or of the group, the trainer may have to regulate. He may take action directly by bringing the fact to the attention of a learner or the group engage a dialogue about it and sometimes impose a penalty.*	
Expression of needs of individual	*Each individual has specific needs depending on the context and his/her history. It is up to the trainer to facilitate the expression of needs in order to take them into account. Inadequate behaviours are often induced by suppressed needs, which are ignored or not considered.*	
dynamic tension between demand / kindness	*According on the situation, the trainer chooses an attitude which is between 2 antagonist and complementary poles: kindness and demand. Kindness reassures and gives a sense of security as demand stimulates and invites to surpass oneself.*	

Tools:	Description
T33.1 Situation analysis method	Presentation of the GEASE situation analysis method
T33.2 Role-playing to regulate inappropriate behavior	The aim of this game is to help a person to free himself from roles inscribed in him and to experiment with new roles more adapted to situations that pose a problem in training or in a professional situation.
T33.3 Assistance in expressing needs	The purpose of this sheet is to help a trainee to formulate his needs based on the methodology of Non Violent Communication.
T33.4 Five classic ways to manage inappropriate behavior in groups	Faced with recurrent inappropriate behaviour, the trainer has five gradual ways to manage a difficult situation in a group of trainees.

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Tool T33.1

E3. Regulate attitudes and behaviour

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Situation analysis method

Presentation of the GEASE situation analysis method

The GEASE method

This method, resulting from the **GEASE** (Group of Training for the Analysis of Educational Situations) aims to **analyse practices or professional situations, under the guidance of a trainer.**

A session welcomes 10 to 12 people, lasts about **2h30 to 3h** and includes **7 steps**:

Presentation of the session

The facilitator presents the system and insists on the **essential involvement of** the participants. He specified that two essential rules are **confidentiality** regarding the content of the situations selected and **indulgence** towards the narrator.
Then, the facilitator starts the situation search: "*I suggest that you find in your experience a specific and particular situation, which you would like to talk to the group about*. "».

Research and choice of situation

During this period, several situations will be exposed to the group and it will be necessary to choose one among those presented by the participants. It is the facilitator, not the group, who will make a choice in these situations and will explain it at the end of the session.

Once the situation has been chosen, the facilitator gives the **3 rules for the** next phase:

1. **Listening** (with possible note-taking);
2. **Impossibility for participants to intervene or interrupt the narrator;**
3. **Only the facilitator can possibly ask questions to refocus the narrative.**

The narrator presents his situation for about ten minutes.

Exposure of the situation

During this part of the story, the group listens to the narrator's comments and then the facilitator asks the narrator to problematize the situation described by formulating one or more questions that he or she will formulate to the group.

The group questions the narrator

The objective of this 30 minutes questioning phase is to allow the group to ask informative questions (the narrator can use "jokers" if some questions bother him and he does not want to talk about them).

Formulation of "hypotheses".

(The narrator is invited to step back slightly from the facilitator and the group and not to speak

anymore).
For 30 minutes, the group is invited to formulate proposals (hypotheses) based on the information gathered during the questioning phase. The person who submits hypotheses speaks to the first person and gets involved in the debate as if he or she had experienced the situation. The aim is to extend the "scope of possibilities" in relation to the chosen situation.

The narrator takes the floor again

At the end of the hypothesis formulation phase, the narrator is given the floor again and takes his place with the facilitator. The latter invites him to express himself, for 5 to 10 minutes, on the group's exploratory work in order to see if it has provided him with new avenues for reflection and if the group's work has made it possible to answer his initial question(s) (during this phase, the group does not intervene).

Balance sheet

Assessment and comments from each participant on what they learned during the session in terms of situation-problem analysis and resolution: move from the particular case to a situation class based on the identification of the invariant elements and the links between them.

Tool T33.2

E3. Regulate attitudes and behaviours

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Role-playing to regulate inappropriate behaviour

The aim of this game is to help a person to free himself from roles inscribed in him and to experiment with new roles more adapted to situations that pose a problem in training or in a professional situation.

Objectives of the role-playing game

In a situation of blockage, (conflict, disagreement, misunderstanding...) the individual is often trapped in roles that he is used to taking in his social or professional life in a more or less conscious way.

Role-playing allows an individual, through access to his emotions and feelings, to detach himself from these fixed or even "rigid" roles in his relationships with others. Awareness, in the context of role-playing, allows the individual to consider another path for thought and action by overcoming blockages.

It allows new roles to be appropriated that are better adapted to problematic situations.

The steps of the role-playing method

The launch phase

The facilitator organizes a reflection on a problematic situation in the group or a professional situation and leads the participants to agree on the organization of the role-playing session.

The elements to be defined for the organization of the role-play are:

- **The theme of the story which cause problem**, defined by consensus in the group,
- **The description of the scenario**, linked to a real event experienced in training or in a professional situation, which describes the different stages of the situation,
- **The protagonists**, i.e. the people who will interpret the different actors of the story. A distinction should be made between the main protagonist (who caused the problem) and other participants who are less involved in the situation.

The unfolding phase of the role-playing game

For this process, 3 main techniques can be used:

1. Role reversal

This is the most widely used technique. It consists in asking the protagonist at a given moment of the game **to exchange his role** with one of the other participants. For example, if he or she plays the role of trainer, he or she may take the role of a learner related to the situation. He will thus be able to feel and become aware of certain aspects or relational issues between the two roles.

This can be, for example, the reversal of roles between an "aggressor" and a "victim", a manager and his employee, a customer and a supplier...

2. The double

This technique consists in asking a participant (who can be the trainer) to play the role of a **duplicate of the main protagonist**.

The double then speaks of the feelings, feelings and supposed thoughts attributed to the one of whom he is the double in order to provoke his reactions. This process makes it easier for the protagonist to access unidentified feelings. It is particularly used in case of blocking or resistance of a participant.

3. The soliloquy

The technique consists in allowing the protagonist to **think aloud**, to express his feelings, feelings and thoughts at the same time as he acts. The trainer intervenes to stop the action and bring the protagonist to relive the situation and express the feelings and thoughts that occur during the action. It is a variant of the double that allows the protagonist to identify his thoughts and feelings directly in the action.

The reflexive feedback phase

In this last phase, everyone takes their place and the trainer invites all participants (protagonists and other roles) to express what each one has thought and felt.

The trainer then intervenes to help the participants to identify the elements of complexity of the situation, dilemmas, paradoxes, links with the knowledge of the profession, values at stake...

Its interventions are aimed at:

- the **awareness of automatic reactions**, (prejudices, stereotypes, models...) which limits the field of action of the protagonists,
- **the integration of new elements** into the expected roles or new, less rigid roles (whether as trainers, learners, building caretakers, nurses,...) that allow for new paths of action.

The trainer can finally conclude the session with a synthesis by inviting the protagonist(s) to reflect on a richer range of roles or paths of action in similar situations in the future. This work prepares the minds of the protagonists to engage in richer and more appropriate roles.

Tool T33.3

E3. Regulate attitudes and behaviour

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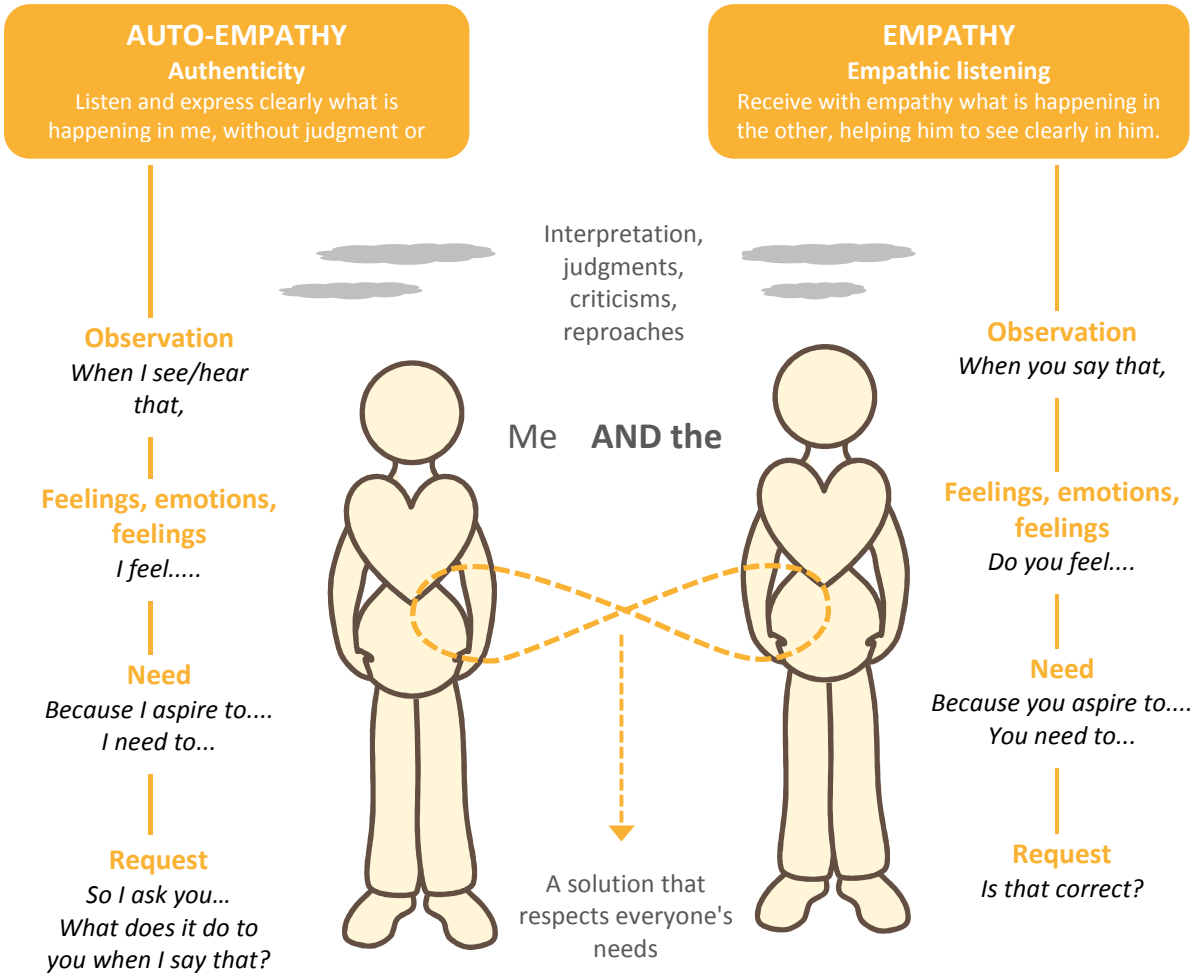
Assistance in expressing needs

The purpose of this sheet is to help a trainee to formulate his needs based on the methodology of Non Violent Communication.

The process of non-violent communication

The Non Violent Communication process can be used in empathic listening mode and thus facilitate the expression of feelings, emotions and needs in the other person. It can also be used as a self-empathic mode of communication.



Intent: Openness and caring

Source "Stop being nice, be true" by T. D'Ansembourg.

Emotions and feelings

The following is a list of emotions and feelings related to unmet and met needs.

Feelings related to satisfied needs		**Feeling related to unmet needs**	
Surprised	*Full of jubilation*	*Shot down*	*Embarrassed*
At ease, calm	*Free*	*Panicked*	*Bored*
Full of confidence	*Optimistic*	*Emotional*	*Enraged*
Full of energy	*Sparkling*	*Bitter*	*Envious*
Beat	*Radiant*	*Wounded*	*Exasperated*
Warm	*Reassured*	*Grieved*	*Excess*
Full of courage	*Pleased to meet you.*	*Shocked*	*Furious*
Enthusiastic	*Comforted*	*Dismayed*	*Frustrated*
Proud	*Secure*	*Confused*	*Hate*
Full of gratitude	*Serene*	*Discouraged*	*Powerless*
In harmony	*Relieved*	*Deprived*	*Concerned*
Involved	*Overexcited*	*Depressed*	*Uncomfortable*
Inspired by	*Alive*	*Desperate*	*Unhappy*
Happy	*Energized*	*Disgusted*	*Panicked*

Basic human needs

(According to Marshal Rosenberg)

SURVIVAL	FREEDOM	RELATIONAL	PARTICIPATION
Shelter	Autonomy	Belonging	Blossoming
Breathing	Independence	Attention	Well-being of others
Power supply	Emancipation	Company	Cooperation
Moisturizing	Free will	Contact Information	Concertation
Evacuation	Spontaneity	Empathy	Co-creation
Lighting	Sovereignty	Intimacy	Connection
Rest	**RECREATION**	Sharing	Expression
Reproduction	Release	Proximity	Interdependence
Exercise	Relaxation	Love	**ACCOMPLISHMENT**
Respect for the rhythm	Game	Human warmth	Potentialities
SECURITY	Recreation	Honesty	Beauty
Trust and confidence	Resourcing	Respect	Creation, Expression
Harmony	Laugh	Loyalty	Inspiration
Peace	Fun	Benevolence	Realization
Time preservation	**SENSES**	**IDENTITY**	Apprenticeship
Energy conservation	Understand	Agreement with values	**CELEBRATION**
Comfort	Discernment	Affirmation of oneself	Appreciation
Emotional security	Orientation	Self-esteem	Contribution to life
Physical security	Unit	Self-respect	Sharing joys and sorrows
Protection	Communion	Integrity	Gratitude
Support	Transcendence	Authenticity	Recognition
Encouragement		Evolution	Mourning

Tool T33.4

E3. Regulate attitudes and behaviours

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Five classic ways to manage inappropriate behaviour in groups

Faced with recurrent inappropriate behaviour, the trainer has five gradual ways to manage a difficult situation in a group of trainees.

The 5 classic ways to manage inappropriate behaviour

Reminder of the rules

The trainer can first formally recall the rules in the group or directly to a trainee. This may be enough to channel certain behaviours.

It is important that the rules have been previously presented, clarified and even co-developed for the group's rules. They can be the subject of a formal or informal contractualization. The recall can thus be done within the framework of the **group contract**, which can be reviewed regularly.

It can also be done within the framework of the **cooperative council** (self-regulation of the group), which makes it possible to deal with the problems encountered by members of the group (Sheet T32.3).

The private interview with the trainee(s)

The private interview with the trainee who engages in inappropriate behaviour should establish a **trustful**, sincere and authentic **dialogue** with the trainee to enable him/her to **express** him/herself **safely**, in a setting that does not expose him/herself to the eyes and judgment of other trainees.

A trainee who displays inappropriate behaviour often expresses a difficulty he or she is experiencing and the private interview should be able to identify the chain of reactions and the cause of this behaviour. In the NVC process, the central idea is that any **conflict in the dramatic manifestation of a repressed need**.

The NVC process can be an excellent communication tool that provides a framework for this interview to identify unspoken needs and make clear requests to the group, trainer or institution.

The use of a role-playing game

Another way to deal with inappropriate behaviour is to use **role-playing.** In a situation of blockage, (conflict, disagreement, misunderstanding...) the individual is often trapped in **roles** that he is used to taking in his social or professional life in a more or less conscious way.

Role-playing allows an individual, through **access to his emotions and feelings**, to detach himself from these "rigid" roles in his relationships with others. Role-playing allows him to **take on new roles that are** better suited to problematic situations (see Tool T33.2).

Mobilization of external assistance

For a trainer, it can be very useful and useful to mobilize **external assistance** such as the head of the training organization, a psychologist from the institution, a mediator, etc.

The trainer can thus, in the management of a conflict in his group, **delegate to** a colleague or a specialized person the management of inappropriate behaviour. This can be done as long as the person agrees and a dialogue has been established beforehand to discuss this possibility.

The mobilization of external assistance is possible in the case where the trainer is unable to manage the situation either because he is very busy with the group itself or because he himself is destabilized by the situation and therefore does not feel able to regulate the situation.

The imposition of sanctions

It sometimes happens that the actors of the Institution have no choice but to **impose sanctions**. These can range from a **temporary exclusion** to **final dismissal** and **termination of the contract**.

The purpose of these sanctions is to protect the actors, trainers, other members of the group and the trainees in question. It is in this context that it is preferable to impose these sanctions.

It is very important that these sanctions be mentioned at the start of the training as part of the **institution's contract**. Any sanction that has not been mentioned before the start of the training may be perceived or experienced as a punishment, in response to behaviour and may in fact create a sense of injustice and resentment, which is not desirable in the future.

A sanction that results in a permanent exclusion inevitably questions the **contract** and the **trainee's motivation**. It is advisable as far as possible to have an exchange on the aspects before taking such a decision. Since a contract is made up of respective **rights** and **duties**, it may be useful to review each of these points in the contract to clarify the pronouncement of the sanction.