**This is What I Think…….**

**The Situation:** You are the lead trainer for the **C**redible **E**ducation **S**ervice **A**ssociation (CESA). You have had experience with presenting to groups on a variety of Credible Educational topics. You have developed a series of 1-hour workshops which include some lecture/discussion, an excellent video, and a couple of participatory exercises.

Today, you have a group of 10 parents in your training session. In the group is Mrs. I. M. Smart. She attends most of your sessions because she thinks you are the greatest presenter, **ever**. In a typical session, you introduce some basic concepts, show your video clip, and draw the group in using some good questioning techniques. Today, you are half-way through your hour’s presentation and have not gotten past the basic concepts because Mrs. I.M. Smart interrupts to interject some pearls of wisdom based upon the massive amount of hours she has spent at your feet soaking up your wisdom. Everything she says is relevant and useful, but you are losing control of the group and the clock, and you sense the group is growing impatient with the woman.

**Assignment 1:** In your group, discuss the above case study. Think of ideas for usefully handling the input of a participant who possesses legitimate expertise on the subject of the training session. How can you channel the comments of the expert for the benefit of all of the participants? How can you control the expert’s desire to provide input without offending her? Try to come up with at least three ways to use her gift of expertise while keeping your session on track.

**Assignment 2:** Choose a trainer and an “expert” (the rest of the participants are your parent group) and conduct a brief role play. Try to illustrate the disruptive effects of a well-meaning expert and demonstrate some of the strategies your group identified to deal with the situation.