

Tough Situations: How to overcome resistance

- A. We have all faced or can imagine tough situations for a facilitator and teacher. Let's document some of those situations, and how we might respond. We'll use the carousel method for this.

The following questions are on cards on the floor:

- What might cause resistance?
- How can we prevent resistance?
- How do we handle resistance when it happens?

Decide which station you'd like to visit first, and then with the others who you find there respond to the question. After a few minutes we'll rotate, just one time!

In the large group, we'll hear a sample of responses to each of the three questions.

- B. Remember these ideas from the Learning Needs and Resources Assessment article that was sent out earlier. Which of these strategies did we already mention? Which ones had we not yet mentioned, but might be helpful?

10 Ways to Minimize Resistance in a Learning Event

by Jeanette Romkema,
GLP Partner and Senior Trainer

Every trainer, teacher, professor, facilitator, keynote speaker and curriculum designer encounters resistance. Learners will sometimes resist content being taught, the way something is presented, the task being asked of them or any number of aspects of a course. Regardless of the type of resistance, one thing is important for us all to know: resistance is normal and should be expected. Once we accept this, we will stop trying to avoid or ignore it. We need to plan for resistance and meet it head-on when it comes. If we think we can escape it, we are mistaken. Unresolved resistance will affect the learning of the individual involved and, because of its potentially explosive nature it can pull down an entire group or course.



1. TRANSPARENCY.
2. SAFETY.
3. LEARNING NEEDS AND RESOURCE ASSESSMENT.
4. SEQUENCE.
5. AFFIRMATION.
6. CHOICE.
7. CHECK-IN.
8. DEBRIEF.
9. RELEVANCE.
10. WELCOME IT.



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