

10 Ways to Minimize Resistance

Resistance is normal: resistance to what is being taught or how it is being taught. What we want to do is minimize it so that it does not interfere with learning. Here are 10 ways to do this:

- **1. Early agenda.** Tell learners in advance what they will be learning. Getting rid of the element of surprise will minimize resistance.
- **2. Choice.** Offering learners choices on how to learn or how to do something or where to sit, can minimize resistance. They will appreciate the feeling of having input in their learning.
- **3. Transparency.** Always explain to learners why you are doing something if it is different from what they are used to. Once they understand there is a reason, they will be less resistant.
- **4. Relevance.** When learners do not understand how something is important in their life they will resist the learning experience. Help all learners know *why* this content is important in their lives and why it matters.
- **5. Check in.** You can check in with learners privately during a break or with the entire group at the end of a session. If you let them honestly tell you how the workshop is going and they see you responding to what they tell you, resistance will be minimized.
- **6. Stick to the program.** Don't change the agenda unless you have a good reasons and explain it to the group.
- **7. Show respect.** Showing respect to all learners can minimize resistance. People can react to feeling left out or unvalued.
- **8. Welcome it.** Never avoid resistance because it will most likely build and come back to you, *stronger*. Welcome and celebrate it because often the best learning coming when an idea or way of doing something is first resisted.
- **9. Affirmation.** Everyone likes to be appreciated and affirmed. The more you do this, the less resistance you will have from your learners.
- **10. Safety.** Learners need to feel emotionally, physically and psychologically safe enough to be engaged and learn. If they don't, they may start to resist the process.