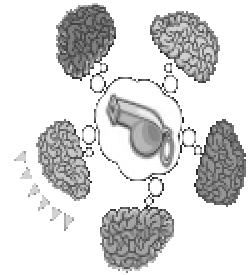


CAPTIVE TO INTERACTIVE



Transforming Unreceptive Learners

**ASTD ICE
SU205
May 7, 2006**

Session Objectives

- Assess the roots of resistance
- Offer four strategies to transform reluctant participants that can be used immediately

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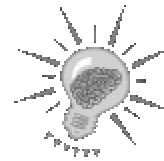
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Resistance Thinking

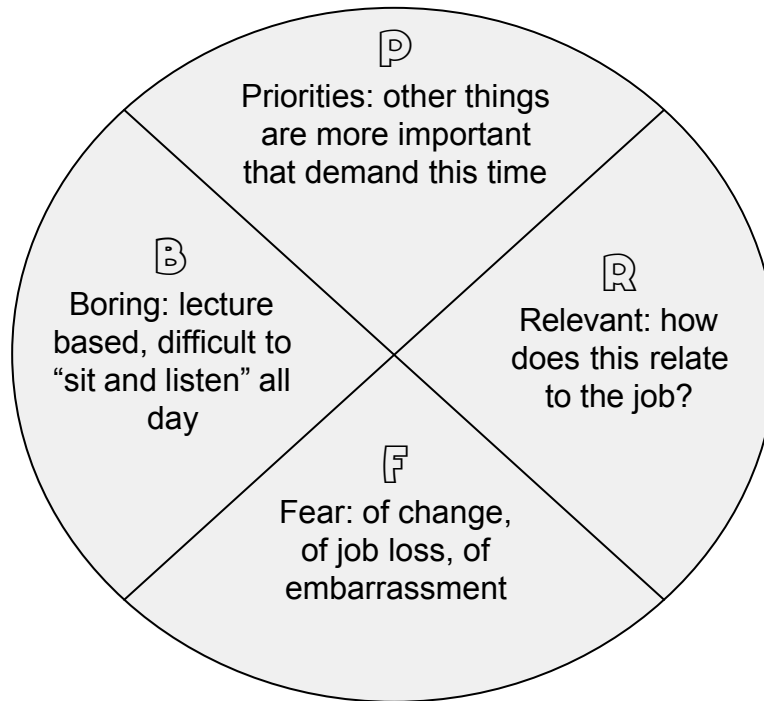
1. Think of an especially tough resistor that you have dealt with
2. Be that person...ask yourself “What are the *reasons I don’t want to be here*”
3. Jot down some of the thoughts, feelings & concerns of your Resistor

4. “Be” with your neighbor
5. “*I am so glad I am here! What a great idea!*”
6. “Be” with your neighbor



NOTES

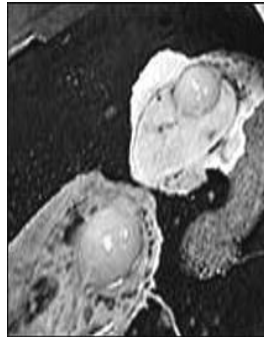
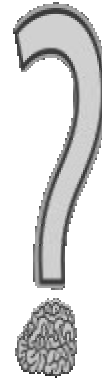
Roots of Resistance



NOTES

What you may hear

- Why am I here?
- Training is so boring.
- I have deadlines I should be working on instead of sitting here.
- Ugh, what is *he* doing here?
- Is this going to matter to me?
- If they really knew what they were doing they'd be doing it instead of teaching!



NOTES

4 Strategies to Transform Resistance

1. **Associate To The Resistor**
2. **Accept Their Gifts**
3. **Activate The Imagination**
4. **Acknowledge The Learning Brain**

NOTES

1. Associate To The Resistor

Why is this effective?

1.

2.



What can we learn from a true understanding of the resistor?

1.

2.

What are the consequences of ignoring the resistor?

"we have met the enemy and he is us."

Pogo



NOTES

2. Accept Their Gifts

*Everyone is brilliant
What they bring has Value*



Reframe the content - Literally put a new “frame” around how you hold the information. Use a statement or question.

Example: “I am wasting time here”

Reframe response: “You want to be sure your time is well spent”

NOTES

Exercise - Reframe the following Roots of Resistance statements into appropriate “gift” responses:

“I don’t need this class, I am doing just fine in my job already”

“It is hard for me to sit here all day”

“I have more important things to do than be here”

“I don’t see how this will help me be more effective”



NOTES

3. Activate The Imagination

Involve them in a compelling story

- Relatable
- Fantasy
- (Everybody Loves Raymond) stories or fantasy scenarios (Survivor)
- Characters we can root for or against (24)
- Twists and Turns- Unexpected happenings (Desperate Housewives); problems to solve (CSI)



NOTES

The Relatable Story

From *Sexual Harassment Prevention* training

Opening Scenario -

“In an email from one of your top clients, they included a string of jokes with highly sexual content and graphic images. What do you do?”

From *Courageous Conversations* training

Opening Scenario -

“Your manager is giving your conflicting information on team priorities. Your productivity is suffering. You need to speak with her, and she does not like confrontations. How do you begin the conversation?”

Exercise – With a partner, create a story/scenario. Use one of the following topics, or create your own:

Listening Skills

Email Ethics

Effective Meeting Skills

Our Story

The Fantasy Story

From *Executive Coaching*

Opening Scenario-

“As you look down the road six months from now, what’s your vision of your division? What’s your vision of how you are operating as the leader?”

From *Captive to Interactive training*

Early Scenario-

*“It’s May 2008, 2 years after attending ICE in Dallas, what do you want your **legacy** to be around captive participants? What do you want people to say about how you worked with them?”*

Exercise – With a partner, create a story/scenario. Use one of the following topics, or create your own:


Communication Skills

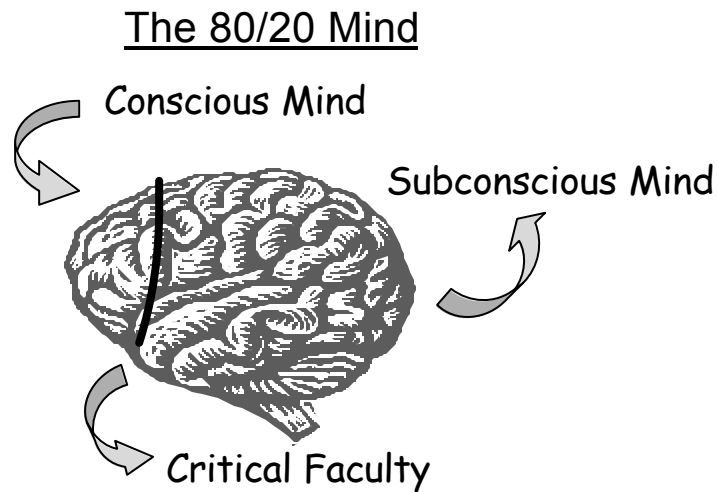
Leadership

Diversity

Our Story

4. Acknowledge the Learning Brain

- Activate the “whole” brain 
- Talk to the Subconscious Mind through the Conscious Mind
- Acknowledge Resistance



NOTES

Examples

Don't:

- “I know what you're thinking: Oh No! I *have to* take *another* training class?!”
- “I know you don't want to be here, however....”

Do:

- “I know we all want to spend our time wisely...”
- “We all agree improving skills and knowledge increases productivity...”

Exercise: Assign Attributes

With a partner, list 3 attributes you would want in your training.

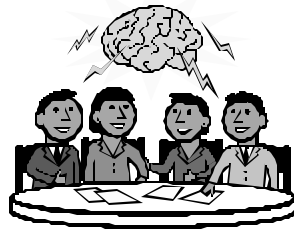
- 1.
- 2.
- 3.

Create a statement that acknowledges resistance and assigns the desired attribute to the class:



Attribute Statement

This is your Brain: Interactive!



- Wow, I get it!
- This is relevant
- I am involved
- Others have good ideas too

Your Presenters

Laura Arellano is a Consultant and Trainer specializing in Leadership Development and Group Dynamics. Laura works with businesses that demonstrate their commitment to their employees by investing in the growth and development of their people. Using Adult Learning Principles her clients' quality of life is enhanced with professional skill development that is fun and inspiring. Highly interactive, her brain-based style enables participants to be involved in their learning and compelled to apply their improved interpersonal skills.

Please visit the website Resource Center and enjoy the free tools and articles.



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Brain-Based Workplace Interpersonal Skill Development

Marc Levine has been helping organizations produce bottom-line results for over fifteen years. Marc is the Vice-President of Organizational Development for The Mulvaney Group. He coaches and trains leaders, managers and teams for organizations such as Prudential Financial, New York Methodist Hospital, Citigroup and The Brooklyn Public Library in areas of team, diversity, and Courageous Conversations. Courageous Conversations is the flagship program of The Mulvaney Group which focuses on helping organizations have conversations in the workplace around difference and performance. Marc excels in building connection in organizations between the Training/HR groups and the business units. The results are often an increase in engagement, revenue, and employee retention.

Please visit our website for tips on having Courageous Conversations.

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Captive to Interactive Job Aid

Session Objectives

- Assess the roots of resistance
- Offer four strategies to transform reluctant participants that can be used immediately

Make the following a regular part of your course delivery preparation:

Using the 4 Strategies to Transform Resistance as a guide:

1. **Associate To The Resistor** - Consider each of the possible **Roots of Resistance** with this particular audience and write a comment that would state the resistor's point of view.

Priorities: other things are more important that demand this time:

Relevant: how does this relate to the job?

Fear: of change, of job loss, of embarrassment:

Boring: lecture based, difficult to "sit and listen" all day:

2. **Accept Their Gifts** - Reframe the resister's objection to reveal the "gift".

3. **Activate The Imagination** - Create a relevant and compelling story that will activate their attention.

4. **Acknowledge The Learning Brain** -

Determine the attributes best for this program, *then*

Create an attribute statement that addresses the resistance and assigns the desired attribute(s).