



What Can We Do About Resistance?



National Reading Institute

July 19-21, 2010


Jan Silverstein and Caroline Wilkinson

What Can We Do About Resistance?

This Session...

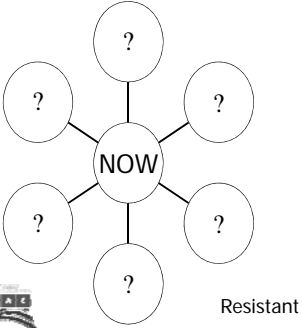
We are going to talk about

- ◆ CHANGE : The Context for Resistance
- ◆ What Really Causes Resistance
 - Levels of Resistance
 - The Role of School Culture
- ◆ What We Can Do About Resistance
 - Listening: An Essential Skill
 - Having Difficult Conversations
 - Praise and Celebration




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What Does Resistance Look Like Now?



Motivated
Resistant




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CHANGE : The Context for Resistance

Studies estimate that up to two-thirds of all organizational changes fail.

Rick Maurer




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What Can We Do About Resistance?

Consider Level of Resistance
Rick Maurer


- **Three levels of resistance**
- **Each involves a different degree of emotional response**
- **Each requires different strategies to *work with* the resistance**

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Consider Level of Resistance

Level 1 Resistance is a common response to change which requires some action.

- People need...
 - ◆ Information
 - ◆ To know what the change is about
 - ◆ Time to think about it
 - ◆ Opportunity to give feedback
- You need to
 - ◆ Provide the information they seek
 - ◆ Give consistent, clear reasons for the change
 - ◆ Allow both time to think and a chance for feedback without repercussions




Rick Maurer

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Consider Level of Resistance

Level 2 Resistance is an EMOTIONAL reaction to the new idea.

- People are afraid....
 - ◆ They'll lose control, respect, their jobs.
- You need to...
 - ◆ Address their fears
 - ◆ Understand how they feel
 - ◆ Listen
 - ◆ Find common ground




Rick Maurer

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What Can We Do About Resistance?

The Knowing-Doing Gap

- Action counts more than elegant plans.
- Merely making a decision doesn't change anything.
- Fear fosters knowing-doing gaps.
- There is no doing without mistakes. What is the system's response?
- Follow up to ensure that what was said is actually done.


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Consider Level of Resistance


Level 3 is the deepest, most firmly entrenched form of opposition to any change.

- Problems may seem overwhelming to the resistor.
- People are resisting YOU – based on history, values, who/what you represent.

Rick Maurer


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Transforming School Culture



*Substantive and sustainable school improvement will require educators to **transform school culture** – the assumptions, beliefs, expectations, and habits that constitute the norm for the school.*

Anthony Muhammad

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What Can We Do About Resistance?

Transforming School Culture, continued

Underlying tension among 4 different groups of educators within a school

GROUP	WHAT THEY SEEK
#1	Preservation of Status Quo
#2	Academic Success for Each Student
#3	Organizational Stability
#4	Emotional & Mental Survival

Anthony Muhammad





SCHOOL CULTURE ~ Resistance During BIG Change Efforts

Negative perceptions of school leaders related to...

- ♦ Confusion about beliefs and direction
- ♦ Resistance to changes in routines and procedures
- ♦ Concerns about...
 - Open communication
 - Clear messages
 - Opportunities for feedback

*****Recommendation: Depend on a strong leadership team**

Robert Marzano, et al






Behaviors Before Beliefs

Only a change in practice produces a genuine change in norms and values.

Richard Elmore

...the experience of successful implementation changes teachers' attitudes and beliefs...



Tom Guskey



What Can We Do About Resistance?

What Do We Do About RESISTANCE?

Resistance IS a natural part of the change process.






Recognizing Resistance

What can resistance sound like in the comments of teachers in your school?



Consider these behaviors...

- ♦ REFUSAL "I can't add one more..."
- ♦ LIP-SERVICE "O.K., sure."
- ♦ BLAME "But, our kids are..."
- ♦ DELAY "When I have time to learn..."
- ♦ PAST PRACTICE "But, we always..."



Recognizing Resistance, *continued*

- In-your-face
- Malicious compliance
- Easy agreement
- In denial
- Confusion




What Can We Do About Resistance?

Why Does Resistance Occur?

WHY??

- Natural **reactions of people** such as...
 - ♦ Fear
 - ♦ Feeling powerless
- **Leadership factors** such as...
 - ♦ Lack of trust
 - ♦ Unclear expectations


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Reflection: Who Is Resisting?

Consider...


1. Who are the resisters?
2. How resistant are they?
3. What are the reasons?
4. What strategies for support will work?

▶ Handout 2

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How Can We Work With Resistance?


Things to Consider/Key Strategies

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What Can We Do About Resistance?

Strategies to consider to build trust in your leadership....

- ◆ Know your stuff – admit when you don't know
- ◆ Know the history of the school
- ◆ Keep improving your skills
- ◆ Don't make promises that you can't keep
- ◆ Back your teachers when it counts
- ◆ Take responsibility and be publicly self-reflective when times are tough




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More Good Advice About Building Trust

- Build strong working relationships
- Stay calm to stay engaged

Rick Maurer



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Listening: An Essential Skill

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What Can We Do About Resistance?

The Art of Listening to Resistant Teachers

- Stop talking.
- Imagine the other's viewpoint.
- Look, act, and be interested.
- Observe nonverbal behavior.
- Listen between the lines.
- Speak only affirmatively while listening.
- Be sure you understand.
- Stop talking and waiting to talk.




► Handout 3

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Committed Listening

The first step in effective conversations with resistant teachers is **Committed Listening**.


Hargrove 2003



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Read and Reflect


A Certain Way of Listening



a little

Read and highlight Handout 4, *Masterful Coaches Have a Certain Way of Listening: Committed Listening*.


► Handout 4



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What Can We Do About Resistance?


TURN AND TALK
A Certain Way of Listening



Talk to a Partner about..


- ♦ What you learned from the reading
- ♦ What questions you have

Do this in turns - 1 min. each
(When it is your turn to listen, just do that. No talking.)



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**Sharpening Your Skills: Really Listening:
Our challenge...**




Recognize that...

- Sometimes we are not committed listeners
- This has a direct impact on our coaching effectiveness.

THE GOAL:
Be a Committed Listener!



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Having Difficult Conversations


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What Can We Do About Resistance?

Raising the Level of Important Conversations

- Keeping the focus on goal setting and problem solving.

Out beyond ideas of wrongdoing and rightdoing there is a field. I'll meet you there.
Rumi, 13th Century Poet




 ► Handout 5 32

Fierce Conversations Have 4 Objectives


From Fierce Conversations by Susan Scott

- Interrogate Reality
- Provoke Learning
- Tackle Tough Challenges
- Enrich Relationships

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Raising the Level of Important Conversations


1. Identify the issue
2. Clarify the issue
3. Determine current impact
4. Determine future implications
5. Examine personal contribution to the issue
6. Describe the ideal outcome
7. Commit to action



► Handout 6 34


What Can We Do About Resistance?

Raising the Level of Important Conversations



• Think about an issue with a teacher. Write it down.


• Use the information in Handout 6 to think through how you would raise the level of the conversation.



▶ Handout 6 35

Raising the Level of Important Conversations

- PARAPHRASING communicates that you heard what your colleague said, you understood the intent and that YOU CARE!
- CLARIFYING communicates that you heard what your colleague said, but don't fully understand.
- MEDIATIONAL questions are designed to help your resistant teachers analyze what worked or didn't.




▶ Handout 7 36

Having the Difficult Conversations

Final Thoughts


Getting results now requires changing behaviors...

- ♦ Our goal: Teachers leave coaching conversations feeling empowered to take timely action in the classroom.
- ♦ To achieve this result, we need to take on the hard conversations with every teacher.



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What Can We Do About Resistance?





Praise and Celebration

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Coaching Resistant Colleagues Through Encouragement

- Place value on individuals as they are.
- Show faith in their ability to succeed.
- Focus on strengths and possibilities.
- Recognize a job well done and give recognition for effort.
- Use the team to enhance individual's development.
- Make a Triple A List.




► Handout 8

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In Closing....

We've considered

- Change and culture
- Resistance of individuals and groups
- Strategies for *working with* resistance
 - ♦ Listening
 - ♦ Difficult Conversations
 - ♦ Celebrations
- The POINT: Resistance will happen. Addressing it is not always easy. But, it can be done!



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What Can We Do About Resistance?



Strategies for Working with Resistance: A Final Reflection

Think about..

- ◆ Things I'm glad I already do....
- ◆ Things I know but need to start doing better.....
- ◆ New things to think about.....
- ◆ My next steps in using what I've learned....

◆ Complete your reflection.


◆ Talk to a partner.



► Handout 9 41

RESOURCES

- Bridges, W. (2009) *Managing transitions: Making the most of change, 3rd Edition*. Massachusetts: Da Capo Lifelong Books.
- Conner, D. (1995). *Managing at the speed of change*. New York: Villard Books.
- Glaser, S. & Glaser, P. (2006) *Be quiet be heard: The paradox of persuasion*. Eugene, OR: Communications Solutions Publishing.
- Hall, G.E. & Hord, S.M. (2006) *Implementing change: Patterns, principles, and potholes*. New Jersey: Pearson Education.
- Hargrove, R. (2002) *Masterful Coaching*. New Jersey: Pfeiffer.
- Maurer, R. (1996) *Beyond the Wall of Resistance: Unconventional Strategies That Build Support for Change*. Texas: Bard Press (www.beyondresistance.com/).
- Muhammad, A. (2009) *Transforming School Culture*. Indiana: Solutions Tree Press.
- Scott, S. (2004). *Fierce Conversations*. New York: Berkley Publishing Group



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THANK YOU!

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What Can We Do About RESISTANCE?

HANDOUTS

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Handout 1: CREATING A READING CULTURE: GUIDELINES THAT LEAD TO A COMMITMENT TO CHANGE

Resilient organizations do not take commitment to change for granted. They approach the development of strong commitment as an understandable and manageable process, but one that is not easy. Here are six guidelines that are important to building the commitment necessary for successful organizational change.

1. People respond to change at different intellectual and emotional rates.

Our heads and our hearts move at different rates. The capacity that we have to intellectually observe, form an opinion, decide and act is greater than our capacity to move through the same sequence emotionally. As we participate in organizational change we often make an intellectual commitment that far exceeds our emotional one.

2. Commitment is expensive; don't order it if you can't pay for it.

Gaining organizational commitment is both complex and costly. Most sponsors want full support for the changes that they hope to make, but they have little understanding of the effort and expense involved in getting it. Successfully developing strong commitment is a matter of facing up to its real cost. There is a heavy investment of time, money, and energy required.

3. Don't assume commitment will be generated without a plan of action.

Not all change projects require the same level of commitment. In some cases you only need to try out the new procedure. Other projects must go through a long testing period. When a change requires high levels of support from the staff, the maximum level of commitment is necessary. This happens when there is an equal amount of personal and organizational value for the change. In any case, you need a plan of action with adequate follow-through.

What Can We Do About RESISTANCE?

4. Keep in mind that building commitment is a developmental process.

Learning about the Concerns Based Adoption Model (CBAM) is one effective way to understand how commitment develops during a process of change.

5. Either build commitment or prepare for the consequences.

The level of commitment necessary is determined by the importance of the change to the organization and the degree of disruption it causes. Too often, we decide not to invest in building commitment and then we are surprised and unprepared for the inevitable resistance.

6. Slow down to go fast.

Some people and organizations believe that the fastest way to implement a change is to force it. Resilient people and organizations have learned that by slowing down, it is possible to have the time for opening communication, involving staff, fostering empowerment, and developing synergistic working relationships.

Conner, D. (1995). *Managing at the speed of change*. New York: Villard Books.

Handout 2 Resistance: A Self Reflection

- 1 Mildly Resistant**
- 2 Moderately Resistant**
- 3 Seriously Resistant**

DIRECTIONS:

1. Identify teachers you coach or have coached who are either a 2 or 3 on the resistance scale. Place their names on the chart.
2. Indicate what reasons for resistance may apply.
3. Use this chart to determine some possible ways to help these resisters as we talk about strategies for support.

Resisters	Reason/Factors	Strategies to Help/Support

Handout 3: THE ART OF LISTENING TO RESISTANT TEACHERS

1. Stop talking.

To others and to yourself. You can't listen if you are talking.

2. Imagine the other person's viewpoint.

Picture yourself in her position, doing her work, facing her problems, using her language, and having her values.

3. Look, act, and be interested.

Don't read your mail, doodle, shuffle papers while others are talking.

4. Observe nonverbal behavior.

Like body language, to gain meanings beyond what is said to you.

5. Don't interrupt.

Sit still past your tolerance level.

6. Listen between the lines.

For implicit meanings as well as explicit ones. Consider connotations as well as denotations. Note figures of speech. Instead of accepting a person's remarks as the whole story, look for things left unsaid or unexplained, which should logically be present. Ask for these.

7. Speak only affirmatively while listening.

Resist the temptation to jump in with an evaluative or critical comment at the moment something is said.

8. Be sure you understand.

Rephrase what the other person has just told you at key points in the conversation.

9. Stop talking.

This is first and last, because all other techniques of listening depend on it. Take a vow of silence once in a while.

Handout 4. Masterful Coaches Have a Certain Way of Listening: Committed Listening

Masterful Coaches give people the gift of their presence—a high quality of time and attention.

Although people think Masterful Coaching automatically involves speaking—giving advice or answers—it actually starts with listening. Masterful Coaches have a way of listening that we call *committed listening*. Committed listening starts with listening from a commitment to “give people the gift of your presence,” a high quality of time and attention.

Yet it also involves listening from a commitment to absolutely bring out the best in people. This new way of listening is not transactional in nature, where people are given advice, tips, or techniques. It embraces, but goes beyond all this, and is actually transformational with respect to the person we are engaging with. Committed listening involves listening from a commitment to the coachee’s greatness (highest and best self), even when the person is being a prisoner of pettiness and the rest of the world is fed up, disgruntled, and disgusted with him or her.

It involves listening from a commitment to unearth what people passionately care about and how that links into the extraordinary future they want to create for themselves and their organizations. It involves listening from who they are as a commitment and returning people to themselves, even when everything has fallen apart.

On a day-in, day-out level, committed listening involves taking into account that coaching is an activity characterized by a concern for the coachees. It involves listening to whatever the coachees’ concerns are, “Tell me what is really on your mind.” Are they upset with their boss? Are they muddled over a problem, a puzzle or dilemma, or confused? A good metaphor for the day in the life of an executive is a big ball of twine—a tangle of problems, dilemmas, puzzles, and emotional reactions. The coaching session is an opportunity to unravel it, and all people need is a place to start.

A Masterful Coach knows that committed listening is the foundation for all-powerful coaching.

As Michel Renaud, one of our coaches puts it, “I actually listen from a commitment that people are going to leave the conversation feeling freed up, clear, and empowered to act. I don’t listen from the point of view that people need my answers, advice, or infinite wisdom. My point of view is that people possess within themselves the ability to resolve upsets, do their own thinking, discover their own answers and the path forward. If I listen from that commitment, it’s just magical.”

For example, a person may say, “My boss is a jerk.” If you agree or disagree, the communication can get stuck with the person either going on and on or trying to justify his or her point of view. If you are willing to listen without agreeing or disagreeing, people will begin to see something that they didn’t see before, which allows them to disengage from their reactive thoughts or feelings. You might hear, “You know what? I have been reflecting on this, and my boss really isn’t that bad. I can see that I have really been upset with him and that I need to sit down with him

What Can We Do About RESISTANCE?

and get clear about a few things.”

It is much better for the coach to come to the table as a thinking partner rather than an arrogant “know-it-all.” There is power in the coach and coachee coming to the table with a clear idea of the problem (or dilemma) they want to talk about, and having thought about the topic, but without dotting the “i’s” and crossing the “t’s,” and then having a conversation. In this way, the coach and coachee create a partnership that is about discovering the answers together. This often leads to gaining a broader, deeper view of the problem or dilemma, as well as arriving at solutions that would never have been attainable on an individual basis.

Masterful Coaches don’t just *listen to* what people are saying about what happened, but *listen for* the underlying beliefs, assumptions, and interpretations people make. Most people stand in a place that causes them to make arbitrary interpretations about people, situations, and events. For example, many managers draw their identity from coming out on top, being right, and getting power over others by *listening for what’s wrong*.

Thus, when someone makes a proposal with a new, good idea, instead of hearing what’s right in it and building on it, they listen for what’s wrong with it. As coming out on top and being right represents a kind of payoff, this becomes an addictive cycle of interpretation that doesn’t support people in being all that they are or all that they can be. Coaching is then about breaking the cycle of these addictive interpretations so that people are freed up. The kind of listening that we are talking about is transformational in nature.

R. Hargrove (2003)
Masterful Coaching

Handout 5: KEEPING THE FOCUS ON GOAL SETTING AND PROBLEM SOLVING

Here are some suggestions for using supportive language that keep the focus on goal setting and problem solving. Use acknowledging statements to help resistant teachers feel they have been heard and summarizing statements to keep the group on task.

Statement	Response
My students are very needy and they can't work independently.	So a goal for you might be to develop greater self-reliance in your students.
This 90-minute reading block is not working. It doesn't make sense for students or teachers. We're always rushing with no time to catch our breath.	Given those issues, we might need to examine strategies for efficient use of the time we've agreed on for our reading block.
Many of my first graders are not being successful with this core program.	You're concerned about the performance levels of some of your students.
These charts and graphs are making me crazy. I don't know what I'm supposed to learn from them.	This data set seems overwhelming at this point.
This grade level meeting was better than last week's.	In what ways was it better?

Handout 6: RAISING THE LEVEL OF IMPORTANT CONVERSATIONS

Use good questions and incredible listening. Questions are much more effective than answers in provoking learning.

1. Identify the issue

"What was the problem?"

"Who said so and on what evidence?"

"What would have happened if we weren't willing to solve the problem?"

2. Clarify the issue

"What's the most important decision you're facing? What's keeping you from making it?"

"What has become clear since we last met?"

3. Determine current impact

"What currently seems impossible to do that, if it were possible, would change everything?"

4. Determine future implications

"What is the area that, if you made an improvement, would give you the greatest return on time and energy?"

"What are you trying to make happen in the next month?"

5. Examine personal contribution to the issue

"Help me understand your thinking here."

"What's the most important thing you and I should be talking about?"

6. Describe the ideal outcome

"When this is resolved, what difference will that make?"

7. Commit to action

"What exactly are you committed to do and when?"

Fierce Conversations (2004)
Susan Scott

Handout 7: RAISING THE LEVEL OF IMPORTANT CONVERSATIONS

PARAPHRASING communicates that you have heard what your colleague said, that you understood the intent of what was said and that you care.

Paraphrasing involves either restating in your own words or summarizing what your colleague said.

Some possible paraphrasing stems include:

- So...
- In other words...
- What I'm hearing then...
- From what I hear you say...
- I'm hearing many things...
- As I listen to you I'm hearing...

PITFALLS TO AVOID WHEN PARAPHRASING

- Using the same introductory phrase each time smacks of "technique speak...avoid it!
- Don't undershoot the emotion. Your response can seem flippant and dismissive.
- Overshooting your colleague's level of intensity gives a clear indication that you missed the intent of the message.
- Be careful not to have an upward inflection in your voice so that your paraphrase sounds like a question.

CLARIFYING communicates that you have heard what your colleague said, but don't fully understand.

Clarifying involves asking a question or making a statement to:

- Gather more information.
- Discover the meaning of language used.
- Get clarity about the speaker's reasoning.
- Seek connections between ideas.
- Develop or maintain a focus.

What Can We Do About RESISTANCE?

Some possible clarifying stems include the following:

- Say more about that.
- Let me see if I understand.
- I'd be interested in hearing more about...
- So, are you saying/suggesting...?
- How is this conversation different from the one we had yesterday about this topic?
- When I say _____ I mean _____. When you say _____ what do you mean?
- To what extent....?
- I'm intrigued by/interested in/wonder about....

PITFALLS TO AVOID WHEN CLARIFYING

- Be aware of your word choices and voice tone.
- When you ask a clarifying question, don't fill the void with a laundry list of possible answers. "Is it...? Do you mean..?"

MEDIATIONAL questions are designed to help your resistant teachers:

- Hypothesize what might happen.
- Analyze what worked or didn't.
- Imagine possibilities
- Compare and contrast what was planned with what ensued.
- Extrapolate from one situation to another.
- Evaluate the impact.

Some mediational question stems include.

- What's another way you might...?
- What would it look like if...?
- What do you think would happen if...?
- How was _____ different from _____?
- What's another way you might...?
- What criteria do you use to...?
- When have you done something like _____ before?
- How did you decide (come to that conclusion)...?
- What might you see happening in your classroom if...?

**ASKING THE HARD QUESTIONS AND SAYING WHAT
NEEDS TO BE SAID
PRACTICE ACTIVITY**

Scenario	Paraphrasing	Clarifying	Mediational Questions
"There is no way I can stay with this pacing guide!"			
"I don't have enough time to preteach."			

Handout 8: COACHING RESISTANT TEACHERS THROUGH ENCOURAGEMENT

Encouragement leads to self-confident independence. Here are some things to keep in mind as you encourage resistant teachers and create renewed energy for the work ahead.

- Place value on individuals as they are.
"What have you done so far to solve this problem?"
- Show faith in their ability to succeed.
"What's the first step you want to take?"
- Focus on strengths and possibilities.
"If you did know, what would your answer be?"
- Recognize a job well done and give recognition for effort.
"I know with practice your ability to manage flexible groups will improve."
- Use the team to enhance each individual's development.
"Let's each tell one positive thing that happened during the reading block today."
- Allow appropriate venting.
"I can only imagine how frustrating that must have been."
- Make a Triple A List to encourage yourself.

Assets _____

Abilities _____

Accomplishments _____

Handout 9: Reflection on My Current Practices

Think about what you've heard in the presentation. Reflect on what you're currently doing and what you can use from this session to improve how you work with resistance.

Things I'm glad I already do....

Things I know but need to start doing better.....

New things to think about.....

My next steps in using what I've learned....

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