


VCASE

Leadership in an Era of Change

Coaching Tools, Part 2

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Key Activities

- Identify possible causes of resistance and define strategies for those experiencing resistance.
- Review a coaching continuum. Discuss how to apply some of the coaching strategies.
- Gain skills and strategies to refine coaching practice.
- Model a coaching conversation. Practice using these tools.
- Reflect upon how you will use the information learned in this program.


Out beyond the ideas of wrong doing and right doing, there is a field. I'll meet you there.



Rumi, 13th Century, Sufi Poet

People In Groups (E. Rodgers)

- 8% will be *innovators*.
- 17% will be *leaders*.
- 29% will be *early adopters*.
- 29% will be *late adopters*.
- 17% will be *resisters*.



Resistance

Brainstorm the causes of resistance in your school/ district/department?

Overcoming Resistance (University of Toronto)

People don't know what to do (lack of knowledge).	People don't know how to do it (lack of skills/ abilities).	People don't know why they are doing it (the purpose).
The workload and work pressure are increasing.	People can't see the benefits of changing.	People are not involved in decision making.
People don't experience support.	The innovation conflicts with the school culture.	People are worried about failure.
People are satisfied with the way things are.	People don't see the change agent or advocate as credible.	People have a negative past experience with change.

TASK: Identify the three major causes for resistance in your school. Discuss strategies for reducing the resistance.

Resistance	Strategies to Overcome Resistance

Resistance To Change: Reasons And Strategies (Michael Fullan)

- 1. People don't know what to do (lack of knowledge)**
 - share information with everyone involved.
 - provide reading and set up study groups.
 - conduct knowledge-building seminars.
 - hold question and answer sessions.
 - share inside knowledge and reach outward for expertise.
- 2. People don't know how to do it (lack of skills/abilities)**
 - provide high quality up-front training.
 - provide on-going skill-building training sessions.
 - provide opportunities for feedback and coaching.
 - sponsor problem-solving groups.
 - encourage visitations to other classrooms and schools so people can see the innovation in action
- 3. People don't know why (the purpose)**
 - explain the rationale.
 - talk about where it has made a difference—cite examples from practice and research.
 - explain where it fits in the bigger picture.
 - articulate anticipated outcomes.

Resistance to Change: Reasons and Strategies (Michael Fullan)

- 4. People are not involved in decision making.**
 - provide opportunities for involvement in decisions, learn a variety of decision making strategies (consultation, majority rules, consensus).
 - share the leadership among faculty members.
 - involve staff in the generation of ideas before making decisions.
 - establish a collaborative decision making model that spells out who makes what decisions and how decisions will be made.
- 5. People are satisfied with the way things are.**
 - create an alternative future picture (build creative tension.)
 - clarify and raise your expectations (walk your talk.)
 - take a hard, honest look at the data (results.)
 - share success stories.
 - reward change and risk taking.
- 6. Workload and work pressure**
 - get focused on common goals.
 - periodically conduct a school review - make decisions around what you should "continue," "stop," "start" doing.
 - reorganize human resources. (Align work with people in an equitable way.)
 - promote more teamwork and a collaborative work culture.
 - support individuals under pressure.

Resistance to Change: Reasons and Strategies (Michael Fullan)

- 7. People can't see the benefits of changing.**
 - do a cost benefit analysis of the change.
 - conduct a S.W.O.T. (identify strengths, weaknesses, opportunities, and threats.)
 - be up-front about the disadvantages.
 - provide real life stories and examples where benefits have been achieved.
 - identify strategies to counteract costs.
 - collect data and monitor implementation.
- 8. People don't see the changing agent or advocate as credible.**
 - match the innovation with knowledgeable and motivated change agents.
 - involve people who are respected by their colleagues.
 - choose people who have a track record to manage and facilitate change projects.
 - give change agents hard feedback.
 - ensure change agents receive high quality training on the innovation and the change process.
- 9. People don't experience support.**
 - conduct a human resources needs assessment.
 - develop an implementation plan that builds in human and material resources.
 - provide recognition and rewards.
 - address the time issue and make changes.
 - provide incentives for change.
 - monitor implementation.

Resistance to Change: Reasons and Strategies (Michael Fullan)

- 10. The innovation conflicts with the school culture.**
 - talk about the innovation or change - establish how to gradually introduce changes.
 - talk about the school culture - how it can support the change. Ask "How will current beliefs, expectations, or behavior patterns block the change?"
 - identify forces for and against change in the school.
 - conduct a problem-solving group on implementation of the change.
 - involve key cultural players" in the initiation and implementation process."
- 11. People are worried about failure.**
 - promote a risk-taking mind set - use it as a guiding principle.
 - help people accept and understand that with change comes increased anxiety - it's okay and it's natural.
 - conduct "anticipation meetings." Talk about the implications or consequences of failing, identify false assumptions and unfounded fears.
 - allow people an opportunity to express fears - let them talk it out. Ask "What is the worst case scenario? What is the best case scenario?"
- 12. People have a negative experience with change.**
 - encourage people to talk about what happened in the past.
 - ask people to identify how this change is similar and how the change is different from others in the past.
 - find out what will build their trust—act on their wants and needs.
 - build their confidence that this will turn out differently.
 - build in monitoring and evaluation processes to ensure feedback.
 - discuss "What will happen if we don't implement the change?"

Resistance—Quick Write

Describe one situation where you are facing some resistance.
Describe the people involved, the context and what you have tried to do to address the challenging situation.

People (no names are necessary):

Context:

Response:

Remember...

- Being understood is a deep human need.
- Understanding is not the same as agreeing.
- Your attitude is much more important than your technique.



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Scenarios—Role Play

MODEL:

Ann will coach one or two of the participants through their situations.

PRACTICE:

Teams of two/three will coach one another.

OR

Teams may choose to “role play” to provide an opportunity to practice ways to respond.

SHARE:

Debrief the coaching experiences and share ideas with one another at your table group.

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Coaching Continuum (www.CoachingSchoolResults.com)

LISTEN FULLY AND AFFIRM

10. Listen fully as client moves toward goal clarity
9. Client selects best strategies for plan of action
8. Client prioritizes potential strategies
7. Client generates ten possibilities; Coach offers contradictions & additions
6. Client generates at least three possibilities
5. Teach a new technique
4. Offer an option
3. Give advice by sharing or questioning
2. Give advice
1. Give the answer

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Coaching Continuum

LISTEN FULLY AND AFFIRM CLIENT'S BRILLIANCE	How/When
Listen fully as client moves toward goal clarity	
Client selects best strategies for plan of action	
Client prioritizes potential strategies	
Client generates ten possibilities; Coach offers contradictions & additions	
Client generates at least three possibilities	
Teach a new technique	
Offer an option	
Give advice by sharing or questioning	
Give advice	
Give the answer	

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Positive Regard

Ongoing regard is not about praising, stroking, or positively defining a person to herself or to others. We say it again: it is about enhancing the quality of a special kind of information. It is about informing the person about *our* experience of him or her.



Kegan & Lahey (2001) *How the Way We Talk Can Change the Way We Work*

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Positive Regard

Instead of, “Alan, I appreciate how generous you are.”

Say, “Alan, I appreciate the way you took time to fill me in on what I missed. It really made a difference for me when I met with Tracy.”

Kegan & Lahey (2001) *How The Way We Talk Can Change the Way We Learn*

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Appreciation/Positive Regard

We all do better work if we regularly have the experience that what we do matters, that it is valuable, and that our presence makes a difference to others. We may know in our hearts that what we do matters, but it is certainly confirming to hear the words from others.

Kegan & Lahey (2001) *How The Way We Talk Can Change the Way We Learn*



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WARM UP--Quick Write

(Jot down your thoughts about each of the following questions. Share and discuss. Consider what to share with others.)

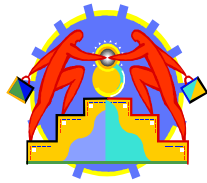
- What specific results do I want from my work with teachers/principals?
- Identify the most pressing issues you are facing right now.
- Describe a recent success and what you did that contributed to the success.
- Describe a challenge and describe what interventions you have made so far.

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Creating Relationships

Complex, fulfilling relationships don't suddenly appear in our lives fully formed. Rather, they develop one encounter at a time.

Gottman (2001)
The Relationship Cure



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Reflection

As I entered this day...

As I leave this day...

I intend to...



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