Understanding and Moving Through Resistance

Gail Armstrong

Read Pierce
Table Discussion

Based on your project work thus far, write down any form(s) of skepticism/resistance you are meeting, related to any aspect of your work.

• How is the skepticism/resistance being expressed?
• What is the impact on your project work?
• What is the impact on you, as a leader/team of leaders?
Spreading New Ideas

Recognizing Diverse Needs & Responses

Rogers’ Diffusion of Innovation
When Your Feel/Hear Skepticism . . .

Skill to Navigate: Reflective Listening + Seek to Name Common Sources of Skepticism

David Rock’s SCARF Model

Status
Certainty
Autonomy
Relatedness
Fairness

Neutral

Status

Certainty

I know docs haven’t historically been asked to do this....

The changes aren’t hard but to assure you feel supported we will have ...

Need to be here
More conventional

More attuned to the sources of group thought and bringing them to the surface
Basic Protocols for Skillful Discussion

1. Pay attention to your intentions
2. Balance advocacy with inquiry (see palette image)
3. Build shared meaning
4. Use self-awareness as a resource
   What am I thinking (pause)
   What am I feeling (pause)
   What do I want at this moment?
5. Explore impasses (see Common Impasses slide)
Your Preferences: Table Discussion

Based on the Inquiry-Advocacy model, reflect on & discuss—

1. What is your personal preference/tendency when conducting conversations in which skepticism, resistance, conflicting ideas/feelings, and complexity are present? **Circle the 3 approaches you prefer most in the diagram in your playbook.**

2. In your care area, what are the most common preferences/tendencies you observe among the group when holding conversations in which skepticism, resistance, conflicting ideas/feelings, and complexity are present? **Circle the top 3 approaches you see in most your care area.**
Common Impasses

• Facts
  • What exactly has happened? What is the data?

• Methods
  • How should we do what we need to do?

• Goals
  • What is our objective? Do we have a shared vision?

• Values
  • Why do we think it must be done in a particular way? What do we believe in?
Table Discussion

Think of an impasse you are facing in your project work. If you don’t have any impasses in your project, identify an impasse you faced at some time in your recent leadership.

Specifically, pick a time when you needed to move something forward, but were stuck because others around you were pushing back and/or refused to get on board.

Briefly summarize the impasse in your playbook.

Now, analyze the primary drivers of the impasse in the table. Which were present? Then discuss with your team how you might you use inquiry and advocacy to move past the impasse (Column 3).
**Actions**
I will not invite David to the next meeting

**Assumptions**
If people don’t care they shouldn’t be invited to future meetings.

**Add Meaning**
When someone doesn’t contribute it means they don’t care.

**Observable Data**
One committee member is looking at his phone and not contributing to the meeting.
Fishbowl: Concept & Application
Fishbowl: Concept & Application
http://www.liberatingstructures.com/18-users-experience-fishbowl/

Structure
• Small inside circle of people, observed by larger group, discussing topic relevant to both groups

Ground Rules for inner circle:
  • No speeches or presentations
  • Inner circle participants talk to each other
  • No interaction with larger group until debrief

Debrief
• Debrief as a large group
Fishbowl

What do you see happening?
CTP 2013-2017 Outcomes

2013-2017 Intake to Exit:
% increase in number of respondents reporting ability to manage change

- 2013: 38%
- 2014: 52%
- 2015: 61%
- 2016: 66%
- 2017: 61%

Other Outcomes:
- Use QI/PI tools:
  - 2013: 44%
  - 2014: 45%
  - 2015: 44%
  - 2016: 59%
  - 2017: 61%
- Use PS tools:
  - 2013: 37%
  - 2014: 40%
  - 2015: 68%
  - 2016: 68%
  - 2017: 68%
- Reduce waste:
  - 2013: 46%
  - 2014: 53%
  - 2015: 67%
  - 2016: 67%
  - 2017: 67%
- Create/Enhance high functioning teams:
  - 2013: 22%
  - 2014: 27%
  - 2015: 27%
  - 2016: 21%
  - 2017: 21%
- Identify data needed for systems improvement:
  - 2013: 37%
  - 2014: 42%
  - 2015: 41%
  - 2016: 45%
  - 2017: 45%
# Session 11: 6/27/17 “Learning From & Managing Change”

<table>
<thead>
<tr>
<th>What suggestions do you have for future session accommodations?</th>
<th>List the 2-3 most interesting things you learned from this session.</th>
<th>What new knowledge, attitudes, or skills covered in Session 11 will you apply to your day-to-day work?</th>
<th>Other Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>More work specifically on our projects</td>
<td>Roadmap for change; bring process improvement activities into this</td>
<td>Concepts of leading change</td>
<td>Great session. Glad I was here.</td>
</tr>
<tr>
<td>Warmer room</td>
<td>Ugly dogs; good review of 8 steps</td>
<td>The 8 steps</td>
<td>There was a lot of reading for this session; I think it would be best requested 2 weeks ahead; and potentially breaking up the reading chapters to weeks when there is no specific reading assignment</td>
</tr>
<tr>
<td>A little more group (our own) earlier in the session</td>
<td>Good is the enemy of great; good +change = no change; 10 years of ugly dog winners:)</td>
<td>Follow the 8 steps to change</td>
<td>Would appreciate either spreading out the reading assignments 2 weeks in advance or at least incorporating the homework. This week's session required 3-4 hours of preparation that was only incorporated into the last few minutes.</td>
</tr>
<tr>
<td>Like accommodations</td>
<td>What is the definition of a leader; having your team involved in the planning process</td>
<td>Going forward in projects will involve staff in process</td>
<td></td>
</tr>
<tr>
<td>Consider &quot;journal club&quot; type format to discuss some of the readings</td>
<td>Do one thing at a time; write down problem &amp; refer back to it often!</td>
<td>I am going to build a change roadmap for my team &amp; relentlessly follow it!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enjoyed the examples &amp; small group discussions</td>
<td>Remembering to celebrate small gains</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steps to change</td>
<td>Focused on change and how to do it right from the beginning</td>
<td></td>
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<td></td>
<td>Importance &amp; different forms of communication around a project</td>
<td></td>
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Fishbowl Debrief

With your table, review the discussion protocols in the “Balancing Inquiry and Advocacy” handout, from *The Fifth Discipline Field book*.

Circle the advocacy protocols and the inquiry protocols you saw occurring in the fishbowl.

Discuss: how might you apply a fishbowl in your leadership?
Change Resistance

• Negative behaviors
• Disruptive behaviors
• More noticeable to leaders because more active
  • Cynical remarks
  • Critical questioning
  • Denying the need for change
• Non-verbals
  • Eyrolling
  • “Knowing” looks
  • Smirks

• Directly aimed at those in charge of change initiatives
• May demonstrate behaviors that suddenly and blatantly disrupt/sabotage changes
• Explicit frustration and negativity
  • Increase in grievances
  • Increase in turnover

McMillan & Perron (2013)
Antecedents that create change resistors

• Perceived **lack of control** by staff in relation to work activities and the operations of their work place

• Perceived unrealistically **high expectations** combined with past experiences of failure associated with such expectations

• Disillusionment arising from **feelings of failure**, fueling emotional exhaustion, perceived inequity and **burnout**

McMillan & Perron (2013)
Resistant attitudes and actions are shaped by context of past and present work, and disruptions in work associated with change.

• What to do
  • Communicate change, intention, vision
  • Allow input, suggestions. Be flexible where possible.
  • Assess fit

McMillan & Perron (2013)