

# Facilitating Change: Supporting the Work and Managing Resistance

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# Entry Task

Introduce yourselves at your table.

Share a key point that sticks with you from this morning's learning.

# Marcy Yoshida

## **I believe that ...**

Effective teaching requires a sophisticated set of learned skills.

Leading adults requires a sophisticated set of learned skills.

As leaders, we can create spaces and places for learning, both intended and serendipitous.

Although there is often much beyond our control, we can and must make the work meaningful.

# Margaret Nugent

## **I believe that . . .**

Almost everyone is doing the best they can given the circumstances and what they know.

We can draw the best out of people with our positive presuppositions and skilled leadership.

Adult learners deserve the same consideration and respect we accord our students.

# Synecotics



Leading a team of people through change is like this image because...

# Synectics

## WHAT

An activating strategy from ***Groups at Work***, Lipton and Wellman, *miravia.com*, p. 19

## HOW

Make connections between two unlike things, first solo, then in a group.

## WHY

- Start on time, on task, and on topic.
- Engage all voices.
- Honor and tap what people bring into the room.

# Logistics for Learning

- Advocate for your own learning.



- Tend to your needs.



- Be fully present.



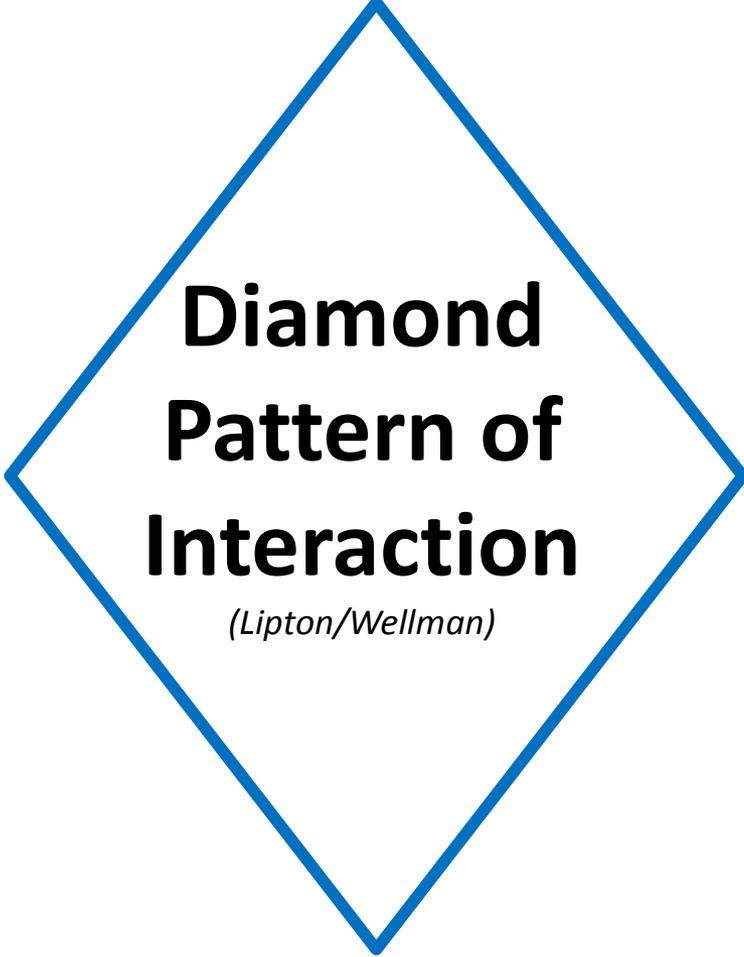
- Give yourself permission to learn. *It is impossible to get better and look good at the same time.*

- Julia Cameron in *The Artist's Way*

Solo Think Time

Small-Group  
Processing

Large-Group  
Processing



**Diamond  
Pattern of  
Interaction**

*(Lipton/Wellman)*

Individual Integration  
of Learning

# Goals

- 1. Develop awareness of your Facilitator Mindset and Skills**
2. Identify structures to facilitate change and manage conflict

# First Turn/Last Turn

## WHY

- Balance participation.
- Extend the thinking around one idea before moving on.
- Increase listening.

# First Turn/Last Turn – Part I

**On your own:** Read the article.

Mark a few words, phrases, or sentences that strike you in the article and be ready to share them with your group.

# First Turn/Last Turn – Part II

**1st person** Read aloud a key phrase/ sentence you found, making **NO comment** about it.

**All** Pause to think.

**Next person** Comment on the idea.

**Group** Round robin until all have commented on 1st person's phrase/sentence.

**1st person** End with the LAST TURN.

**REPEAT** whole process beginning with the next person and that person's key idea.

# “Group wise: How to turn conflict into an effective learning process”

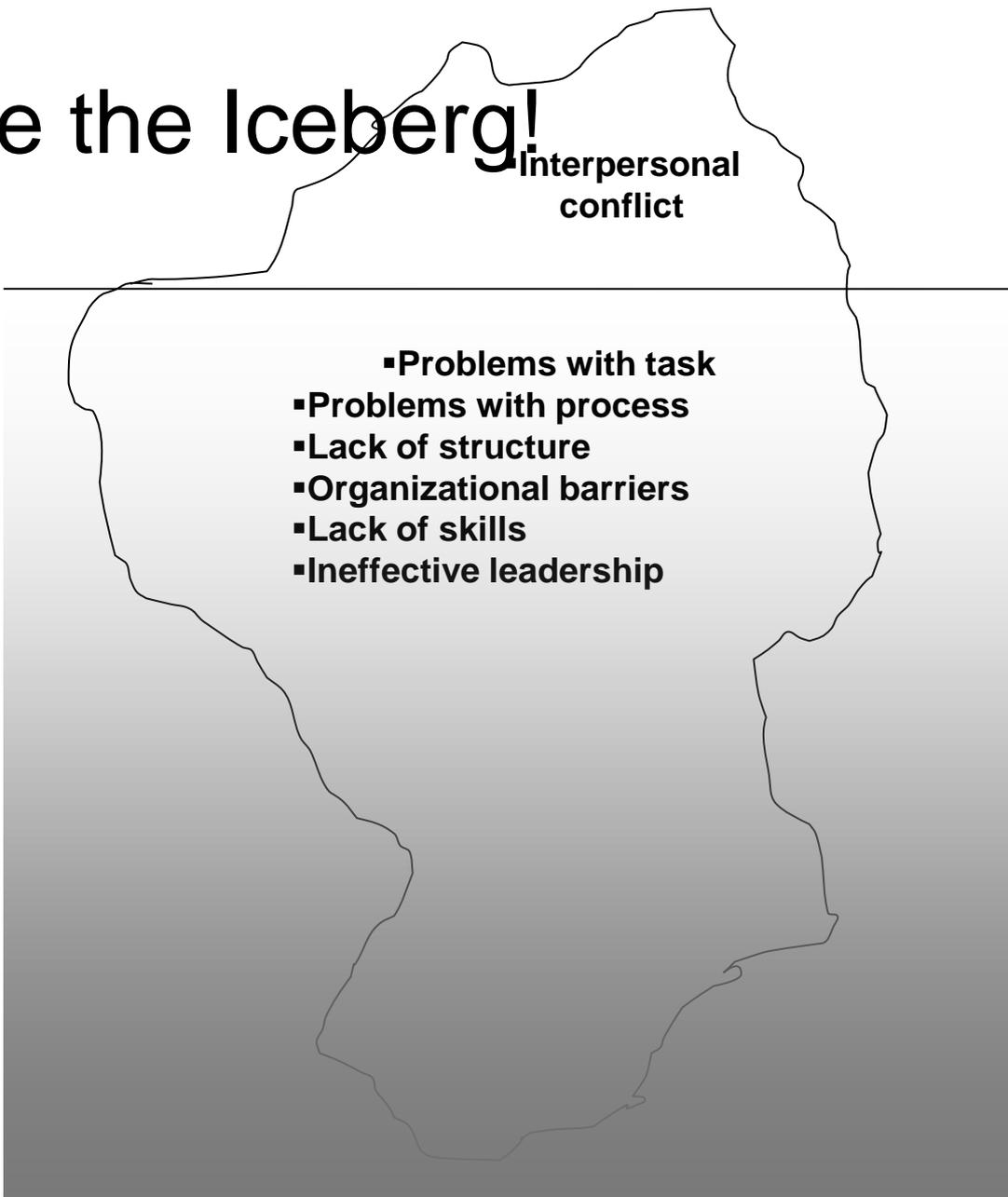
Packet pp. 2-3

Read the article.

Mark a few words, phrases, or sentences that strike you in the article and be ready to share them with your group.

When all are ready, begin the protocol.

# Beware the Iceberg!

An iceberg diagram with a horizontal line representing the water surface. The tip of the iceberg, which is above the water, is labeled 'Interpersonal conflict'. The much larger part of the iceberg, which is submerged below the water, contains a list of underlying issues: 'Problems with task', 'Problems with process', 'Lack of structure', 'Organizational barriers', 'Lack of skills', and 'Ineffective leadership'. The background of the submerged part of the iceberg is a vertical gradient from light to dark grey.

Interpersonal  
conflict

- Problems with task
- Problems with process
- Lack of structure
- Organizational barriers
- Lack of skills
- Ineffective leadership

From *Facilitating with  
Ease*

# Debrief Process

In your table group discuss the impact of using the protocol for your conversation.

What did you notice?

What do you wonder?

So . . .

What kind of conflict is going on in the group?

How do we respond to conflict and resistance?

How do you respond to conflict?



# Unhealthy Responses to Conflict: Style Under Stress



- Jump right in.
- Try to convince.
- Label/stereotype the opposition.
- Interrupt and control the conversation.
- Intimidate verbally.
- Avoid the issue.
- Withdraw.
- Mask true opinions and feelings.
- Use jokes and sarcasm to steer away from sensitive subjects.

*Crucial Conversations: Tools for Talking When Stakes are High*  
Kerry Patterson *et al*, McGraw-Hill, 2002

When the chemicals flood your brain:  
Shift from emotion to cognition

**Breathe**

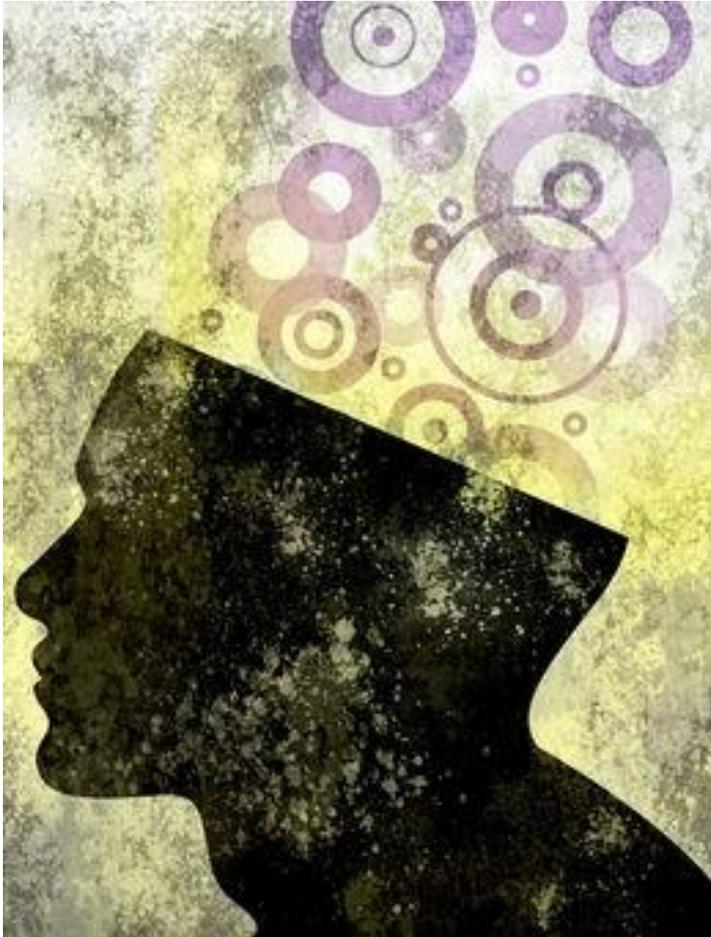
**Pause**

**Notice** – What’s your emotional response? (“Interesting!”)

**Wonder** – Why might a reasonable, rational, decent person act this way?

*Make the right move, not the fast move.*

There is a positive intention motivating every behavior—a perceived benefit (NLP)



*Why would a reasonable, rational and decent person act this way?*

# What looks like resistance might be....

- Exhaustion
- Confusion
- Not knowing where to start
- Difficulty with prioritizing
- Misunderstanding the message
- Lack of self-awareness (think you're actually doing it)

# Room for the dissenting voice

## Handout

Read the excerpts about dissent.

What strikes you?

# “3 Questions to Reduce Misunderstandings”



# Say Something:

## 3 Questions to Reduce Misunderstandings

Packet p. 4

- With a partner, identify two stopping places in the article before the ending.
- Read the selection on your own to the first stopping place. Exchange a brief comment or connection you are making. Continue to next stopping point and repeat until article is done.
- Take turns speaking first.



# Key Skills

- Paraphrasing
- Asking invitational questions

“Well-crafted paraphrases with appropriate pauses trigger more thoughtful responses than questions alone.”

*Mentoring Matters, p. 54*

a b c d e f g h i j k l m n o



Paraphrase,

then question.

r s t u v w x y z

# Practice Partner Conversation

**Speaker** – Think about something that is becoming really important to you in your school right now.

**Listener** – Respond by pausing, paraphrasing, and then prompting with the next question.



## **Listener ask...**

“What’s becoming really important to you in your school right now?”

Pause. Paraphrase.

“Is there anything else?”

Pause. Paraphrase.

“Is that all?”

Pause. Paraphrase.

# Goals

1. Develop awareness of your facilitator mindset and skills
- 2. Identify Structures to facilitate change and manage conflict**

# Why Structure?

## Handout

Structure promotes group effectiveness and provides psychological safety.

Structures support productive  
thinking and conversation.

WHO is talking with WHOM

WHEN

ABOUT WHAT

“Protocols become patterns, patterns become habits, and habits become norms.”

*Groups at Work, p. ix*

# Key Elements of Structure

- Agenda



- Activation strategy (on time - on task - on topic)



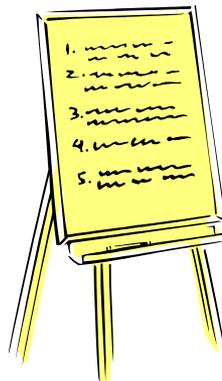
- Intentional groupings and processes



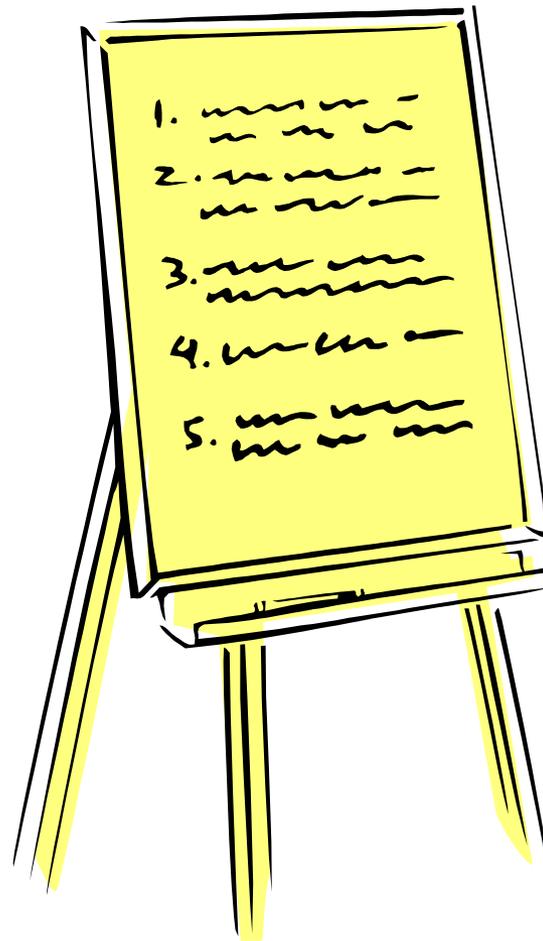
- Text as the expert



- Public charting



# All Are Heard



# Conflict Conversation Template

Packet p. 6

SOLO: Read the page about this protocol.

SHARE: Think of a situation (group and topic) where you might use this.

What will you tell the group about WHY you are using it?

# Note to Self



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With today's learning in mind:  
What are you going to  
STOP doing?  
START doing?  
CONTINUE doing?

“The question is how do we come together and think and hear each other in order to touch, and be touched by, the intelligence we need?”

-Jacob Needleman in *Data-Driven Dialogue*, xii

