

Resistance to Change

Barriers:

1. Failure to see the need – do not understand or appreciate the change
2. Old habits – easier to continue teaching the same way
3. Past experiences – suffered from previous unsuccessful changes
4. Fear of unknown – hesitant to disrupt well-established patterns
5. Unsafe environment – low degree of trust and support at the school
6. Change is threatening – lack of knowledge or skills to make the change
7. Power shift – loss of power relationships
8. Interpersonal dynamics – disruption of social relationships
9. Loss of resources – loss of time, space and instructional materials
10. Loss of identity – challenges who they are and what they stand for

Responses / Initiatives to Overcome Resistance

1. Develop and operationalize a shared vision
2. Create an appropriate sense of urgency
3. Honor resistance as a safeguard to unnecessary change
4. Build trust & develop a supportive culture
5. Build change agency
6. Build teachers' leadership skills
7. Enhance teacher self-efficacy
8. Foster shared decision making
9. Provide funding & time for professional growth & development
10. Win over influential teachers
11. Model risk taking and reward efforts to change
12. Stay the course

Conflict and Consensus

A culture that squashes disagreement is a culture doomed to stagnate, because change always begins with disagreement. Disagreement can never be squashed entirely. It gets repressed, only to emerge later as a sense of injustice, followed by apathy, resentment, and even sabotage.

Successful groups know how to fight gracefully – they embrace the positive aspects of conflict and actively minimize the negative aspects ... Conflict is an important resource for forging better practices.

Consensus – when all points of view have been heard and the will of the group is evident even to those who oppose it.

Persuasion, consensus-building, and all the other arts of influence don't always do the job. Sometimes it simply comes down to using the power of one's position to get people to act.

Consensus

We have arrived at a consensus when:

1. All of us can embrace a proposal
2. All of us can endorse a proposal
3. All of us can live with a proposal
4. All of us can agree not to sabotage a proposal
5. The majority support one proposal

A consensus has been reached when:

1. All points of view have been heard
2. The will of the group is evident to everyone
3. Even the Far-Q's recognize the will of the group

Fist to Five Strategy

5 fingers – I love this proposal

4 fingers – I strongly agree with the proposal

3 fingers – I am willing to go along with the proposal

2 fingers – I have reservations and am not yet ready to
support this proposal

1 finger – I am opposed to this proposal

Fist - If I had the authority I would veto this proposal

Leaders must accept resistance. When leaders address the unreasonable behaviour of resisters, they must be *emphatically assertive* and communicate the priorities of the organization.

The most effective way to confront unreasonable resistance is to focus on the behaviour, not on the attitude. Behaviours can be measured, attitudes cannot. Overcoming unreasonable resistance will require a clarification of expected behaviours and documented proof that they are not being exhibited.

Documented unreasonable resistance is insubordination and can lead to dismissal.

BEHAVIOUR IN CONFLICT SITUATIONS

The phrases below describe conflict resolution perspectives. Read them carefully and evaluate from 1 to 5 how each situation is typical of your way of resolving conflicts.

- 1 - Never
- 2 - Rarely
- 3 - Sometimes
- 4 - Often
- 5 - Very Often

1. It's easier to do nothing than risk failure. _____
2. If you can't bring others to think like you,
organize yourself so they'll do what you think. _____
3. Soft words win hard hearts. _____
4. If you scratch my back, I'll scratch yours. _____
5. Let's talk about it and ponder. _____
6. When two people quarrel, the first to hush is the wisest. _____
7. The strongest is always right. _____
8. Soft words fix everything. _____
9. It's better to split the bread in two than to not have
any bread at all. _____
10. From the shock of ideas comes light. _____
11. The one who flees doesn't solve his problem. _____
12. The great conqueror is the one who makes her enemies run. _____
13. Disarm your enemy through goodness and softness. _____
14. Compromising avoids quarrels. _____
15. No one has the final answer, but each has a piece to
contribute to it. _____
16. Stay away from people who don't agree with you. _____
17. The important thing is to be right. _____
18. Good words cost little but are worth much. _____
19. An eye for an eye, a tooth for a tooth. _____
20. If I can put aside my own ideas, I can listen to those of others. _____
21. Avoid quarrelers, they will make your life miserable. _____
22. The end justifies the means. _____
23. Tender words assure harmony. _____

Conflict Resolution Styles and Strategies

The FOX: (The Compromiser). This is the bargaining approach aimed at finding some midway meeting point in the conflict. Good compromisers are crafty bargainers able to find the intermediate point between assertiveness and cooperation.

At best – each party wins at least half and relationships are maintained.

At worst – everyone feels they have lost, solutions are mediocre and only partial and bad relationships are not improved.

The SHARK: (The Forcer – Competing/Aggressive Style). This is the 'go-for-the-win' approach where goals must be achieved at whatever cost. Relationships take secondary place.

At best - Sharks are able to direct people towards accepting a solution that they are convinced is in the best interests of all.

At worst – Opponents feel forced and oppressed and relationships are destroyed.

The TEDDY BEAR: (The Accommodator). This is the style that places utmost importance on relationships. Personal needs and goals are secondary to keeping peace and satisfying the concerns of others.

At best – Relationships are maintained or even improved and some parties' needs are completely met.

At worst – A win-win solution for all can never be achieved since the Accommodator's real needs and wants are never revealed and his/her skills, expertise and knowledge never fully accessed.

The OWL : (The Collaborative Problem Solver). This is the win-win approach that combines assertiveness with sensitivity to relationships and human needs. Owls seek to take a collaborative approach of dealing with conflict as a problem to be mutually solved.

At best – all parties attain Maximum satisfaction and relationships are not only maintained but improved.

At worst – All parties become frustrated because there is not enough time to invest in a problem-solving process and/or there is not the shared willingness.

The TURTLE: (The Analytical Avoider). This is the withdrawal or retreat strategy of either not confronting the conflict or simply keeping clear.

At best – The needs of the opponent are met and 'life goes on'. The tactic is used temporarily in order to gain new insights and perspectives.

At worst – The unmet needs or unexpressed frustrations of the Turtle evolve into undermining "guerilla tactics" from the sidelines.

EVALUATION SHEET

TURTLE	SHARK	TEDDY BEAR	FOX	OWL
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.
31.	32.	33.	34.	35.
Total	Total	Total	Total	Total

A higher score indicates that you have a tendency to use a style more often.

Your preferred style is _____.

Do you agree with this evaluation? _____

Competing
(Shark)

Collaborating
(Owl)

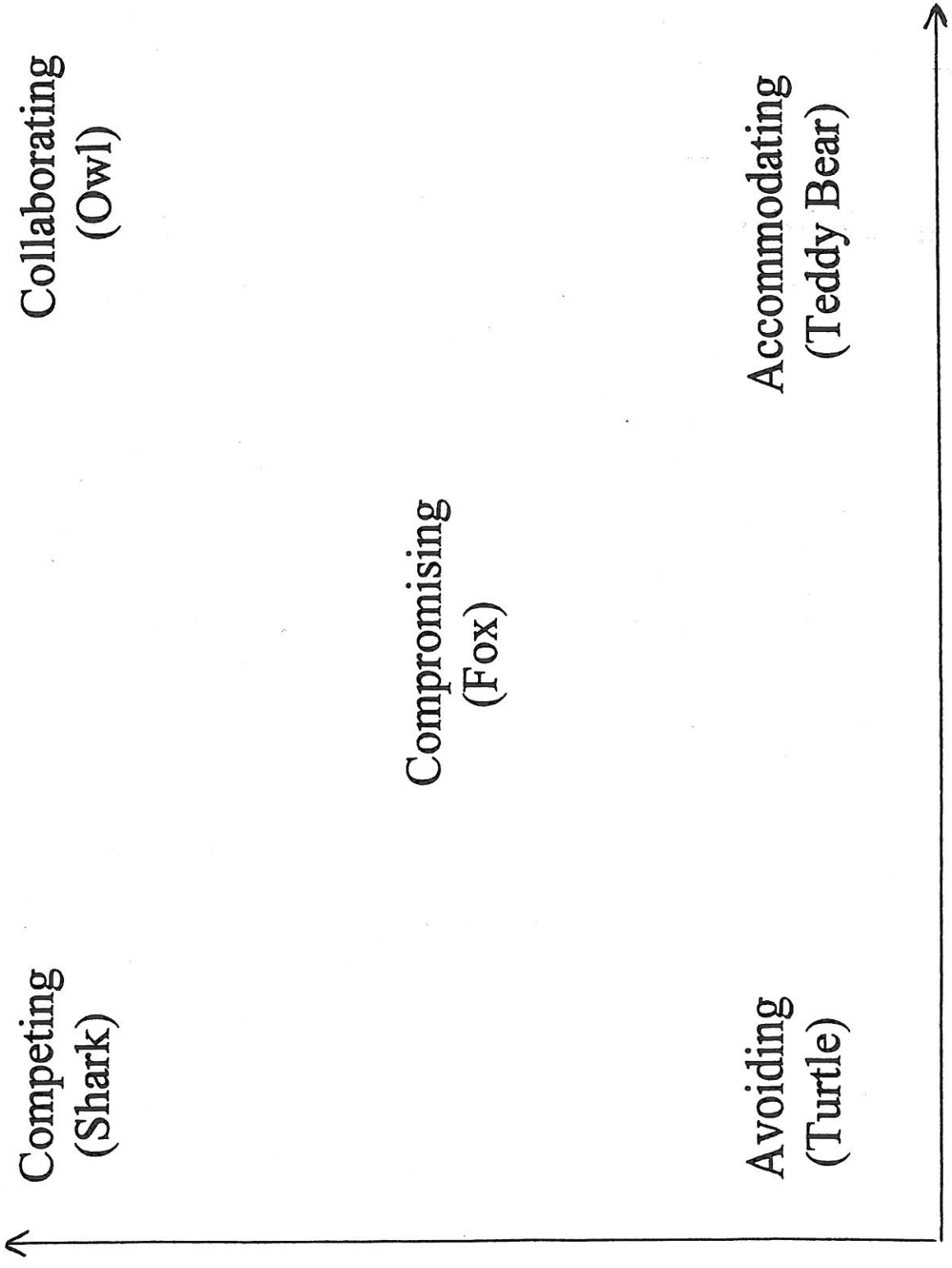
Compromising
(Fox)

Avoiding
(Turtle)

Accommodating
(Teddy Bear)

Assertiveness

Cooperativeness



Competing

- When quick, decisive action is vital (e.g. emergencies).*
- On important issues which require unpopular actions (e.g. cost cutting, discipline, enforcing unpopular rules).*
- On issues vital to the group's welfare when you KNOW you are right.*
- Against people who take advantage of noncompetitive behaviour.*

Accommodating

- When you know you are wrong – to allow a better position to be heard, to learn, to show reasonableness.*
- When issues are more important to others than to you, to satisfy others and maintain cooperation.*
- To build 'social credits' for later issues.*
- To minimize loss when you are outmatched and losing.*
- When harmony and stability are especially important.*
- To allow subordinates to develop by learning from mistakes.*

Avoiding

- When an issue is trivial, or more essential issues are pressing.*
- When you perceive no chance of satisfying your concerns.*
- When potential disruption outweighs the benefits of resolution.*
- When gathering information supersedes immediate decision.*
- When others can resolve the conflict more effectively.*
- When issues seem tangential or symptomatic of other issues.*

Compromising

When goals are important, but not worth the effort or potential disruption of more assertive modes.

When opponents with equal power are committed to mutually exclusive goals.

To achieve temporary settlements to complex issues.

To arrive at expedient solutions under time pressures.

As a backup when collaboration or competition is unsuccessful.

Collaborating

To find an integrative solution when both sets of concerns are too important to be compromised.

When your objective is to learn.


To merge insights from people with different perspectives.

To gain commitment by incorporating concerns into a consensus.

To work through feelings which have interfered with a relationship.

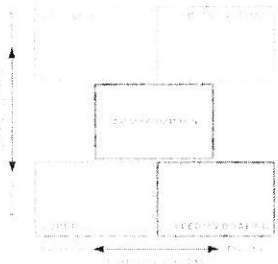
Conflict is . . .

any situation
in which your
concerns or desires
differ from those of
another person



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The Five Conflict-Handling Modes

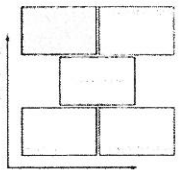


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Competing

"My way or the highway"



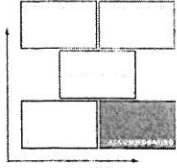
- Taking quick action
- Making unpopular decisions
- Standing up for vital issues
- Protecting yourself



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Accommodating

"It would be my pleasure"



- Showing reasonableness
- Developing performance
- Creating goodwill
- Keeping "peace"
- Retreating
- Maintaining perspective

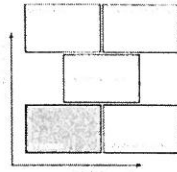
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Avoiding

"I'll think about it tomorrow"



- Leaving unimportant issues alone
- Reducing tensions
- Buying time
- Knowing your limitations
- Allowing others ownership
- Recognizing issues as symptoms

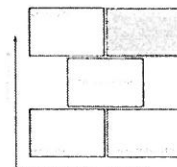
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Collaborating

"Two heads are better than one"



- Integrating solutions
- Learning
- Merging perspectives
- Gaining commitment
- Improving relationships

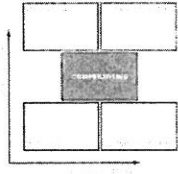
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Compromising

"Let's make a deal"



- Resolving issues of moderate importance
- Reaching resolution with equal power and strong commitment
- Creating temporary solutions
- Dealing with time constraints
- Backing up competing/ collaborating

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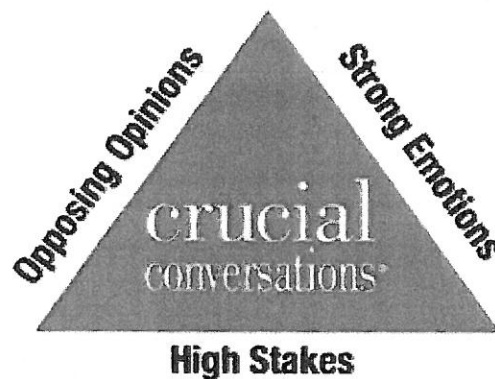
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Crucial Conversations

Crucial conversations are interactions that happen to everyone.

They are day-to-day conversations that affect your life.

Some of the most common instances are critiquing a colleague's work, talking to a team member who isn't keeping commitments, talking to a coworker who refuses to listen or behaves in some other inappropriate way. If the person becomes rude or belligerent and a crucial conversation must take place – remember that:



In a crucial conversation opinions vary, the stakes are high, and emotions run strong.

Most of these conversations involve the way people behave or perform.

To enhance your success -

- Don't let your own apprehension stand in the way
- Prepare rather than confront without a plan
- The goal is to achieve a positive outcome for both parties
- Set a clear goal for what you want to focus on during the conversation
- Consider the other person's background and how they best receive comments
- Pick the best time and location
- Arrive relaxed and begin with positive thoughts and appreciate the opportunity to talk
- Communicate your hopes for the conversation, be specific and focus on your goal
- Try not to get sidetracked with other topics or emotional responses

Crucial Conversations

- Discuss your feelings and why the situation is important to you and how it is impacting you and others
- Listen to the other party's perspective
- Take a stance of curiosity rather than becoming defensive
- Keep in mind possible solutions and try to be flexible in finding ways to fix the problem
- If there is some agreement make sure there is a shared understanding

(<https://www.youtube.com/watch?v=WGcl6RWCohk>)



During the crucial conversation, when confronted with an opposing, negative or incomprehensible comment - Respond with one of the following:

- That's interesting, **tell** me more.
- That's interesting, why would you **say** that?
- That's interesting, why would you **do** that?
- That's interesting, why would you **ask** that?

Monitor the dynamic of the team discussion and do all you can to make people safe. In the absence of safety, people may turn to silence or violence – neither will resolve the differences between people.

Silence may present itself through masking, avoiding or withdrawing.

Violence may present itself through controlling, labelling or attacking.

The Foundations of Leadership Capacity are:

- a) a group of educators who are skilled leaders
- b) a clearly defined and shared school vision
- c) structures and processes designed to generate inquiry and gather information
- d) broad involvement, collaboration and collective responsibility
- e) continual reflective practices that lead to action
- f) action that improves student achievement

Defining the foundations of Shared Leadership/ Leadership Capacity

a) a group of educators who are skilled leaders

The understanding and skills of those in the group extend beyond those associated with a particular innovation. Group members have an understanding and skills of ways to transform others into leaders, to negotiate real change and to deal effectively with conflict. The group could be described as adult learners.

b) a clearly defined and shared school vision.

The group members learn together, construct meaning and knowledge collectively and collaboratively. The focus is on surfacing, testing and improving mental models. Group members collaborate to define future expectations for the school and articulate their vision and communicate it to colleagues, students and parents.

c) structures and processes designed to generate inquiry and gather information.

Common time is allotted for group members (teams) to meet. Access to information and opportunities for theoretical research and data collection are supported. Assistance is provided for data analysis.

d) broad involvement, collaboration and collective responsibility.

The group attends to team building tasks such as conflict resolution, consensus building and reciprocal learning. Relationship building, assignment of tasks and redistribution of authority are considered essential. Opportunities for coaching and mentoring are provided.

e) continual reflective practices that lead to action.

A variety of reflective practices are encouraged - reflection on mental models, reflection in action, reflection in practice, and collective reflection. Reflections contribute to analysis and support planning and action.

f) action that improves student achievement

Improvement of student achievement drives strategy development, resource acquisition, and staff in-service. Student outcomes are articulated in implementation plans. Student achievement is based on authentic learning, attends to products and performance such as positive student involvement (attendance, behaviour, satisfaction) and resiliency behaviours (self direction, problem solving, social competence, goal orientation, critical thought) as well as academic excellence.

Staff efforts focus on equity and sustained improvement.