



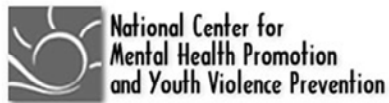
Safe Schools
Healthy Students



National Center for
Mental Health Promotion
and Youth Violence Prevention

Strategic Planning for Sustainability Conference

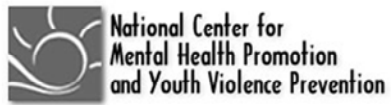
May 24-25, 2010



Moving from Resistance to Ownership

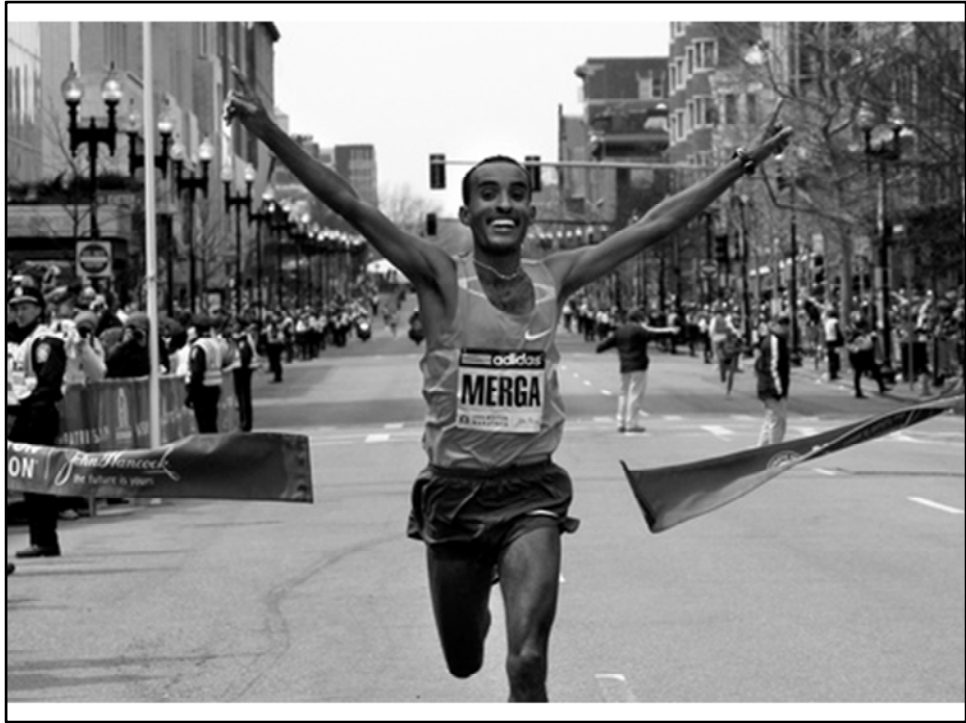
Tools to Successfully Lead Change

**Mingle and share others
one change people at your site
have embraced easily and
one change people have resisted.**



Moving from Resistance to Ownership

Tools to Successfully Lead Change





Objectives

- Understand “stages” people move through as they make a change and the strategies that help at each stage
- Explore how to apply these strategies at your site

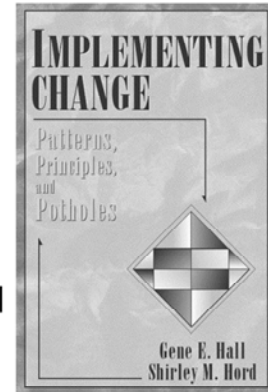


Wall of Resistance

What behaviors do you observe/experience when people at your site are resisting change?

Principles of Change

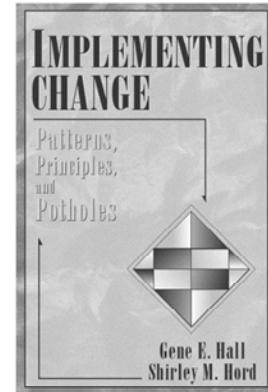
- Ongoing process—not short-term event
- Organizations don't change until individuals change
- Is a highly personal experience; people change at different rates and in different ways
- Is developmental – concerns tend to change in predictable ways during implementation



(Hall & Hord, 2001)

Principles of Change

- Appropriate strategies can address concerns and reduce challenges at different stages



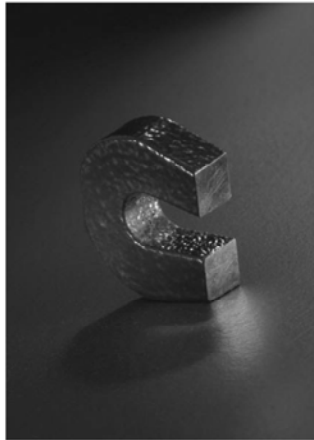
(Hall & Hord, 2001)

Concern Magnets

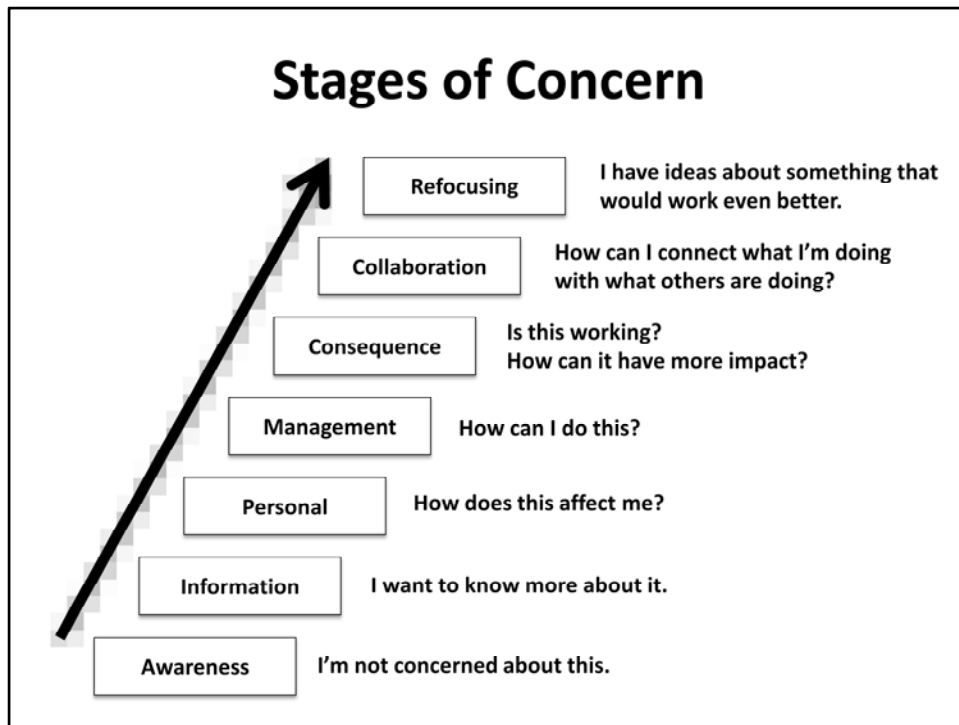


Go to a statement posted around the room that expresses a concern you are currently hearing at your site.

Concern Magnets



- How do you know this concern exists at your site?
- What have you done to address this concern?
- What some other concerns that you have been hearing?



As leaders of your SS/HS initiative, listening carefully to the concerns people express is very important. Then you can provide the right support to address their concerns. In fact, research has shown that matching supports to people's concerns can make a big difference in the long-term success of an initiative like SS/HS and the changes we're asking people to make.

Gene Hall and Shirley Hord led work by researchers across U.S. and other countries – discovered patterns that can help - things that may seem obvious but often overlooked

[CLICK] In the first stage people aren't even thinking about the change we're asking them to make... [CLICK] so we need to raise their awareness.

[CLICK] When people want to know more.... [CLICK] we need to provide information

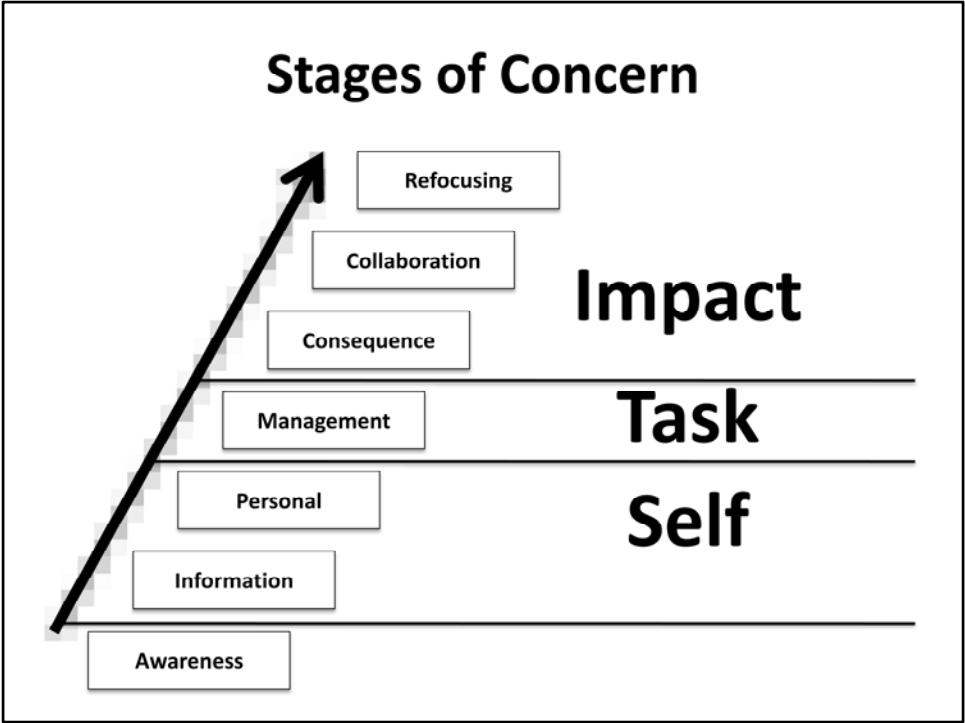
[CLICK] When people are concerned about how the change will affect them.... [CLICK] we need to help address their personal concerns

[CLICK] When people are trying to figure out how to implement the change... [CLICK] we need help them manage the task through things like training and coaching

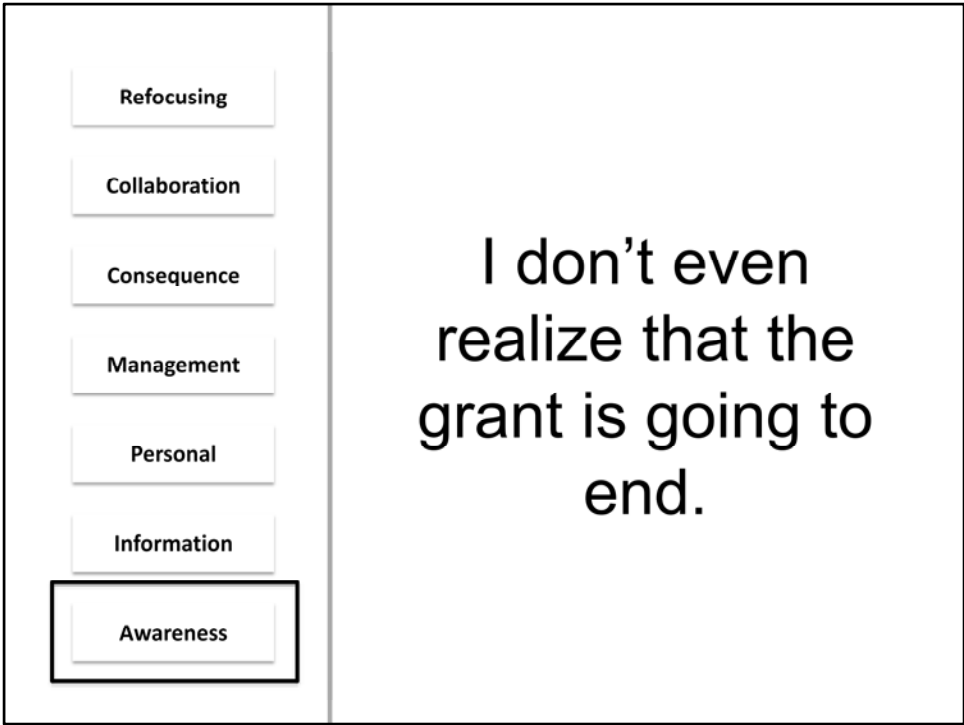
Once people have implemented the change for a while... [CLICK] and they start asking about the impact... [CLICK] we can use things like evaluation results to help them understand the consequences of the change and continue to refine the approach.

[CLICK] Then people often want to connect with others to share ideas and strategies... [CLICK] and we can help provide opportunities to connect and collaborate.

[CLICK] And when people ask deeper questions about what might work better... [CLICK] we can invite them to be part of our data-driven decision making process to compare evaluation results with our goals and objectives and continue to make plans for the future.



Refocusing	Am I still going to have a job when the grant ends?
Collaboration	
Consequence	
Management	
Personal	
Information	
Awareness	



Refocusing

Collaboration

Consequence

Management

Personal

Information

Awareness

I would like more opportunities to talk and share with others who are doing this work.

<p>Refocusing</p>	<p>I want to know more about your plans to sustain this initiative.</p>
<p>Collaboration</p>	
<p>Consequence</p>	
<p>Management</p>	
<p>Personal</p>	
<p>Information</p>	
<p>Awareness</p>	

Refocusing	I'm willing to make the changes in my job to sustain this but I just don't know how this going to work day day to day.
Collaboration	
Consequence	
Management	
Personal	
Information	
Awareness	

Refocusing	<p>Is this really making a difference for my students?</p>
Collaboration	
Consequence	
Management	
Personal	
Information	
Awareness	

Refocusing

Collaboration

Consequence

Management

Personal

Information

Awareness

This doesn't seem
to be having the
impact we
expected.
What can we do
that would work
better?

How to Assess Stakeholder Concerns

“When you think about [the program/practice/initiative], what concerns do you have? Please be frank.”

- Survey
- “One-legged interview”

So, you may be wondering: how do we find out what sorts of concerns folks have about the changes we are trying to implement?

[CLICK]

Ask...open-ended questions are best.

[CLICK]

You can do this informally (Hey Bob, how is that going for you? What are you concerned about?) or make it a point of asking others what they are ‘hearing on the ground.’ More formal strategies include asking this sort of question on training surveys; or conducting focus groups of folks implementing the change.

The more you work to identify the concerns, the better able you will be to address these and minimize any resistance. And ultimately, the more likely you will be successful in your attempts to LEAD FOR CHANGE.

Who do you listen to? Just the latest and loudest? Need to proactively gather info from a broad range of stakeholders for change to be effective and lasting.

Matching Concerns to Action

What are some strategies
you might use
to address these concerns?

Look at handout

Awareness

- Involve in discussions and decision.
- Arouse interest.
- Give permission not to know
- Provide information and encourage sharing.

Information

- Provide clear and accurate information.
- Share information often and in a variety of ways.
- Show how changes relate to current practices (similarities and differences.)

Personal

- Draw out and address personal concerns directly.
- Use personal notes and conversation.
- Connect people to others who are influential and supportive.

Management

- Focus on specific areas for change.
- Answer specific “how to” questions.
- Identify sequences of activities and set timelines for implementation.

Consequence

- Gather data and provide feedback
- Provide opportunities for users to share knowledge and skills.
- Provide evaluation strategies.

Collaboration

- Train people to collaborate.
- Arrange for people to help each other.
- Rearrange schedules so people have time to work together.

Refocusing

- Train people to experiment and collect data on results.
- Document changes being made and monitor impact.

When you **don't** effectively address people's concerns you get—the wall of resistance. Appropriate strategies help minimize resistance—some level of concern is natural.

CBAM Worksheet Guiding Questions

1. What changes is our SS/HS Initiative implementing?
2. What concerns are we hearing from SS/HS stakeholders about making these changes? (column 2)
3. Which stakeholder group is the source of these concerns? (column 1)
4. In which CBAM stage is each concern? (column 3)
5. What strategies will we/have we used for addressing these concerns? (column 4)
6. Are there any stakeholder groups for which we have not identified concerns?
If so, how will we identify their concerns?