

Why We Don't Change (even when we want to) and What To Do About It

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The more that one...

understands the change

process,

anticipates resistance in

adopters,

and relaxes that resistance

proactively,

the more effective one will be
as a change-agent.

CHANGE

RESISTANCE

RELAXING

Change is
inevitable —
except from a
vending
machine.

Robert C.
Gallagher

I put a dollar in one of those change machines.
Nothing changed.

George Carlin

Making desired changes...

How well do you think that you
have it worked out?

Really
CLUELESS

1



to



10

Really
COOKING

There is
nothing so
practical as a
good theory.

Kurt Lewin

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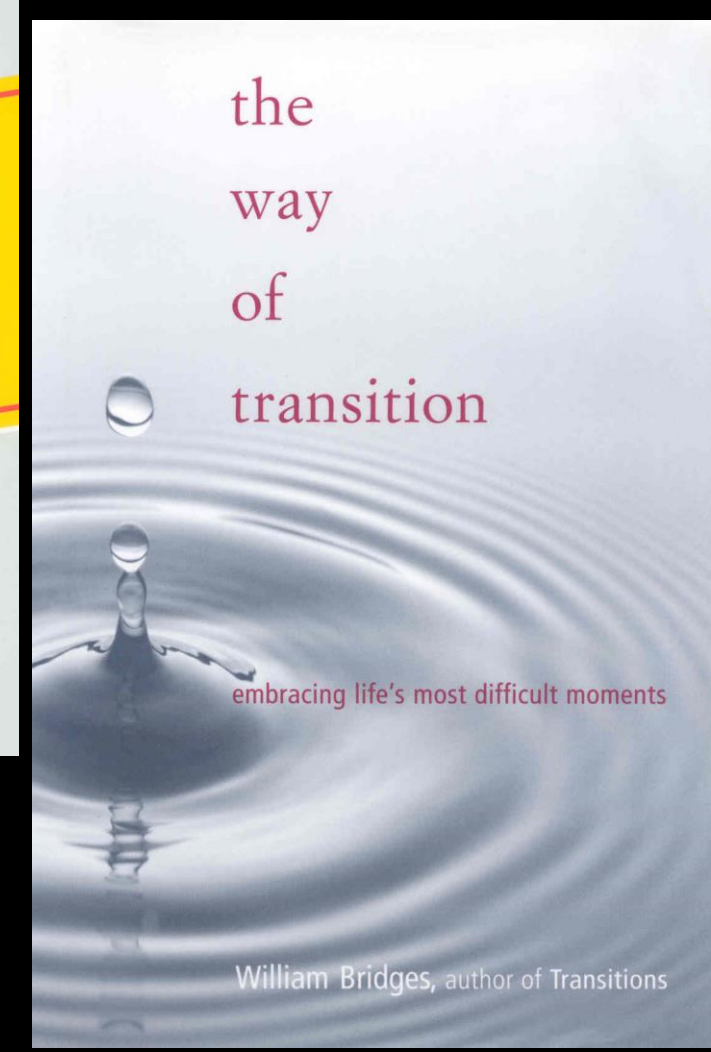
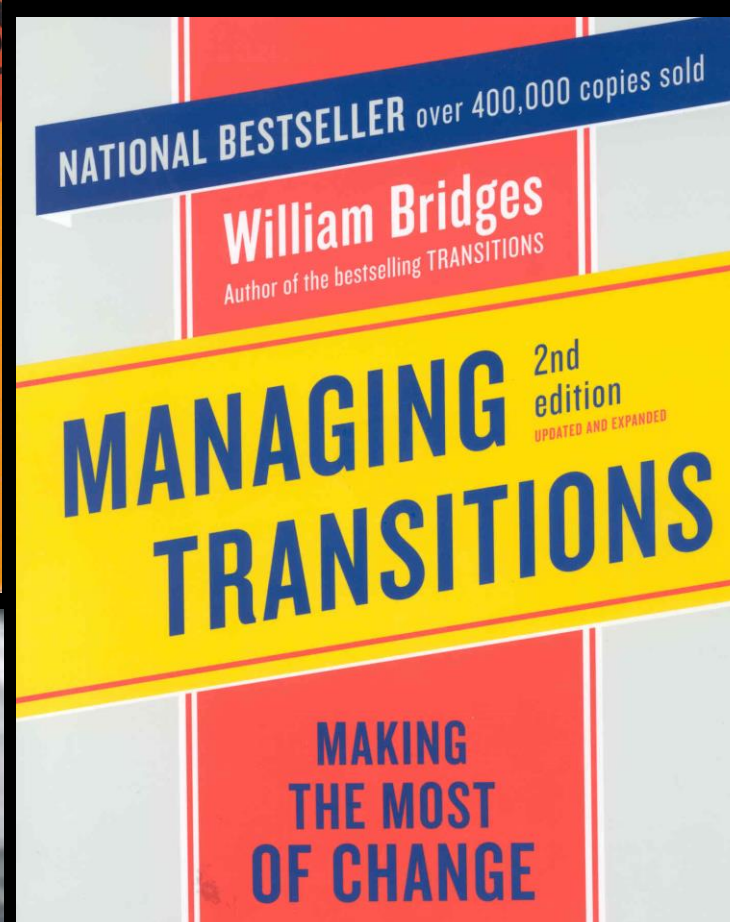
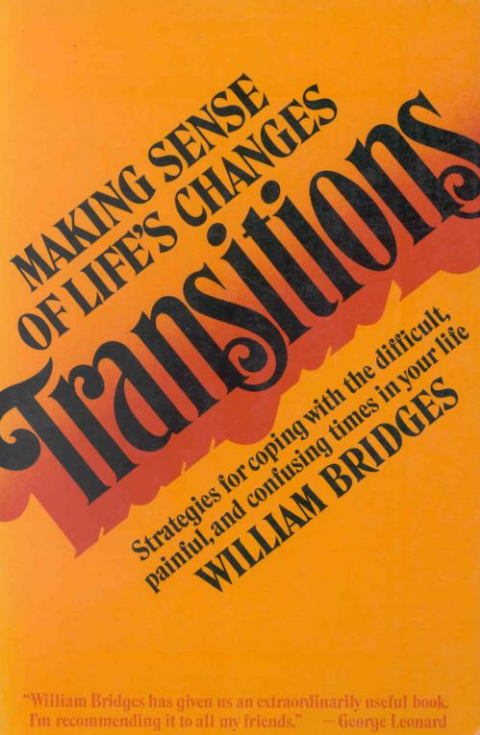
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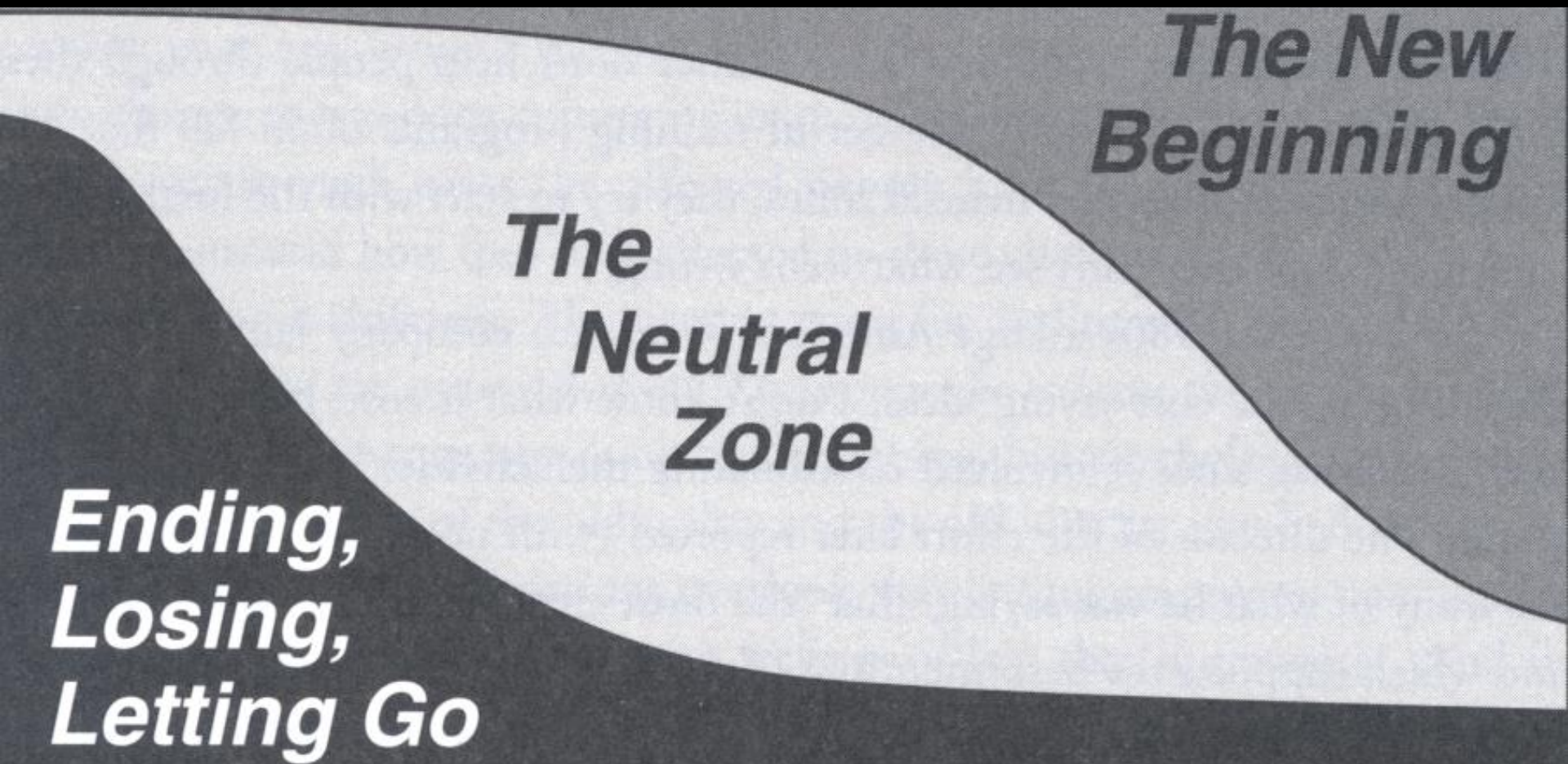
the more effective one will be

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CHANGE



Perspectival dysfunction (a perspective not working any more) is an important initial phase (ending) of perspectival transformation.



Whoever finds his life will lose it, and whoever loses his life for my sake will find it.

Matthew 10: 39

For whoever wants to save his life will lose it, but whoever loses his life for me will find it.

Matthew 16: 25

Death linked to rebirth (ending the old to begin the new) recurs in most spiritual traditions.

In no rite or myth do we find the initiatory death as something *final*, but always as the condition *sine qua non* of a transition to another mode of being, a trial indispensable to regeneration; that is, to the beginning of a new life.

Mircea Eliade

Every beginning is a consequence—
every beginning ends something.

Paul Valéry

No one discovers a new world without forsaking an old one; and no one discovers a new world who exacts guarantee in advance for what it shall be, or who puts the act of discovery under bonds with respect to what the new world shall do to him when it comes.

John Dewey

Who would fardels bear
To grunt and sweat under a weary life.
But that the dread of something after death.
The undiscover'd country from whose bourn
No traveller returns, puzzles the will
And makes us rather bear those ills we have
Than fly to others that we know not of?

William Shakespeare, *Hamlet*

Faced with the
choice between
changing one's
mind and proving
that there is no
need to do so,
almost everyone
gets busy on the
proof.

John Kenneth
Galbraith

It's not so much that we're afraid
of change or so in love with the
old ways, but it's that place in
between that we fear.... It's like
being between trapezes. It's
Linus when his blanket is in the
dryer. There's nothing to hold on
to.

Marilyn Ferguson

One of the
greatest pains to
human nature is
the pain of a new
idea. It...makes
you think that after
all, your favorite
notions may be
wrong, your
firmest beliefs ill-
founded....

Walter Bagehot

Life is a process
of becoming, a
combination of
states we have
to go through.
Where people
fail is that they
wish to elect a
state and remain
in it.

Anais Nin

Oh, would that my mind could let fall its dead
ideas, as the tree does its withered leaves!

Andre Gide

There came a
time when the
risk to remain
tight in the bud
was more
painful than
the risk it took
to blossom.

Anais Nin

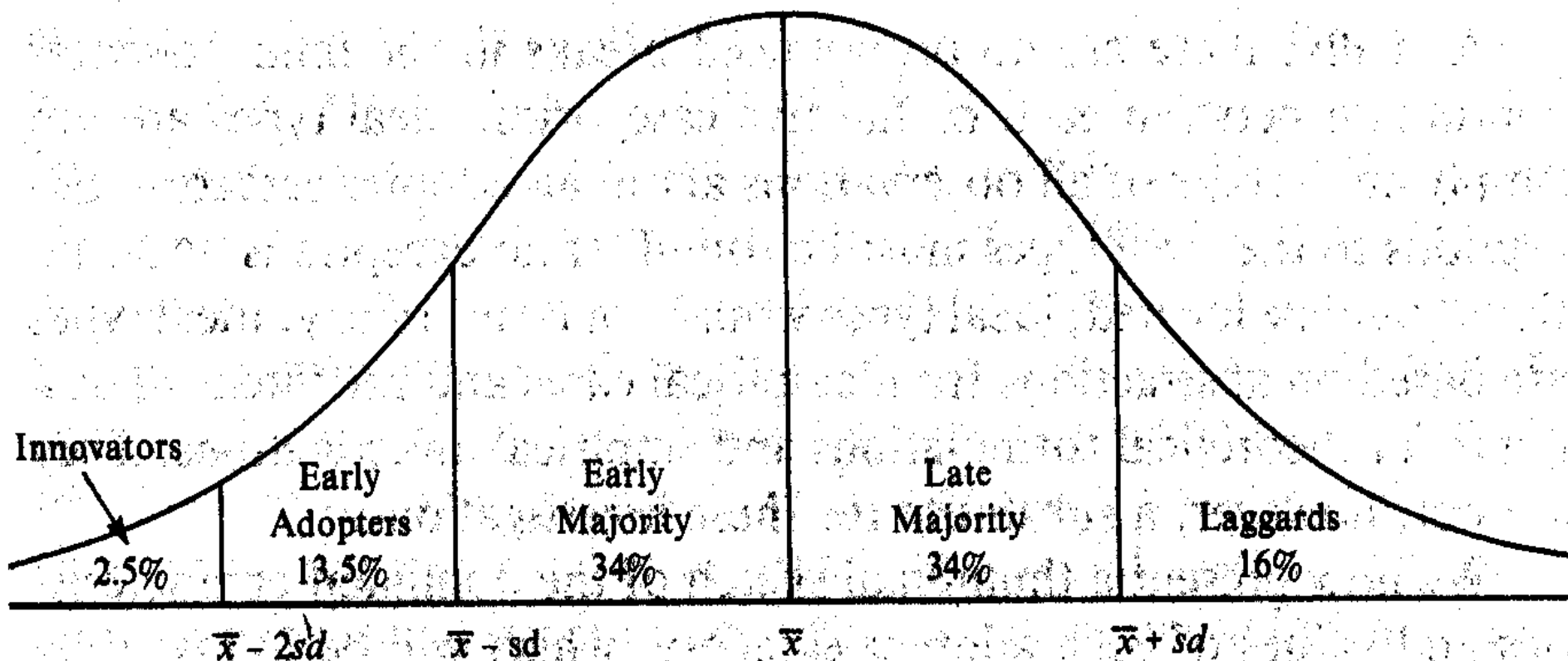
Depend upon it,
sir, when a man
knows he is to be
hanged in a
fortnight, it
concentrates his
mind wonderfully.

Samuel Johnson

The truth is that our finest moments are most likely to occur when we are feeling deeply uncomfortable, unhappy, or unfulfilled. For it is only in such moments, propelled by our discomfort, that we are likely to step out of our ruts and start searching for different ways or truer answers. M. Scott Peck

The only difference between a rut and a grave is their dimensions.

Ellen Glasgow

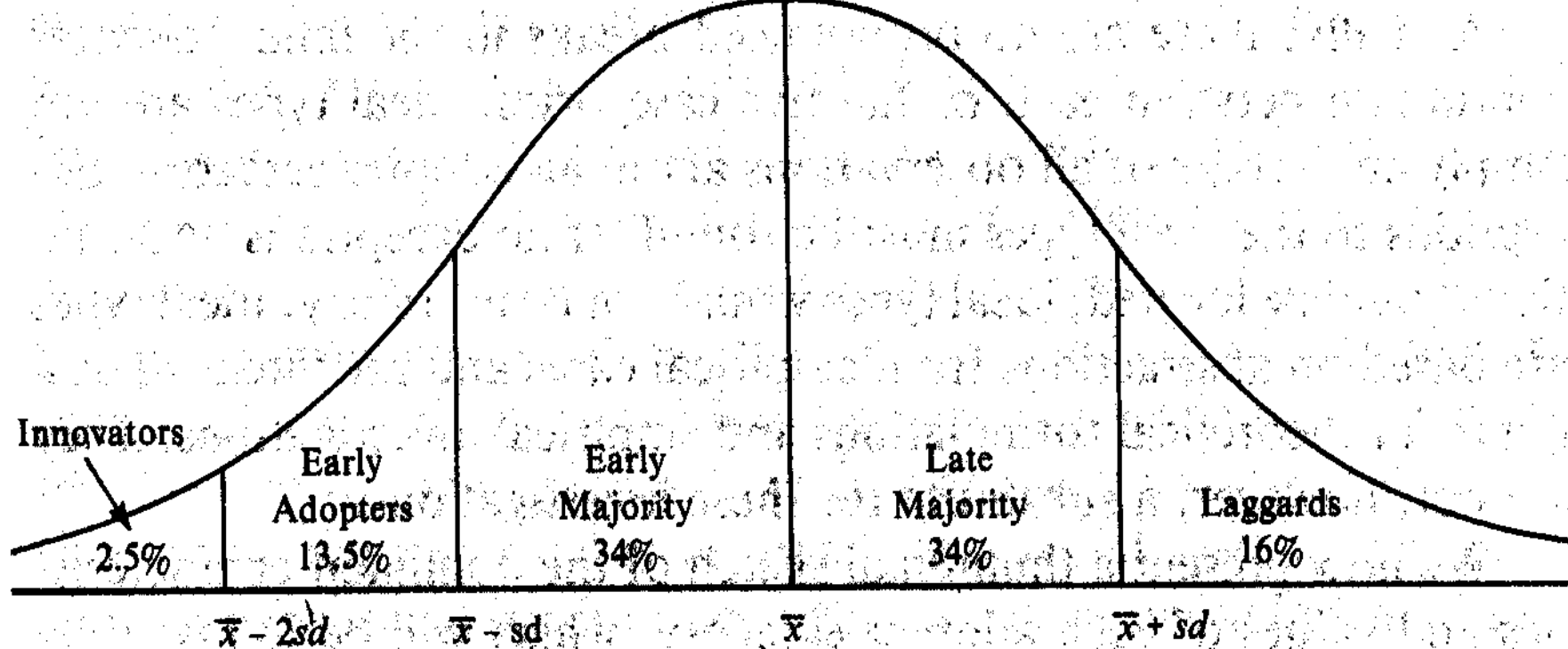


DIFFUSION OF INNOVATIONS

FOURTH EDITION



EVERETT M. ROGERS



*The New
Beginning*

*The
Neutral
Zone*

*Ending,
Losing,
Letting Go*

The more that one...

*understands the change
process,*

***anticipates resistance
in adopters,***

*and relaxes that resistance
proactively,*

the more effective one will be
as a change-agent.

RESISTANCE

SELF

RESISTANCE

RELATIONSHIPS

Self-Directed



GROWTH

by

Douglas L. Robertson, Ph.D.

Foreword by William Bridges, Ph.D.

MAKING TIME, MAKING CHANGE

✱
AVOIDING OVERLOAD IN
COLLEGE TEACHING



Douglas Reimondo Robertson

ROBERT
KEGAN LAHEY
LISA LARROW
SEVEN LEADERS FOR TRANSFORMATION



HOW THE WAY
WE TALK CAN
CHANGE THE
WAY WE WORK

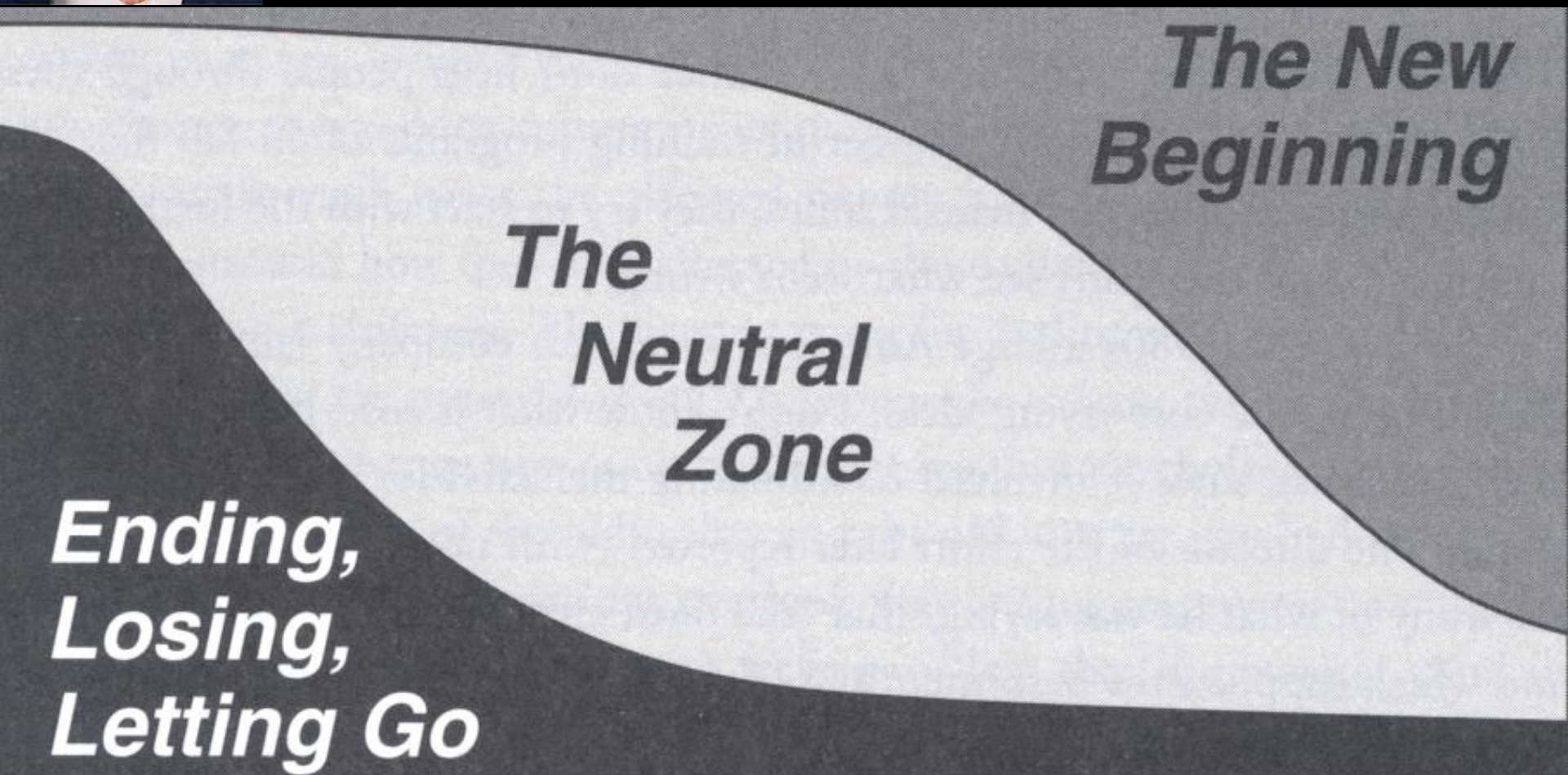
FIRST TIME IN PAPERBACK

All books
available online

[amazon.com](https://www.amazon.com)



REMINDER: Resistance is a natural part of the first phase of the transition process.



If you want
powerful ongoing
changes..., you
have to get at the
underlying beliefs
and conceptions
that give rise to
behaviors.

Robert Kegan

ASSUMPTION HUNTING

Everything
should be
made as
simple as
possible,
but not
simpler.

Albert Einstein

Step 1: State
the change
commitment.

Step 2: Discern what
you are doing to
prevent the change
from happening.

Step 3: Identify
the competing
commitment (why
you are getting in
your own way).

Step 4: Discover
the BIG
ASSUMPTION
behind the
competing
commitment.

What sorts of things—if they were to happen more or less frequently—would make you feel as if you were a more effective and efficient teacher?

I want more lively on-task discussions of the material in class and less of students staring back at me passively.

Step 1: State the change
commitment.

I am committed to the value
or the importance of ...
incorporating active learning
techniques into my teaching.

Step 1: State
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Step 2: Discern what
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Step 2: What you do or don't do that prevents your commitment from being fully realized...

I don't give up my presentation time in class to use active learning techniques. When I do try an active learning technique (which is rare), I abandon the activity prematurely or over participate as the leader.

Step 1: State
the change
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Step 2: Discern what
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from happening.

Step 3: Identify
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Step 4: Discover
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commitment.

Step 3a: Identify a fear or discomfort associated with not interfering.

Fear: I am afraid that if I am not in control students will not stay on task and will not learn any of the material, or if they do learn something from each other, it will be wrong. I am afraid that my colleagues and I will not perceive me to be a good teacher.

Step 3b: Identify the competing commitment (why you are getting in your own way).

I am committed to using as much class time as I can giving the best presentations that I can and to being seen as a solid, responsible teacher by my colleagues and me.

Step 1: State
the change
commitment.

Step 2: Discern what
you are doing to
prevent the change
from happening.

Step 3: Identify
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Step 4: Discover
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Characteristics of Big Assumptions

- Involve catastrophic consequences: If I do not behave in a certain way, then something that I fear a great deal will happen.
- Create certainties: Catastrophe will SURELY happen.
- Possess an element of truth but are over-generalized.
- Block our ability to consider other evidence that challenges the assumptions' validity.
- Occur in groups, too.

Big Assumption: I assume that if I do not spend as much class time as possible providing the best presentations that I can, students will cover less material and learn less of that diminished material, less well. As a result, my colleagues and I will not respect me, and I will suffer professionally and personally.

Consequent feeling: I will feel guilty, vulnerable, anxious, and disappointed in myself.

Read your responses backward to see how something so apparently positive (the desired change) leads us through an unconscious, air-tight logic to something so negative (the Big Assumption).

Consequent feeling: As a result of incorporating active learning techniques into my teaching, I will feel guilty, vulnerable, anxious, and disappointed in myself.

Big Assumption: I assume that if I do not spend as much class time as possible providing the best presentations that I can, students will cover less material and learn less of that diminished material, less well. As a result, my colleagues and I will not respect me, and I will suffer professionally and personally.

Competing commitment: I am committed to using as much class time as I can giving the best presentations that I can and to being seen as a solid, responsible teacher by my colleagues and me.

Fear: I am afraid that if I am not in control students will not stay on task and will not learn any of the material, or if they do learn something from each other, it will be wrong. I am afraid that my colleagues and I will not perceive me to be a good teacher.

Interference: I do not give up my presentation time in class to use active learning techniques. When I do try an active learning technique (which is rare), I abandon the activity prematurely or over participate as the leader.

Because I want more lively on-task discussions of the material in class and less of students staring back at me passively...

Commitment: I am committed to incorporating active learning techniques into my teaching.

The more that one...

*understands the change
process,*

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ASSUMPTION TESTING

I am committed to incorporating active learning techniques into my teaching.

Step 1: Observe
yourself in
relation to your
Big Assumption.

Step 2: Search for
evidence that
undermines your
Big Assumption.

Step 3: Construct
a biography of
your Big
Assumption.

Step 4: Conduct
mini-experiments
that test your Big
Assumption.

Big Assumption: I assume that if I do not spend as much class time as possible providing the best presentations that I can, students will cover less material and learn less of that diminished material, less well. As a result, my colleagues and I will not respect me, and I will suffer professionally and personally.

Step 1: Observe yourself in relation to your Big Assumption.

I notice that when I talk for more than 15-20 minutes, nearly all of the students glaze over. Often, I react to their stupor with defensiveness, distraction, frustration, sarcasm, depression, or guilt, and my presentation is poor.

Step 2: Search for evidence that undermines your Big Assumption.

I discover a large body of research showing that incorporating active learning techniques works better than traditional teacher presentations alone to increase the quality and quantity of student learning.

Research regarding the pause procedure:

- DiVesta, F. J., & Gray, G. S. (1973). Listening and note taking: II. Immediate and delayed recall as functions of variations in thematic continuity, note taking, and length of listening-review intervals. *J. of Education Psychology*, 64, 278-287.
- DiVesta, F. J., & Smith, D. A. (1979). The pausing principle: Increasing the efficiency of memory for ongoing events. *Contemporary Educational Psychology*, 4, 288-296.
- Hughes, C. A., Hendrickson, J. M., & Hudson, P. J. (1986). The pause procedure: Improving factual recall from lectures by low and high achieving middle school students. *International J. of Instructional Media*, 13, 217-266.
- Rowe, M. B. (1976). The pausing principle---Two invitations to inquiry. *Research on College Science Teaching*, 5, 258-259.
- Rowe, M. B. (1980). Pausing principles and their effects on reasoning in science. *New Directions in Community Colleges*, 31, 27-34.
- Rowe, M. B. (1983). Getting chemistry off the killer course list. *J. of Chemical Education*, 60, 954-956.
- Ruhl, K. L. (1996). Does nature of student activity during lecture pauses affect notes and immediate recall of college students with learning disabilities? *J. of Postsecondary Education and Disability*, 12(2), 12-27.
- Ruhl, K. L., et al. (1990). Efficacy of the pause procedure for enhancing learning disabled and nondisabled college students' long- and short-term recall of facts presented through lecture. *Learning Disability Quarterly*, 13(1), 55-64.
- Ruhl, K. L., Hughes, C. A., & Schloss, P. J. (1987). Using the pause procedure to enhance lecture recall. *Teaching Education and Special Education*, 10(1), 14-18.
- Ruhl, K. L., & Suritsky, S. (1995). The pause procedure an/or an outline. Effect on immediate free recall and lecture notes taken by college students with learning disabilities. *Learning Disability Quarterly*, 18(1), 2-11.

SUBJECTS

- ***POPULATION:*** The subjects in the study were 72 undergraduate students majoring in special education and enrolled in either one of two (fall or spring term) introductory courses on educating the learning disabled ($n=40$) or one of two (fall or spring term) introductory courses on educating the emotionally disturbed ($n=32$) (Ruhl, 1987, p. 15)

SUBJECTS

- ***LOAD & STANDING:*** No significant differences were found among the four groups with regard to semester course credit load and semester standing
- ***BACKGROUND:*** All subjects had previously taken a general introductory course in special education that provided an overview of the classifications of exceptionality
- ***STUDY AWARENESS:*** Subjects were not informed that they were taking part in a study
(Ruhl, 1987, p. 15)

COURSES

- ***TYPE:*** Both introductory courses were surveys, with course content during the first portion of the term covering topics such as history, definition, and etiological theories
- ***FORMAT:*** The 45-minute class periods were taught through lecture rather than discussions or activities (Ruhl, 1987, p. 15)

INDEPENDENT VARIABLE

Pause procedure

- ***PAUSE DURATION & FREQUENCY:*** The procedure consisted of pausing for 2 minutes 3 times during each 45-minute lecture
- ***PAUSE ACTIVITY:*** During the pause, subjects formed dyads and discussed lecture content (e.g., asked each other for clarification of concepts or caught up on notes); no instructor-subject interaction occurred during the pauses
(Ruhl, 1987, p. 15)

INDEPENDENT VARIABLE

Pause procedure (continued)

- ***PAUSE INTERVAL LOGIC:*** The interval between pauses for any given lecture was determined by the instructor prior to lecture and was based on “logical breaks,” as after covering an historical period and before beginning discussion of the next period, thus permitting the students to encode information in meaningful units
- ***PAUSE INTERVAL DURATION:*** Intervals between pauses ranged from 12 to 18 minutes
(Ruhl, 1987, p. 15)

DEPENDENT VARIABLES

Free recall scores

- ***PROCEDURE:*** At the end of each of the five lectures, students in each of the four classes (two experimental courses and two control courses) were instructed to put all notes out of sight and write as many facts, ideas, or concepts presented in the lecture as they could during a 3-minute period
- ***SCORING:*** Student papers were then scored by the lecturer with 1 point given for each correct fact (Ruhl, 1987, p. 16)

DEPENDENT VARIABLES

Free recall scores (continued)

- ***INTER-RATER RELIABILITY:*** A second scorer, provided with lecture notes and attending the lectures, randomly selected 10 student papers from each class and scored them in the same manner; agreement ranged from 82% to 95%, where agreement percentage =
$$\frac{\text{agreements}}{\text{agreements} + \text{disagreements}} \times 100$$
 (Ruhl, 1987, p. 16)

RESULTS

- ***FREE RECALL SCORES:*** The groups using the pause procedure had significantly higher free recall scores than groups not using the pause procedure for the free recall of facts following each of the five lectures ($p < .0001$)
- ***COMPREHENSIVE TEST SCORES:*** The groups using the pause procedure had a significantly higher percentage of correct answers than groups not using the pause procedure on the 65-item, multiple-choice test given 12 days after the last of the five lectures ($p < .039$)

Step 3: Construct a biography of your Big Assumption.

I never formally learned to teach, and I do it the way that it was done to me, trying to replicate that which worked for me and avoid that which didn't.

Step 4: Conduct fail-safe mini-experiments that test your Big Assumption.

I work with a faculty development professional or a colleague whom I trust and design a short activity and an assessment of its effectiveness which my colleague observes and helps me to debrief.

Step 1: Observe yourself in relation to your Big Assumption.

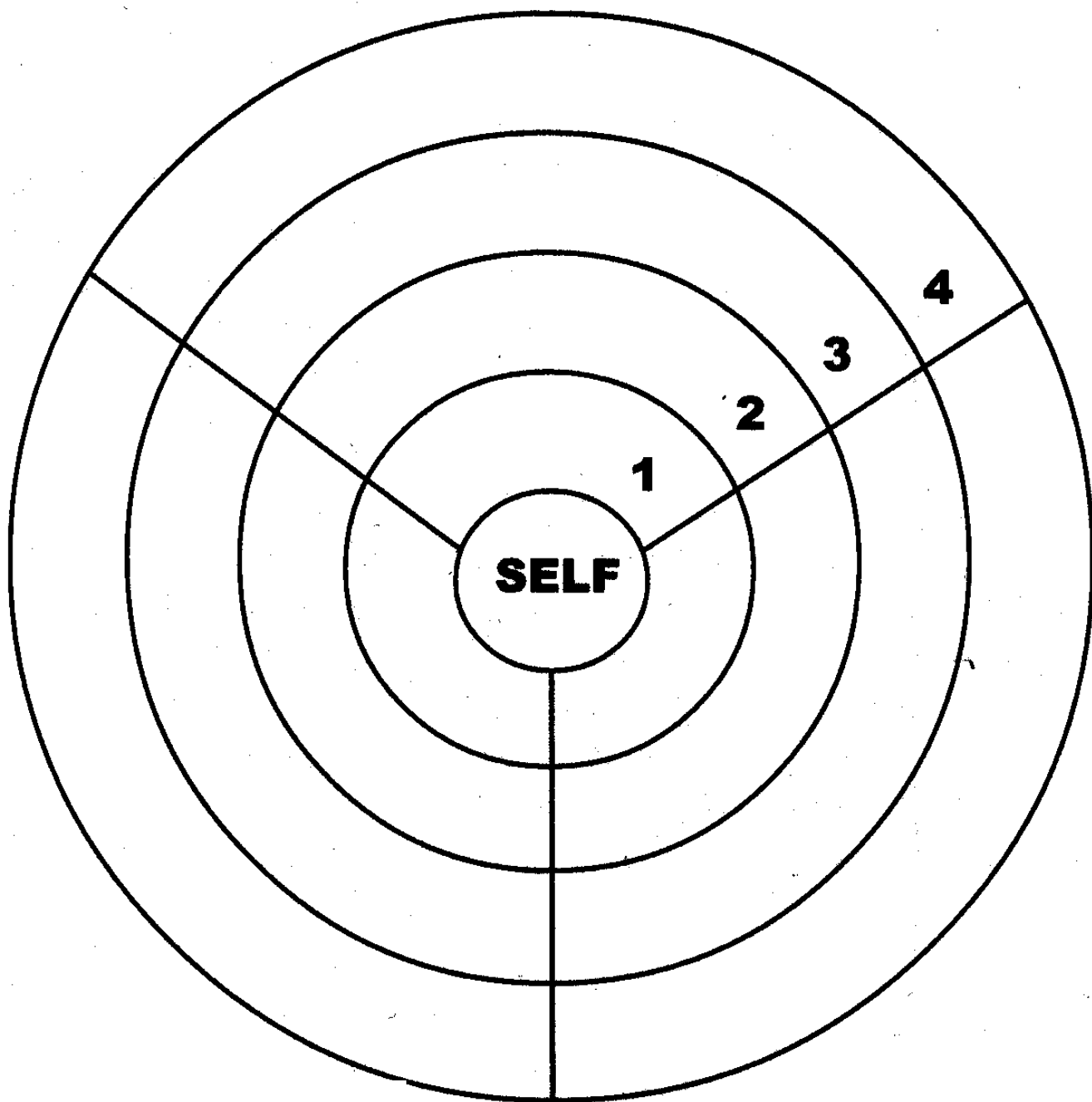
Step 2: Search for evidence that undermines your Big Assumption.

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RESISTANCE

RELATIONSHIPS



ACCENTUATE
the POSITIVE

ELIMINATE
the NEGATIVE

Doug's Top Five List

There are fifty ways
to leave your bother

5. Don't need to be coy,
Roy.

Ask folks directly
to support you;
persuade them if
necessary.

4. Just slip out the back,
Jack.

If people just will not
support your change,
don't waste time trying
to convince them.

3. Make a new plan, Stan.

Reduce the emotional significance of naysayers; tune them out; make them *noise* rather than *signals*.

2. Just drop off the key, Lee.

Limit contact with folks
who don't support you.

1. Hop on the bus, Gus.

End toxic relationships if you can; give your time to “appropriate others.”

Doug's Top Five List

There are fifty ways
to find your lover

5. Add emotional weight to the voice of those who support you; appreciate and nurture those relationships.

4. Commit to building contact with supporters into your schedule: make the call; write the email; propose the lunch; arrange the coffee; get it in your daytimer; make it happen.

3. Use professional meetings, seminars, and other convenings to build supportive relationships not merely to “network” or to get information.

2. Create events that make contact with supporters regular: start a professional learning community, book group, coffee klatch, or TGIF posse.

1. Be open and clever about using technology to build relationships and fill your world with supportive messages, actually or virtually, synchronously or asynchronously.

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Questions, comments?