



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

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Rochester Institute
of Technology,
May 29, 2008

Self-Directed



GROWTH

by

Douglas L. Robertson, Ph.D.

Foreword by William Bridges, Ph.D.

<http://www.amazon.com>

**MAKING TIME,
MAKING
CHANGE**

**AVOIDING OVERLOAD IN
COLLEGE TEACHING**



Douglas Reimondo Robertson

<http://www.amazon.com>

The more that one...

understands the

change process,

anticipates resistance in

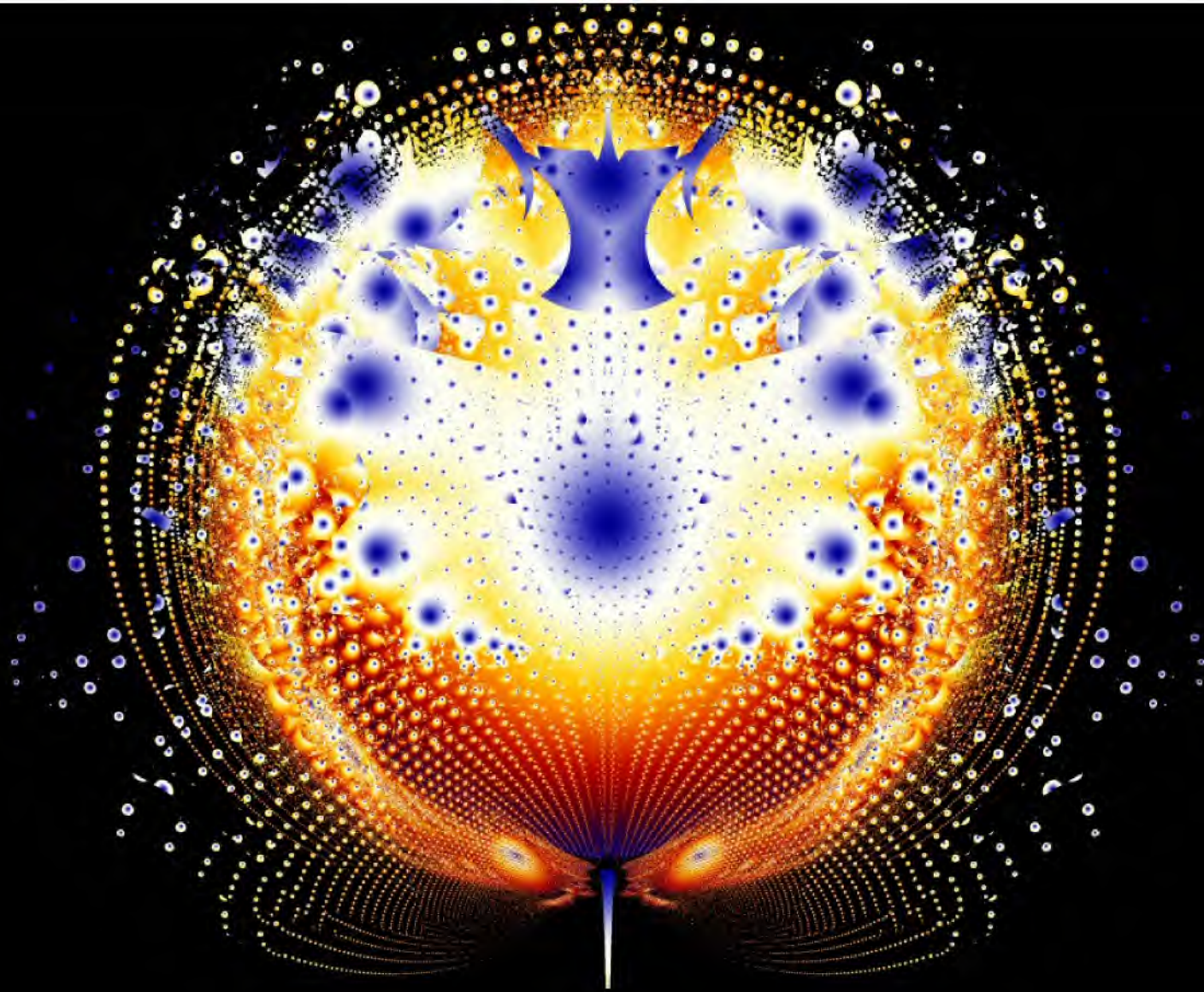
adopters,

and relaxes that resistance

proactively,

the more effective one will be

as a change-agent.



CHANGE

Pair
off.



PAUSE ACTIVITY (2 minutes)

One person explains
Bridges's model. Other
person asks for clarification
if questions exist (1 m.).



Other person explains
Rogers's model and how it
fits with Bridges's model.
Partner asks for
clarification if questions
exist (1 m.).



**MAKING SENSE
OF LIFE'S CHANGES**
Transitions
Strategies for coping with the difficult,
painful, and confusing times in your life
WILLIAM BRIDGES

"William Bridges has given us an extraordinarily useful book.
I'm recommending it to all my friends." — George Leonard



NATIONAL BESTSELLER over 400,000 copies sold
William Bridges
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**MANAGING
TRANSITIONS** 2nd
edition
UPDATED AND EXPANDED

**MAKING
THE MOST
OF CHANGE**

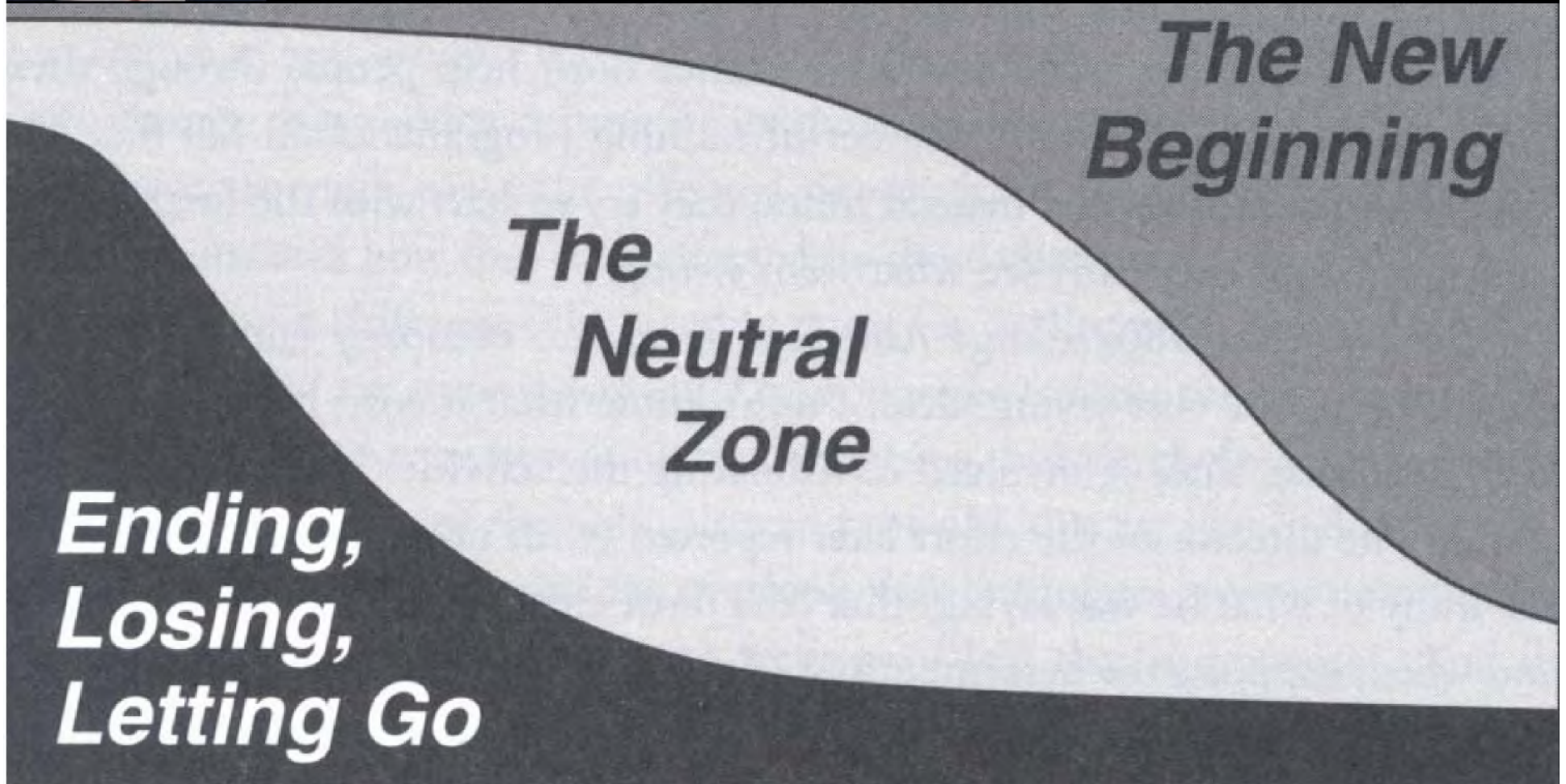
the
way
of
transition

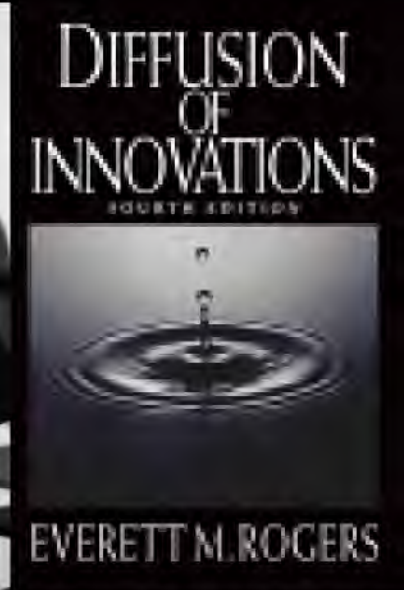
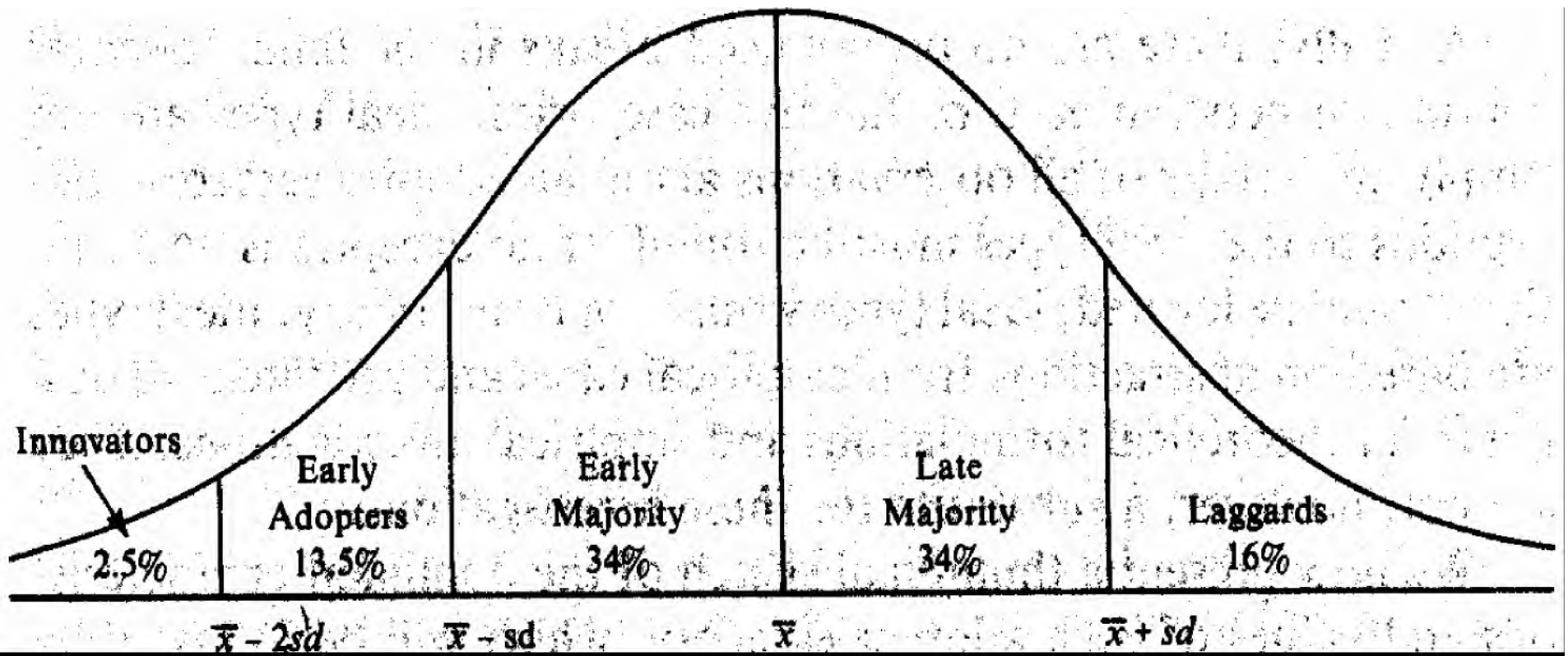
embracing life's most difficult moments

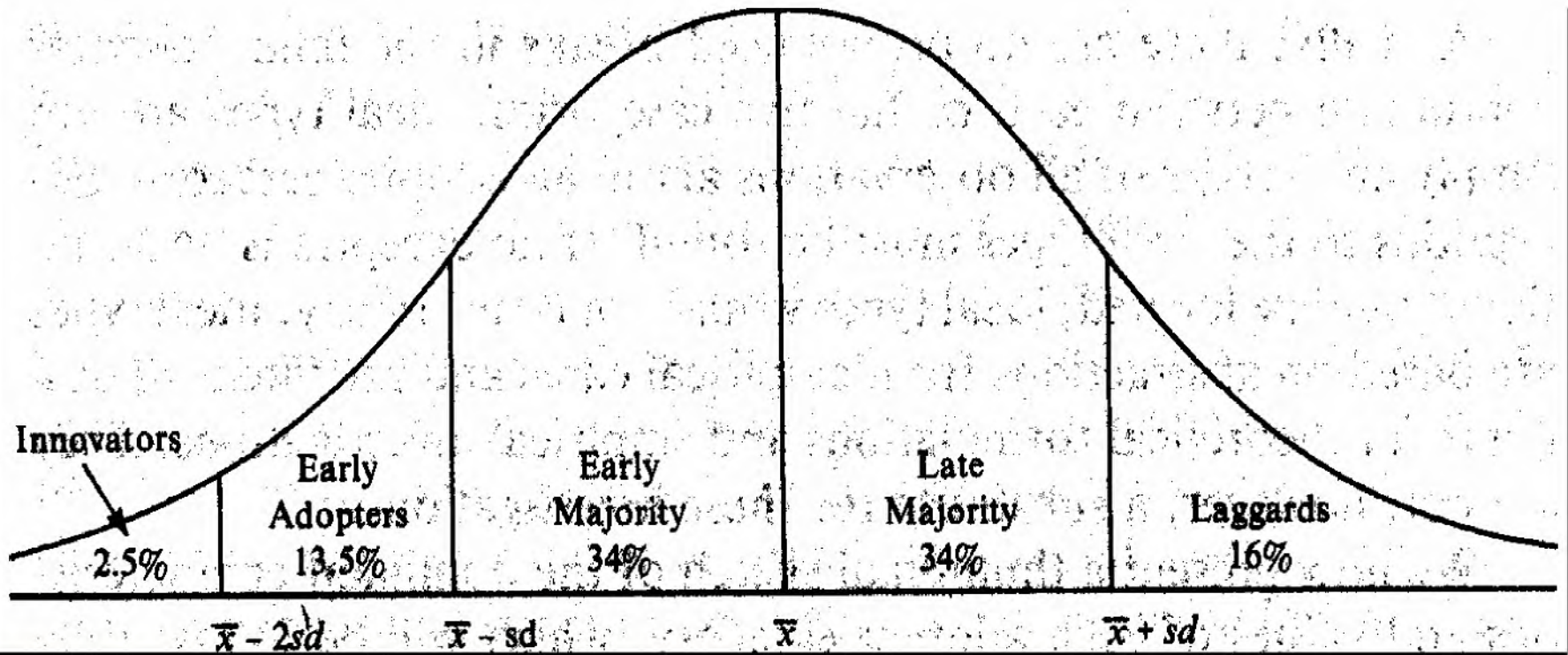
William Bridges, author of *Transitions*



William Bridges' transition model (psychological adaptation to change)







The New Beginning

The Neutral Zone

Ending, Losing, Letting Go

Pair
off.



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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.

RESISTANCE

SELF



Self-Directed



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All books
available online

MAKING TIME, MAKING CHANGE

✱
AVOIDING OVERLOAD IN
COLLEGE TEACHING



Douglas Reimondo Robertson

ROBERT
KEGAN LAHEY

USA LAHEY
SEVEN LANGUAGES FOR TRANSFORMATION



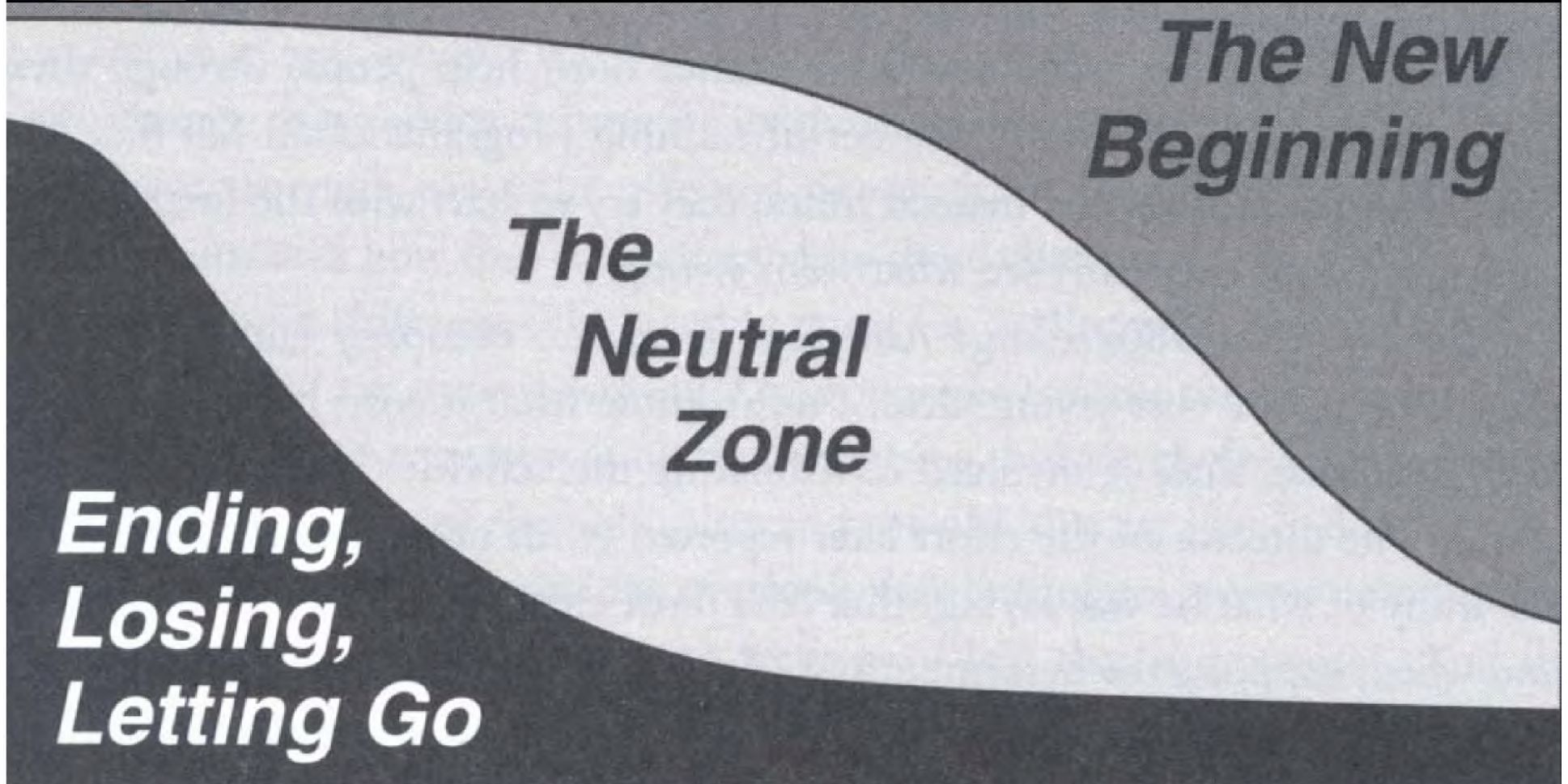
HOW THE WAY
WE TALK CAN
CHANGE THE
WAY WE WORK

FIRST TIME IN PAPERBACK

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





ASSUMPTION HUNTING

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 better 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 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.

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 you are doing to commitment.

Step 2: Discern what 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.

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 you are doing to commitment.
Step 2: Discern what 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.

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,*

*anticipates resistance in
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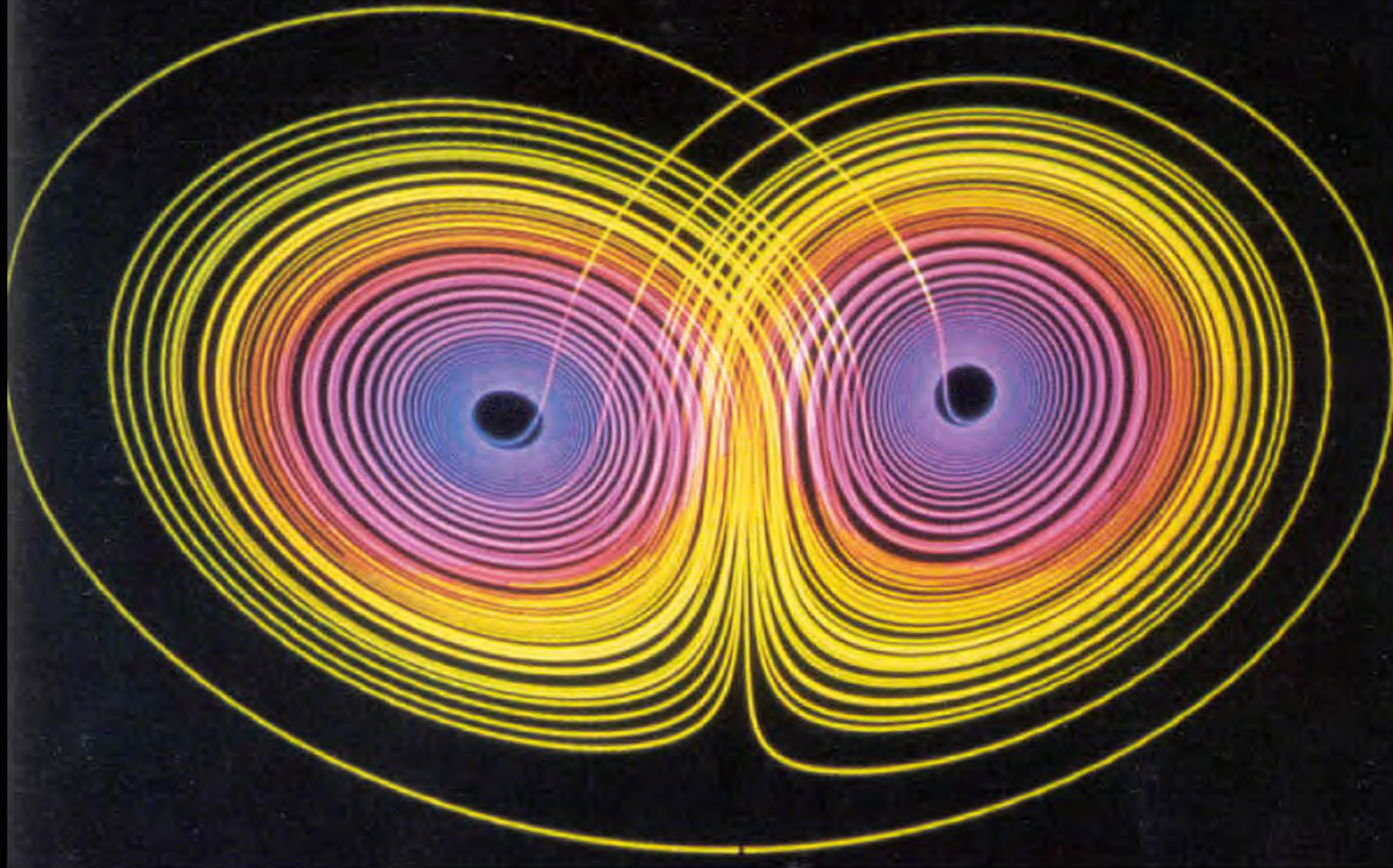
the more effective one will be
as a change-agent.

RELAXING RESISTANCE SELF





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)

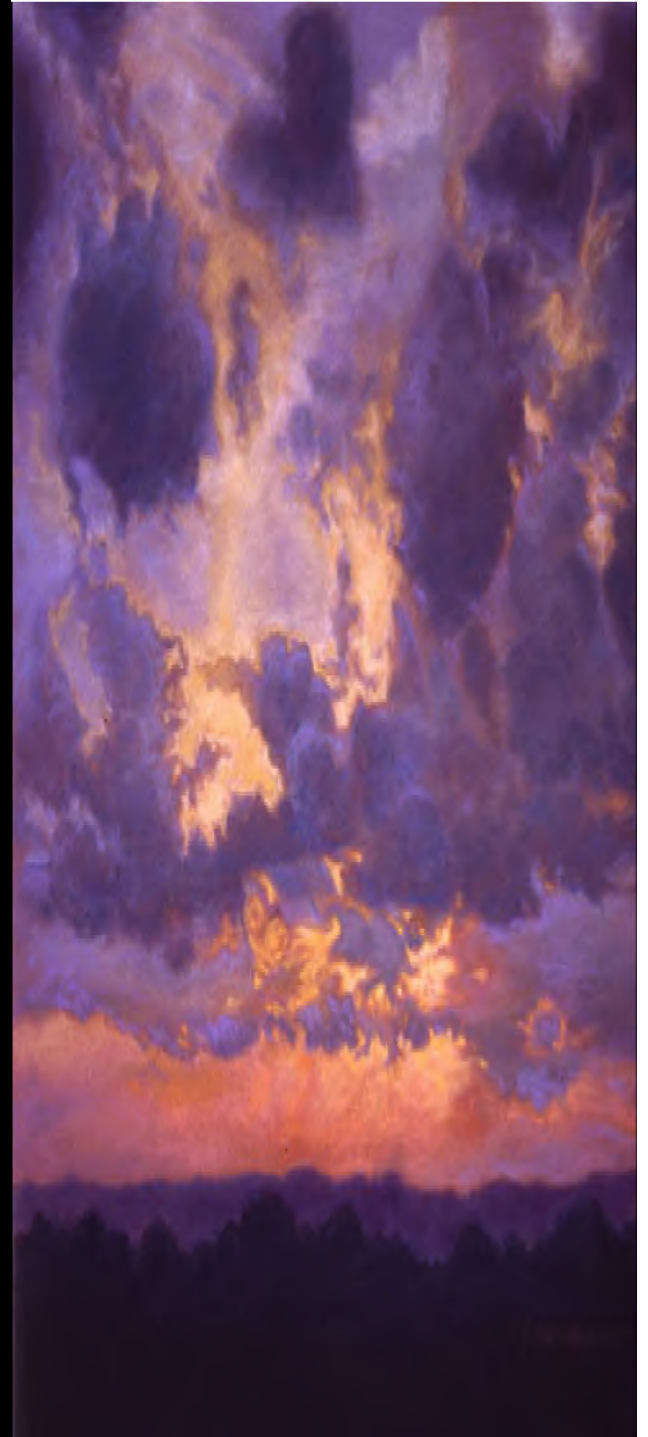
DEPENDENT VARIABLES

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 = $(\text{agreements} / (\text{agreements} + \text{disagreements})) \times 100$ (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.

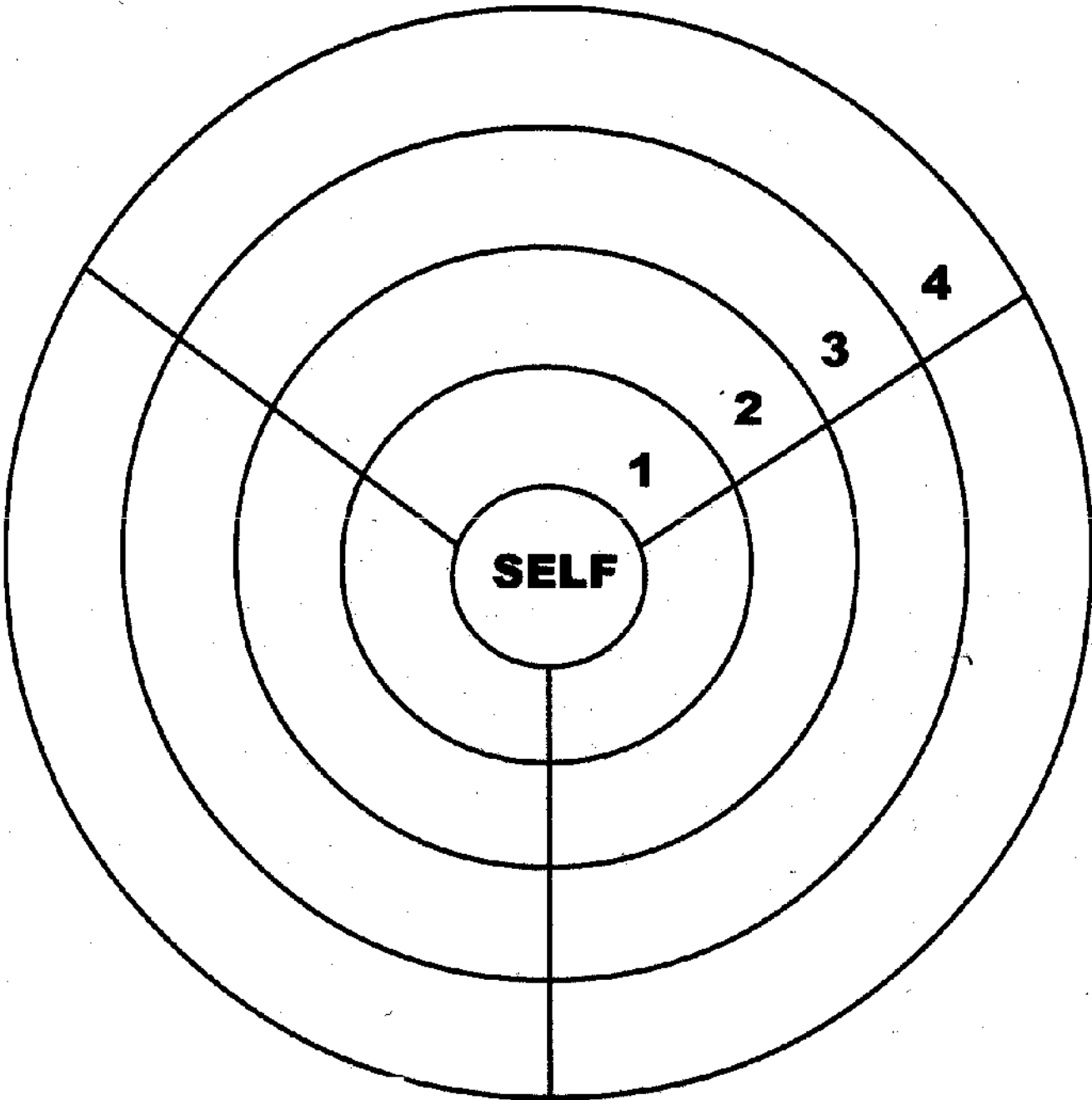
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RESISTANCE

RELATIONSHIPS

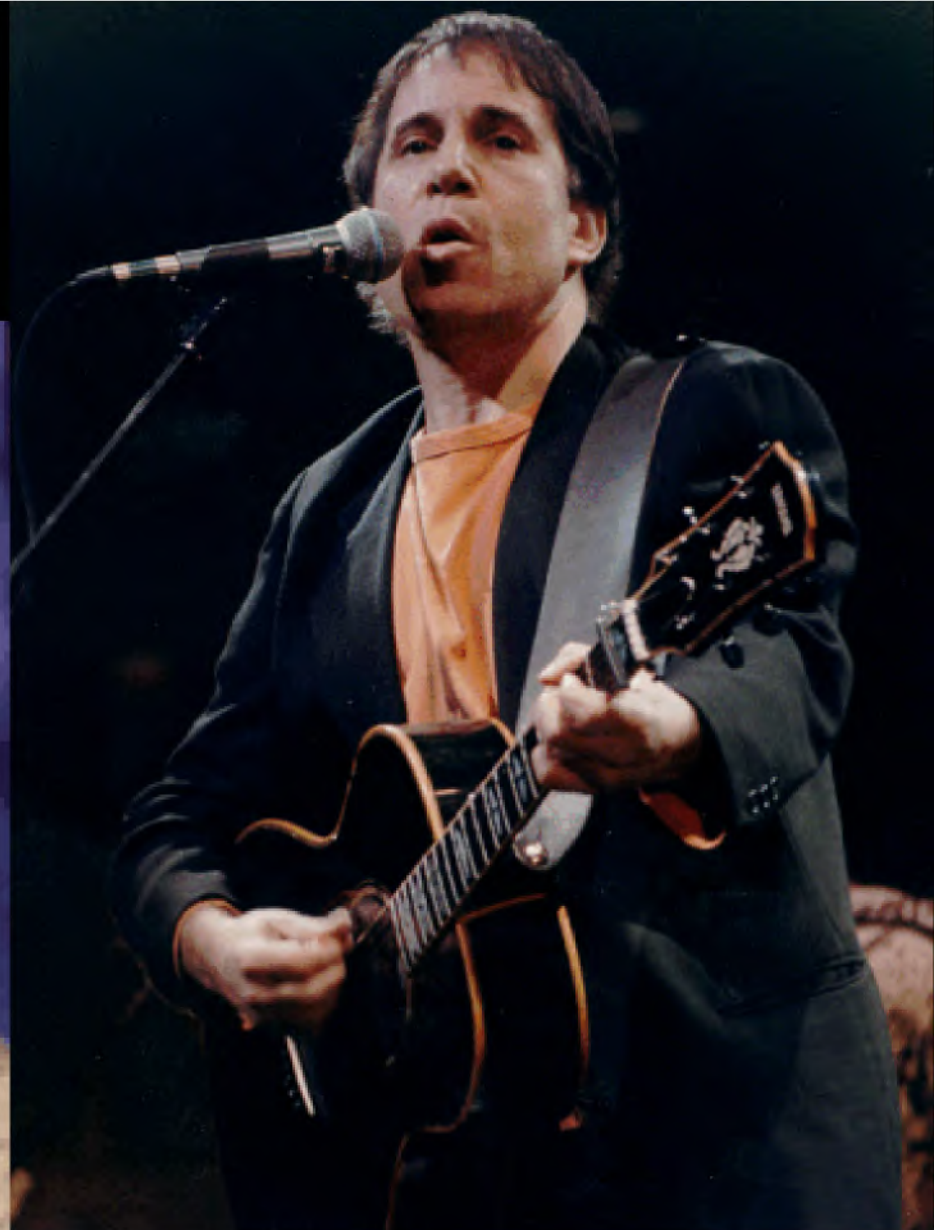




ACCENTUATE
the POSITIVE

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*.

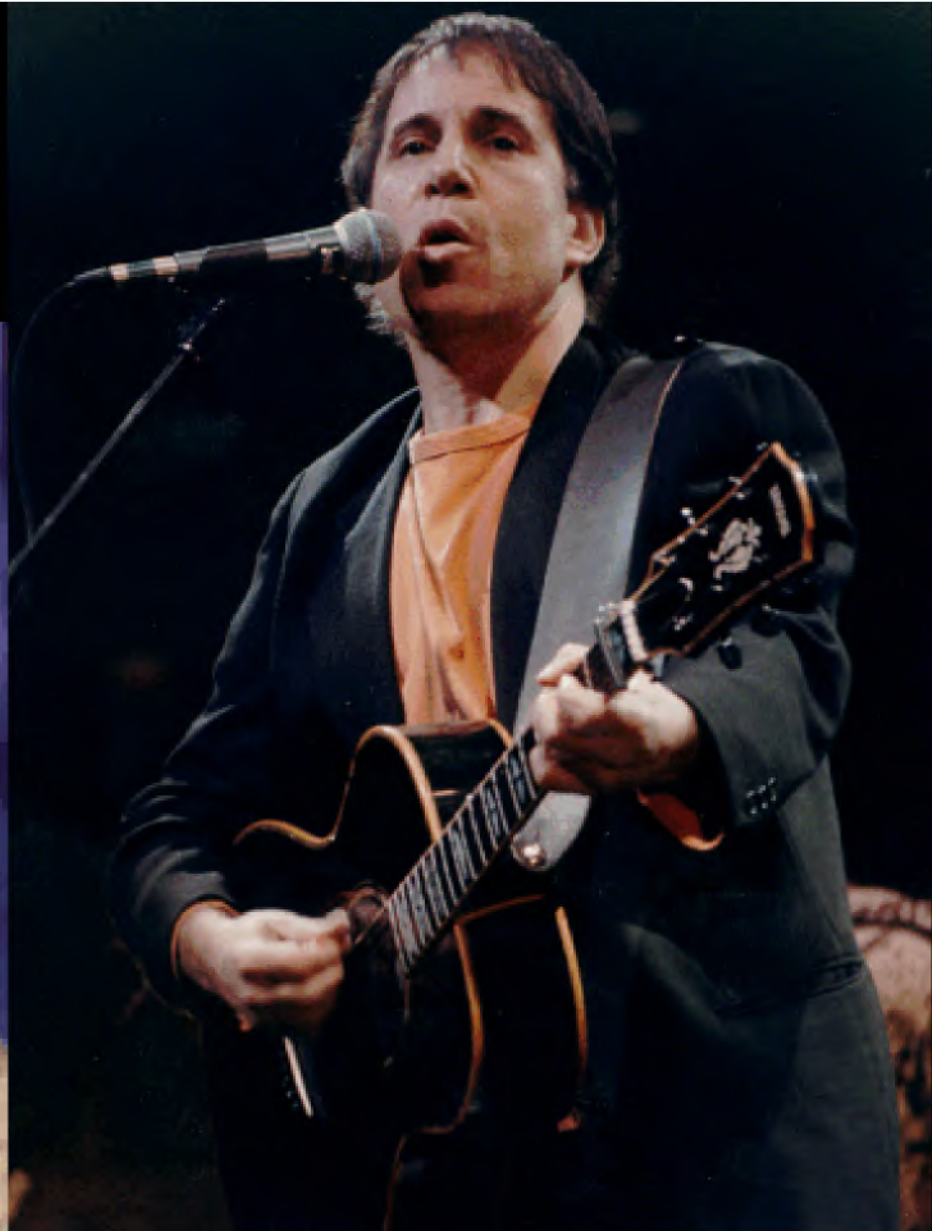
2. Just drop off the key, Lee.

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?



THANK YOU!

Luck is a
crossroad where
preparation and
opportunity meet.

Good luck!