**Tools for Change: Innovation for Religious Educators**

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Presentation Notes for Peter Coutts

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**Talk #1: Intro to Motivation**

**INTRODUCTION**

**[Slide]** Question: Why did the chicken cross the road? Some answers:

* To show squirrels that it can be done
* Because there was a Colonel named Sanders on her side of the road
* She wanted to lay it on the line
* She thought it was an egg-cellent idea

**[Slide]** “Dream of a world…” [give time to read slide]

That’s what we are doing: trying to understand the chicken’s motives

BUT WHY do we want to know the motives of chickens?

* Chickens aren’t special: we want to know everyone’s motives
* Understanding motives is one of the most prevalent activities of human nature

**Motivation is a core aspect of human nature**

* **Each of us lives and breathes motives**

EXERCISE: Turn to the person next to you and briefly tell them:

* Why you chose to come to this event?
* You may have more than 1 answer to this question

The “Why” is your motivation to be here and now.

Question: what are “motives”?

**[Slide]** Motives are the reason we do what we do

* They influence us to **approach outcomes** we want

and to **avoid outcomes** we don’t want

* Motives arouse us to take action
* They answer the question “why?”
* The Latin root word “movere” means “to move” (motives move us into action)

**[SLIDE]** **Exercise**: Coffee Shop Polling Exercise: HAVE FUN WITH THIS

Imagine you are walking down a street, mid-afternoon

Heading towards a church meeting

You are one block away

You pass a coffee shop

[Poll your response, watch people around you]

Would you consider stopping in

if the meeting started in 5 minutes?

If the meeting started in an hour?

**Urgency affects motivation**

So say you have an hour:

Who would consider stopping for a coffee?

Or a tea? How about a chai latte?

**Preferences are motives**

Would you consider stopping if you felt VERY thirsty?

What if you just finished drinking a beverage?

**Needs are motives**

What if a sign outside said “Tea & Coffee $10”

What if the sign said “Today Only: Tea & Coffee fifty cents”

**Costs & Incentives are motives**

What if their coffee and tea were fairtrade, organic, sustainable, environmentally responsible products?

Who would go in if the coffee & tea was not sourced this way?

**Values are motives**

What if you saw your favourite movie actor go in the shop, and you can stand behind that person in line?

**Curiosity can be a motive**

**Our politics can be a motive**

Point of Exercise

* Always have 100’s motives
* Some active, MOST inactive
* some have high or low priority
* We assess and reprioritize our motives all the time
* May not even be conscious of it

**[Slide]** Analogy: we are like a bale of hay

**Congregational Change and Motivation**

So if you as an individual are like a bale of hay, then what is a congregation?

* **[Slide**] A congregation is like a barn full of bales

**QUESTION**: so what does this suggest about

* leadership,
* encouraging people to embrace your innovation?

**Leadership needs to consider MOTIVES:**

**why people will want and won’t want to adopt a new innovation.**

Problem is: we as leaders don’t always think this way

Tartan Drape Story

My very first initiative to encourage congregational change

[SLIDE] My First Sunday: as I moved towards the pulpit I saw that it was COMPLETELY covered by a large tartan drape

Gradually I learned story of its history. The congregation at one point in its past met in a place where the upright piano sat with its back showing to the worshippers. Congregants deemed that the back of a piano was unsightly, so one person volunteered to make a cloth covering. As she treasured her Scottish heritage, she made the covering out of tartan cloth. The congregants were pleased. But when the faith community moved to a new location they no longer had the problem of a piano with an exposed back. What to do with the cloth? It was now their “tradition” to put it out each week. It was decided that the perfectly good and lovely pulpit could be covered with the cloth. So the cloth got a promotion…..

I thought this was a bad idea! So….

I proposed we not put out the tartan drape anymore

My idea was gently, politely, unanimously dismissed

I suggested that since it no longer fulfilled its original purpose, we could cease to use it

They smiled and said no

I told them that its presence might turn off first time visitors

They said, “But we like it”

When our congregation relocated across town to meet in a 7th Day Church, the tartan drape was lost….. and for years our family enjoyed a Christmas Tree skirt that was tartan.

I am not proud of the story

* + As I couldn’t convince them, I resorted to “**grand theft tartan**”
	+ As a leader I was thinking about MY MOTIVES for getting rid of the tartan drape, NOT the mix of THEIR MOTIVES for keeping and dispensing with the drape.

**That is Motivational Mistake #1: not recognizing that leaders**

 **Are in the Motivation business**

 **[Slide] Formula for Motivation**

So how do you begin to think like a motivating leader?

* Here is a simple formula that you can use in any situation

**Motives x [ Capability Beliefs + Context Beliefs ] = Motivation**

**Motives**

Two kinds of motives:

[Slide] Show “I Have a Dream” video

<https://www.youtube.com/watch?v=lX1zIIMQg30>

Why is this speech so motivational for so many?

**Pull Motives**:

* + - draw us to attain something
		- **we experience Pull Motives as desire and anticipation**
			* the motives in this speech are ideals and values
			* this speech motivated because King APPEALED to the motives in the hearts of listeners

[Slide] Show “Running Man” video

<https://www.youtube.com/watch?v=nLvt-22IBEs>

What kind of motives do we see here?

**Push Motives**

* + - motivate us to avoid something
			* the motive here is self-interest
		- **we experience Push Motives as concern**

POINT: motivating leaders look for the motives

* that push and pull people to consider embracing a new innovation
* these are the motives people already have (AKA motives in their bale!)
* APPEALING to people’s motives helps them choose change

Question: how do you discover people’s motives for adopting a new innovation?

**Talk to them**

* + [**Slide]** **1989** my first congregation was substantially a congregation of senior citizens in the greater Victoria BC area (the retirement capital of Canada). We were considering building our first facility.
	+ We had 75 average worship, $45,000 annual budget, and considering a $600,000 building project (inflation adjusted equivalent is $1.2 million)
	+ I assumed that the motivation to build would be pragmatic self-interest (we wanted to have and enjoy the benefits of having our own facility).
	+ In discussing the significant cost, one member said “most of us won’t be alive to see the mortgage paid off”. They were looking at 15 year amortization.
	+ In response one member said, “then this will be our gift to the congregation that follows us”.
	+ **I was surprised to see that this actually became a significant motive for building… as important as self-interest.**
		- **I thought the only motivation needed would be the “pull” motives that would be the practical benefits of having a building**
		- **I learned that a significant motivation was people’s desire to leave a personal legacy**
	+ **That motive became the unofficial motto for the building program**
	+ So 75 people with a $45,000 budget agreed to a $500,000 mortgage.
	+ They built, and in 9 years paid off the mortgage, and at the same time shifted from being financially supported by our denomination to being a fully self-supporting church
		- **POINT**: I never would have known that “making a gift to the congregation that follows us” was a powerful motive for this congregation IF WE DIDN’T TALK ABOUT OUR COMMON MOTIVES TO BUILD

If you want to promote a new innovation,

[**SLIDE**] TALK TO PEOPLE ABOUT IT AS A HYPOTHETICAL IDEA LONG BEFORE YOU OFFICIALLY PROPOSE IT:

* Say, “I’VE BEEN THINKING ABOUT A NEW INNOVATION [DESCRIBE IT] . What do you think?”
* responses will be **their motives for and against**
* In this way you learn:
	+ The motives people already have that favour change
		- Your messaging for change needs to build on this
	+ Also learn the motives behind any disagreement with the new direction
		- These are motives you are going to have to address

**What motivates more: push or pull motives?** Push

Best practice:

* start with PUSH (fosters concern)
* shift to PULL (fosters hope)

**EXERCISE #1: The motivations for Adopting Your Innovation**

* **Think about your beneficiaries and the motives they may have to embrace your innovation. What may be their “pull” motives and their “push” motives?**
* **Think about opinion leaders in your constituency: which ones should you talk with? Explain the innovation you are thinking about, and ask them what they think of the idea. What makes them like the idea (which are their motives to embrace the innovation) and to NOT like the idea (which are their motives to reject the innovation)?**

**DECISIONAL BALANCE**

**NEXT, I want to consider Motivational Mistake #2**

**[SLIDE] Teeter Totter**

**Imagine that a change situation in your church is like tilting a teeter totter**

* **your church starts being tilted towards the status quo**
* **as a leader you want the teeter totter to tilt in favour of innovation**

**[SLIDE] As leaders we tend to promote change by highlighting the motives for change….**

* **in other words, we pile onto the teeter totter the many good reasons (motives) for adopting an innovation**

**….and yet change so often doesn’t happen.**

* **The teeter totter doesn’t move**

**WHY DOESN’T THE TEETER TOTTER FLIP?**

* **Look at what’s wrong in the picture**

**[SLIDE] So often leaders do not consider the motivation that maintains the status quo**

**Motivational Mistake #2:**

* **We tend to overlook the importance of a person’s “resister” motives (their motives against change)**
* **We tend to think that what is needed is to appeal to the motives in favour of change – “driver” motives**
* **What we need to do is:**
	+ **Add or strengthen motives that promote change**
	+ **Remove or weaken motives that prevent change**

**VIEW “Fun Theory” Video**

[**https://www.youtube.com/watch?v=2lXh2n0aPyw**](https://www.youtube.com/watch?v=2lXh2n0aPyw)

**Debrief video:**

* **What motives do people have for taking the stairs?**
* **What motives do people have for taking the escalator?**
* **How did they tilt the teeter totter of the decisional balance of people’s motives?**
	+ **They APPEALED to a motive people already had (in their bale): having fun**
	+ **They didn’t address any other motive**
	+ **But by helping people become aware of their motive for fun (that motive is in our bale), the balance was tipped.**

**Example of Introducing Projection in Worship**

* **Our congregation in Calgary did not use projection in worship, and there was moderate resistance to it**
* **Without asking permission first, I began to use it occasionally (about once every 6 weeks).**
* **My goal was to influence people to find projection to add meaning to their worship experience**
	+ **First occasion was Sunday marking Remembrance Day (I showed pictures from WW1 throughout the service)**
	+ **Second occasion I illustrated my sermon with pictures of the children in our congregation**
* **Each Sunday I hoped to hear people say “I generally don’t like projection, but that was meaningful”.**
* **Appealing to a motive: we desire meaningful worship**
	+ **Demonstrated that this motive could be fulfilled**
* **After 8 months of this, I asked people what they thought about projection. After that, it went weekly.**

**POINT: I thought about the balance of motives for and against adopting this innovation, and targeted ONE motive that I thought would change the balance in favour of adoption.**

**EXERCISE #2: Do Forcefield Analysis around Your Innovation**

**Kurt Lewin (social psychologist in 1950’s) called this Forcefield Analysis:**

* **When reflecting on how to motivate people to adopt an innovation, list:**
	+ **Drivers: motives that favour change**
	+ **Resisters: motives that disfavour change**
	+ **These are the motives people already have (in their bale).**
* **NEXT: rate their relative strengths (strong, weak)**
* **NEXT, CONSIDER HOW TO INFLUENCE THESE MOTIVES TO TILT THE BALANCE TOWARDS ADOPTION**
	+ **“How can I strengthen the driver motives?”**
	+ **“Do people have other driver motives that I can help them appreciate so they are added to the teeter totter?”**
	+ **“How can I weaken the resister motives?”**
	+ **“Are there any resister motives I can help people to see as not that important?”**

**break here**

**Anagram Exercise**

PREPARATION: you will need two piles of small slips of paper. Half of the slips (group 1) will have the following three words on it listed in a vertical column: tab, lemon, ocean. The other half of the slips (group 2) will have a different list of three words: whirl, slapstick, ocean. It is best if you have small envelopes (one for each person) and place one slip of paper into each envelope. You will now have 2 stacks of envelopes (group 1 and group 2). Next, create a single stack so the envelopes alternate (“1.. 2.. 1.. 2.. 1.. etc). Hand these out to participants during the break, asking them not to open the envelopes yet. Note to presenter: group 1 anagrams are solvable, but the first two words in group 2 are not solvable. Do not reveal this secret!!

[Slide] Exercise:

1. Ask participants to remove the slip of paper from the envelope AND TURN THE SLIP OVER SO YOU CAN’T READ IT!
2. Explain what an anagram is: rearranging the letters of a word to create a new word (“**CAT**” becomes “ACT”)
3. Keep paper upside down until I say “go”
4. When I say go, solve first anagram problem, write down answer, then turn over paper (so you won’t be able to work on the next problem) and put hand up to indicate you are finished
5. We will do the same for second and third word

Ask participants to make an anagram of the first word. Give them a couple of minutes. Wait until a good number of people have their hands up.

Ask everyone to now ensure their slips are turned over with words hidden.

Next, have people solve the second puzzle. Do the same as with puzzle 1.

**WHEN ANNOUNCING WORD #3, INTRODUCE BY SAYING “THIS IS THE HARDEST PUZZLE TO SOLVE.”**

Ask everyone to now try to solve the final word puzzle. Give them time. Wait until you have at least some hands up (this one is harder!)

Bring the exercise to an end.

Debrief the exercise:

HANDS UP IF YOU FOUND THE FIRST PUZZLE EASY TO SOLVE?

WHAT WAS THE WORD YOU GOT? [BAT]

[some participants will be surprised] Announce now: “I guess I didn’t tell you: there are two different lists”

Address the first group:

Tab became…..? bat

Lemon became……? melon

**For this group, when I said the third puzzle was the hardest, how did you feel? [people commonly say “challenged”]**

Now this talk to the second group:

Your words were……

Whirl (there is no solution)

Slapstick (there is no solution)

**For this group, when I said the third puzzle was the hardest how did you feel? [people commonly say “defeated”]**

Now ask everyone about the final word that was common to both groups:

Ocean. What was the solution? Canoe.

OK, let’s do a survey: (this is where the learning happens)

Put your hands up if you were the tab / lemon people

* Keep hands up if you solved the last puzzle
* COUNT THE NUMBER OF PEOPLE WITH HANDS UP and report to the whole group

Put your hands up if you were whirl / slapstick people

* Keep hands up if you solved the puzzle
* COUNT THE NUMBER OF PEOPLE WITH HANDS UP and report to the whole group

Typically there is a difference in performance

 even though everyone had the VERY SAME LAST WORD the tab / lemon group typically shows better success solving the final problem.

What made the difference between the two groups?

One’s experience leads to either have more or to have less confidence in one’s ability

* The Tab / Lemon group felt “challenged” by the third word
* The Whirl / Slapstick people felt “defeated” by the third word.

[**Slide**] this is an example of “Learned Helplessness”:

* We easily take unsuccessful experiences as evidence that we are not able
* In other words: we “learn that we are helpless”
* It is a belief that we are not able to attain what we want
* **….AND THAT BELIEF WILL EITHER STRENGTHEN OR WEAKEN ONE’S MOTIVATION, DEPENDING ON THE EXPERIENCE**

Question: how common do you think learned helplessness can be in our congregations?

 POINT:

* IF I CAN INSTILL A SENSE OF LEARNED HELPLESSNESS IN A 10 MINUTE EXERCISE; IMAGINE WHAT THE EXPERIENCE OF CONGREGATIONAL LIFE CAN DO FOSTER IN A CHURCH

What we are Talking About Here are **Capability Beliefs**

[**Slide**] Show the formula again:

**Motives x [ Capability Beliefs + Context Beliefs ] = Motivation**

A congregation may have strong motive to pursue a goal,

But it may not be motivated even so.

**CAPABILITY BELIEFS MODERATE MOTIVATION**

* Our belief in our abilities will either strengthen or weaken motivation.

[**SLIDE**] Think of the story “the Little Engine that Could”:

* First published as Sunday school curriculum around 1905
* Large engines said, “That’s too much pull for me”
	+ They had weak capability beliefs
* the little tank engine was able to succeed because it believed in its capability (“I think I can….”)
* **What would large engines think after they saw the success of the Little Tank Engine?? (“if it could do it then I think I can do it too!”)**

**Capability beliefs are simply that: beliefs**

* **Those beliefs usually rest on how past experience has been interpreted**

How might we strengthen capability beliefs?

1. Help the congregation have a positive experience in attaining a goal, and then help them appreciate their capability. “Small wins” can help people take on bigger challenges.
	* Think of **PROTOTYPING** as a motivational opportunity. As your team learns through prototyping and moves towards a prototype that works for you, reinforce people’s “we can do this” thinking. Strengthen their capability belief. This will in turn strengthen motivation.
2. Look to the example of other congregations that have done it well. In understanding these examples, the goal is to help the congregation say “well if they can do it, then maybe we can do it too!” Looking at the example of others is a way of borrowing from their capability.

POINT: a congregation may have strong motives to pursue a goal, but that motivation will be weakened if the congregation doesn’t believe in its capability to attain the goal

[**SLIDE**] Watch “Yes I Can” video

<https://www.youtube.com/watch?v=daDix4ne8a8&t=3s>

Debrief:

If you were a parent of the beginner, how would you feel? (gratitude)

If you were a parent of the older, experienced player, how would you feel? (pride)

Imagine **you** are like the older player: how do you think God feels if you help someone believe they are capable of doing a new thing in faith or in ministry or in life?

**Imagine if you could help someone feel that the experienced player coming along side them is God!**

**In part capability beliefs are beliefs in our own abilities….**

**…..but as people of faith we have a second, GREATER resource:**

Philippians 4:13: “I can do all things through God who strengthens me.”

[**SLIDE**] PEOPLE FACING A NEW CHALLENGE….

….ARE ALWAYS LIKE JESUS’ FOLLOWER PETER WHO CONTEMPLATED STEPPING OUT OF A BOAT TO WALK ON WATER

* BELIEVING “I THINK I CAN” MAKES THE DIFFERENCE BETWEEN GETTING OUT OF THE BOAT OR NOT
* BELIEVING “GOD WILL HELP ME” CAN MAKE THE DIFFERENCE BETWEEN WALKING OR SINKING

It doesn’t matter how much you WANT to walk on water (how motivated you are), if you don’t believe you can you won’t.

**Context Beliefs**

[**Slide**] A congregation may have strong motive to pursue a goal,

It may believe in its capability to attain its goal

But it may not be motivated even so.

**You also need to believe that your context**

**The neighbourhood, the community, society’ culture, rules**

**Will help you (or at least not hinder you) to attain your goal.**

[**Slide**] I was consulting with a congregation

We were talking about the congregation’s goals for the future

They really wanted to grow (a strong motivating goal)

BUT they did not feel able:

They had weak context beliefs

They said:

* Our neighbourhood is 30 years old now, the original homeowners are still here, there are few young families in our neighbourhood for us to attract to church

As I listened, a recollection came to me, and I said,

“Well if that is true, then why does the school one block away have six portable classrooms in the playfield?”

People were surprised by my comment, but they quickly acknowledged that yes indeed there were a lot of portables

“Maybe there are more young families in the neighbourhood than we thought!” one said.

So we looked at the census data, and talked to a realtor.

Turned out that the first generation of homeowners was selling off their now too-big homes, downsizing, and new younger families were moving in. In fact, the school was a major factor in making the neighbourhood attractive to young families.

The study changed their context beliefs, and they began to see that attracting young families was actually possible.

A congregation may have strong motives to pursue this goal,

But have weak motivation to do so.

**Context beliefs moderate the strength of motivation like capability beliefs**

**[SLIDE] POLL: how much of a person’s motivation comes from capability and context beliefs? 70%**

* **Discrepancy gap: 10%**
* **Intention to act in goal pursuit: adds 20%, to total of 30%**
* **Belief that one can do what one intends: adds 70%**

**EXERCISE #3: Strengthening Capability / Context Beliefs**

**Around Your Innovation**

People so often respond to the idea of a new initiative by saying “we can’t, because…..” These reasons are often capability and context beliefs (“People don’t have the time to do this…. There is no money for it…..).

So, thinking about your innovation, how might people say “we can’t because…” How might you address those beliefs so people become more inclined to believe “I think we can!”?

**[SLIDE] Wrapping Up**

**Motives x [ Capability Beliefs + Context Beliefs ] = Motivation**

This is a simple and handy formula I use in all aspects of ministry

* To structure sermons
* Framework for pastoral care
* Expressing leadership
* Recruiting people

**This also helps congregational leaders foster something**

**that can be in short supply in a congregation: HOPE**

**Strong Capability and Context Beliefs**

* **= “We CAN do it”**
* **THESE BELIEFS STRENGTHEN CONFIDENCE THAT A CONGREGATION CAN ATTAIN ITS ASPIRATIONS**

**Combined, this fosters hope**

When you can help a people feel inspired and hopeful about a new thing, then you have done a great thing.

**[SLIDE]: Find more in my book**

**[SLIDE] Mandela Quote**

**Empathetic Listening and Motivation**

**Friday 9:30 –10:15 Empathetic Listening and Motivation (45 minutes)**

What can help the beneficiaries engage deeply in the empathetic listening stage? How can you begin to build motivation for the rest of the process during this stage?

First Motivational Goal: Naming & Committing to a Discrepancy Gap

So where do you start leading a change initiative?

What needs to be done first so people will choose to engage the Design Thinking process?

[**SLIDE**] The initial motivation to do something new is a DISSATISFACTION with how things are

That dissatisfaction prompts people to reflect on

* their current reality: what it really is, why it exists
* what might improve upon their current reality

The gap between current reality and the improvement is called a Discrepancy Gap

* 10% of people’s motivation comes from recognizing this gap exists
* This initial 10% is not much motivation, but as a leader you can appeal to it

Helping people appreciate and be concerned about a discrepancy gap is crucial:

* You want this to be the foundational commitment people have when considering change
	+ Everyone may not like a proposed solution
	+ Conflict can happen over the solution
	+ If the foundation and focus is the solution, and the solution is rejected then change may not ever take place
	+ Rather, if people are genuinely committed to overcoming the discrepancy gap, then the rejection of a solution will not disrupt progress because the foundational commitment of people is to address the gap.

There are four different kinds of discrepancy gap, and one or more will FRAME your situation.

Current Reality Gap:

* There is an existing need that has to be met. Something in the organization is “broken” and has to be fixed. Current reality gaps tend to be practical in nature.

Ideal – Reality Gap:

* A congregation is to aspire to something (certain values, for example) and a congregation may not reflect that value well. Looking at a congregation through the lens of an ideal can help the congregation see how it falls short of the ideal. Justice pursuits are typically Ideal-Reality gaps.

Strength Gap:

* Positive psychology and the appreciative movement point many leaders to the advantages of building on the congregation’s strengths. “We do this so well….imagine what we can do if we develop this strength more and express it more fully!” A strength gap is created when a congregation “raises the bar” on something they do well.

Identity Gap:

* An identity gap is discovered when a congregation perceives that how it lives its life does not reflect the way they understand themselves. For example, a congregation may believe it is truly caring, and it may discover that it really takes little interest in newcomers to the congregation—the congregation is made up of closed circles of care that do not welcome newcomers into them. People take their identity meaningfully, and so an identity gap is perceived they want to deal with the cognitive dissonance of it.

The first motivational goal of leadership is helping people recognize the existence and nature of discrepancy gap before them.

* Appreciating it helps people FRAME the work that follows
* Appreciating it creates the first motivation to respond

[**SLIDE**] Exercise #1: You are working on an innovation. What kind of gap does your innovation seek to resolve?

Of the four kinds of gaps, which one is the primary kind of gap you are dealing with?

Does your situation also reflect another kind of gap as well? (the perception of two gaps motivates more than just one gap)

Leader’s Preliminary Work: Getting On The Balcony

Ronald Heifetz is a leadership writer you need to know

 “Leadership without Easy Answers” Must Read!

At Harvard and Duke Universities across ALL programs in the top 10 books most commonly assigned to read.

[**SLIDE**] Leadership writer Ronald Heifetz has an analogy for the early work of leadership: being on the dance floor and being on the balcony.

Being on the dance floor

* Being in the midst of the action
* Action from here looks like it has no rhyme or reason

Being on the balcony

* Able to see the patterns
* Able to see the unique elements among the patterns

Empathetic listening stage of Design Thinking is both these things

* Your listening and observing will produce a hodge podge of data (this is being on the dance floor)
* Being on the balcony is when you will begin to make sense of it all

Recognize that the Design Thinking tool is a problem solving process

BUT YOU WILL BE USING IT IN THE CONTEXT OF ORGANIZATIONAL CHANGE

So implementation success will likely require helping a wider group of people (more than just the beneficiaries) to be on board with change

So being on the balcony also means asking questions like:

* How aware are people about the issue?
* Who are most aware? Who do they represent?
* How do people understand the issue (its origins, its nature, why it is an issue to them?)
* How do people assess the issue (is / isn’t important, is / isn’t urgent)
* Who does this issue impact / not impact?
* How much does success depend on the people NOT affected by this issue being on board with an innovation?

[**SLIDE**] Heifetz says as you look down from the balcony the first determination you have to make is:

 “Is this a technical challenge or an adaptive challenge?”

A technical challenge:

The necessary knowledge to deal with the issue is known

The solutions are accepted by the organization

There is someone with authority who can deal with the issue

Eg. recruiting a person to join a committee

Adaptive challenge:

1. The issue is known but there is no adequate response known for the issue
2. Or the issue itself is not easy to figure out, let alone the response

It is not clear what is at the root of the challenge

There is no apparent fix either

The whole situation is one of ambiguity

No clear expertise available to draw on

Eg. There is an apparent malaise among congregants who simply don’t get involved in congregational life

Questions to ask when discerning whether you have an Adaptive Challenge:

1. Does making progress require people to change the beliefs, values, attitudes, priorities, habits of behaviour of people?
2. Values: do they have to be clarified, re-inforced, given more priority, revised?
3. Does change require a change in the organization’s culture?
4. Does it require a change in people’s point-of-view or worldview?
5. Does change require unlearning old ways and learning new ways?

Design Thinking is an excellent process to deal with an adaptive challenge:

 An ambiguous challenge with no apparent fix

Ambiguous: vagueness, obscurity, uncertainty, being open to more than one interpretation

Not sure what the problem is or what the solution is

The prototyping process is a means to discover what the need is (challenge) and the best solution

[**SLIDE**] Exercise #2: Is your issue an adaptive challenge?

Spend a few minutes reflecting on the questions in the worksheet.

What kind of challenge is your challenge?

Building the Container for Discussion

Design Thinking is a Process to help leaders:

Do deep research

Support team’s reflection and discernment

The Design Thinking Goal:

To HUNCH towards the real nature of the challenge and preliminary ideas of solutions

The Motivational Goal:

Help people understand the Discrepancy Gap is important

Help people agree that the issue needs to be addressed and commit to acting

As a leader you need to

create and maintain a container for discussion

facilitate the discussion

Create the Container: Ripening the Issue of the Adaptive Challenge

You start to build the container by “ripening the issue” (Heifetz)

* direct attention to the issue
* framing the issue (how you describe it)

Eg. of Framing the Issue

Mainline denominations in decline

Typical point-of-view: “how do we attract people to our congregation?”

Re-framed point-of-view: “how we do church is no longer working for us….how can we reimagine church?”

Ripening the issue is important because people will assume there are technical answers to their challenges and want technical answers to the challenge

Eg. a congregation for years has seen its children raised in the faith community and faith households, but the children as young adults become ambivalent about their beliefs and stop church involvement

Congregational leadership can assume 1] the youth program needs to be more appealing and 2] the youth staffer needs to be changed.

* A technical response

In reality 1] perhaps the youth need to perceive and appreciate more the presence of God in their life and 2] have skills in spiritual reflection that can help them maintain their faith.

* An Adaptive Change response

“Ripening the Issue” is about helping people HUNCH into the real issue and the real challenge

**EXAMPLE IN GROUP DISCUSSION**: One participant is working on a project “Training Parents as Religious Educators”

FIRST, is this an “Adaptive Challenge”?

1. Does making progress require parents to change the beliefs, values, attitudes, priorities, habits of behaviour?
2. Values: might the values of parents have to be clarified, be reinforced, given more priority, revised?
3. Does change require a change in the family’s culture?
4. Does it require a change in parents point-of-view or worldview?
5. Does change require unlearning old ways and learning new ways?

Brainstorm: how might you go about ripening this issue in a congregation so congregants are hunching towards the real issue and are beginning to see the real challenge of it?

Want to help congregants to appreciate that

* + The challenge is bigger and more ambiguous than we might first assume (ie. not a technical challenge)
	+ AND that it is a challenge that needs to be addressed

An issue is “ripe” when:

1. There is a commonly held degree of dissatisfaction with the current reality
2. There is a degree of urgency (importance and priority) about the issue
3. Congregants adopt this as their own personal point-of-view

Creating and Maintaining the Container for Discussion

Heifetz calls this “the holding environment”

* Talking about adaptive challenges can be stressful for an organization as you are effectively orchestrating a conflict (you may be raising an issue over which there are differences of opinion)
* As the facilitator you need to regulate the degree of stress people are feeling: enough stress that people focus on and talk about the issue, but not so much that the stress becomes debilitating
	+ Factors in managing the container:
		- The seriousness of the adaptive challenge (how stressful is the situation)
		- The resilience of the people in the organization (their capacity to deal with stress)
		- The strength of the holding environment (you manage through pacing and scope)

How to Build and Maintain the Container for Discussion

1. Identify the adaptive challenge (ie. ripen the issue)

* Help people appreciate the existence of a discrepancy gap

2. Direct Disciplined Attention to the Issue

* Help people remain focused (dealing with an adaptive challenge can take time!)
* Try to prevent distractions

3. Regulate any distress the participants feel

* There has to be sufficient concern that people will engage the process
* Can’t be too much distress that it disables people’s participation
* The sweet spot in between is “the productive range”.

4. Give the Work Back to the People

* The people with the problem need to bear the problem’s weight.
* In an adaptive challenge the innovation may require people to adopt new points-of-view, values, priorities and behaviours. The innovation may ask them to change, so they need to be involved in determining the change.

5. Build Trust

* Trust is the currency of leadership. When people trust you as an individual and the process you are using they will take the risk of thinking through their challenges.

Trust is strengthened when people believe the following three things about their leaders:

* They are benevolent (“our leaders have our best interests at heart”),
* They have ability (“our leaders can do what they promise to do”)
* They have integrity (“our leaders will do what they promise to do”).

Attitude towards Discussion

Graciousness in all things

Respect the view of others

Looking for deeper insights, not just superficial observations

Be ambassadors for Hope

Goal: develop a new point-of-view on current reality

These kinds of discussions can happen:

* At workshops
* Meetings of leaders
* Informally in the corridors
* With opinion leaders
* Encourage widespread conversation

What does success look like?

* People see current reality in new ways
* Attitudes start to shift
* Dissatisfaction with current reality
* Commitment to address the Discrepancy Gap

This is so very IMPORTANT because it needs to be the foundational commitment for moving forward

* People may well disagree over the needed innovation.
* BUT if people are committed to this foundation it will keep them going.

<https://www.youtube.com/watch?v=cRMOLKGFLJk>

Adaptive leadership in less than 4 minutes

**Prototyping and Motivation**

**Friday 10:15-11:00 Prototyping and Motivation (45 minutes)**

 People can be cautious about this approach to planning. What can lower the barriers to prototyping so people embrace the process? How can motivation be built for the next stages during prototyping?

Intro Reflection and Discussion: THOUGHT EXPERIMENT

**[SLIDE]** Let’s do a thought experiment.

Imagine a congregation has a significant challenge to deal with

They spend a lot of time thinking about the challenge

 They come up with a big goal and a complex plan to attain goal

They think this is the best way to deal with their significant challenge

DISCUSS: Why might people hesitate to implement the plan and pursue goal?

**[SLIDE]** Some ideas:

* RISK: can be intimidated by it
* UNCERTAINTY: in the end 1] the plan may not achieve the goal nor 2] the attained goal may not address the challenge
* FEAR OF FAILURE: this affects our capability and context beliefs
* FEAR OF SHAME: failure can produce learned helplessness, and that feeling of helplessness can foster a sense of shame
* FEAR OF LOSS: what we hold dear / what we want is gone
* PERSONAL ATTACHMENT TO SOLUTIONS: this can lead to hurt if the solution doesn’t work as we imagined it would
* FEAR OF CONFLICT: in success or failure we can imagine the possibility of upset in the faith community
* FEAR OF EMBARRASSMENT: for those leading the implementation failure can change how others think about them
* CAN CHALLENGE WHAT WE BELIEVE: eg. if we believe God helps us pursue the things God wishes to see in the world, and we fail, this could challenge the belief that God helps us.
* CAN CHALLENGE OUR IDENTITY: failure can make people question their assumptions about who they are.

**Any and all these things can reduce our motivation to try….**

When we think about motivation and prototyping in light of our thought experiment:

1. People bring these common concerns / fears we named about goal pursuit to the work of prototyping, BUT
2. Prototyping can be **an antidote** for these concerns / fears

Look at this list again:

How might prototyping be an antidote?

How might prototyping reduce any of these realities?

[ASK FOR INSIGHTS HERE BUT GIVE NO ANSWERS]

In this 45 minute unit I want us to reflect on three stages of the prototyping phase:

* Motivation to help a congregation engage in prototyping
* Motivation through the iterations of prototyping
* Motivation when moving on from prototyping

STAGE 1: Motivation to help a congregation engage in prototyping

As we have heard, people can be hesitant to take up prototyping as a planning method. THERE ARE BARRIERS TO ENGAGING IN PROTOTYPING:

1. Prototyping is not the typical way we do things
2. Our typical approach to strategic planning is based on “predict and control”
	* you predict the future, you predict what will meet the need in the future (ie. the goal), and through plan implementation you control how you attain the goal in the future
3. We tend to latch onto what immediately seems like a great solution.
4. People can think prototyping is a waste of time

So what helps people engage in prototyping?

1] Prototyping can deal with the first real impasse in change

An MIT professor names Edgar Schein described the first impasse in organizational change

**[SLIDE]** Most organizational change is prompted

* by the realization that there is some challenge facing the organization
* that something in the current reality of the organization is not serving the organization
* this creates concern that Schein calls “**survival anxiety**”: the worry about something in the here-and-now that needs to be addressed to have greater well-being in the future
* The concern of survival anxiety is a push motive prompting change

**[SLIDE]** Once that here-and-now need is recognized a VERY common response is “we don’t know what to do”

* Look closely at the common response: “we don’t KNOW what to do.” If we need to know something new we have to LEARN.
	+ Not knowing what to do creates concern,
	+ Not knowing that people have to learn new ways creates concern
* This concern Schein calls “**learning anxiety**.”
* This concern is a motive that impedes action

In our experience these two anxieties can work in opposition to each other (use the visual of your two fists pushing against each other)

* Survival anxiety want to move you into action (“we need to do something”)
* Learning anxiety holds you back from acting (“we don’t know what to do”)

This is typically the first impasse a congregation encounters when considering change

This impasse is frustrating to leaders:

* Leaders want to break the log jam
* **[SLIDE]** Often they try to do this by increasing the concern of survival anxiety (“We have to act or else!!”)
* BUT if learning anxiety is not addressed, increasing survival anxiety will not move you forward…. It will tend to crush the spirit of people

So how do you break through the impasse?

* **[SLIDE]** Reduce the learning anxiety
* Establish learning goals, which will feel far less threatening than attainment goals (working on prototypes will be perceived as less risky)

Set goals like:

* Let’s learn more about the issues that create our challenge
* Let’s learn about how other congregations are addressing this challenge
* Let’s learn how to address our challenge through prototyping

Encourage the expression of positive qualities while on the learning journey: curiosity, playfulness, exploration, limitless thinking.

**POINT: ensure you frame prototyping as a method of learning rather than a path to attainment**

* This is a preliminary step
* Prototyping helps you LEARN about
	+ the nature of the challenge,
	+ the kind of goal you actually need to be pursuing
	+ the best strategy to attain the goal

**[SLIDE]** Remember that list of reasons why people can hesitate to pursue change? MAKING THE INITIAL FOCUS ABOUT LEARNING HELPS TO BYPASS THESE ISSUES.

QUESTIONS?

2] Prototyping Old Solutions can liberate people to try new solutions

**[SLIDE]** It is not easy to think of solutions to new challenges

Einstein: “we cannot solve our problems with the same thinking that created the problem.”

While I believe this is true, it is nonetheless hard for people to do:

1. people recall solutions that worked well in the past
2. people find it hard to think outside the box

You may think a current need requires a new innovation

But those you are working with may not

**The belief that the old solution will work can be a big barrier**

**If it becomes too big a barrier, then you may need to begin by prototyping the old solution**

**[SLIDE]** **I call this strategy “Let Old Dogs Do Old Tricks”**

* it is learning through prototyping

This can appear counter-intuitive, but what can happen if you are forced to begin by prototyping the old solution:

1. You may discover that the old solution still works!
2. People may learn through experience that it doesn’t

“Doing the Old Trick” and failing drives home the need to imagine new strategies, and learn how they work through prototyping.

**[SLIDE]** POINT: for some people, they have to be allowed to do the old trick FIRST in order to realize they need to learn new tricks.

QUESTIONS?

STAGE 2: Maintaining Motivation through the Iterations of Prototyping

So let’s say you embark with prototyping as a way to discover what the REAL need is, the BEST goal and the MOST LIKELY strategy to attain the goal

….and you try your third prototype, fourth, fifth, sixth….

How might you and your team be feeling?

Let’s consider some aspects of prototyping stage and maintaining motivation

**[SLIDE]**  Brain-storming Strategies to Attain the Goal

* People can easily discard ideas because their capability beliefs (“we don’t have the ability to do it”) or their context beliefs (“the realities of our situation won’t let us do it”). Encourage people to not limit their thinking or their sharing by these beliefs.

Plan & Test small and simple prototypes

* As you design the prototype, be aware of people’s context and capability beliefs. When it’s designed you want your team to look at the goal, strategy and plan and say to themselves “we can do this”

**[SLIDE]** Dealing with Failure:

* Failure can be demoralizing and lead to weaker capability and context beliefs. Your job is to prevent this from happening. Capability beliefs and contexts beliefs are just that: beliefs. How you frame the iterative process of prototyping can help people maintain motivating beliefs in their abilities.
1. Reframe “failure” as “learning”. You are trying to do something you’ve never done before and failure is an almost inevitable part of the process. With little data to go on you have to “build your way forward” in order to discover what the REAL need is, what the best goal is and the most appropriate strategy to attain the goal. If people are focused on “attainment” rather than “learning” they are more likely to get demoralized.
2. Seek continuous feedback from the beneficiaries. Feedback is their reflection on their experience of the prototype that can help them reconsider their need and what the goal may actually be. Help your team to see feedback as the group’s way to develop “mastery” in dealing with the challenge. It is like learning to make bread or be a potter: mastery takes time and multiple attempts. Hopefully with each prototype you are getting closer to the real need, goal and strategy. As you do, help your team to recognize a growing confidence in what they are doing. Helping people grow in confidence as they “try and try again” is called “guided mastery” (Albert Bandura)
3. If you experience failure, keep the focus where it needs to be. Help your team keep focused on the prototype—that it is the culprit! People too easily focus on
	* The goal, causing people to question the merit of pursuing the goal.
	* Themselves and their efforts, which can lead to weaker capability and context beliefs.

Avoid this. In the prototyping process questioning and adjusting the goal is part of the process, but tread carefully here because questioning the goal can weaken people’s confidence.

1. **[SLIDE]** Try to express feedback in positive terms. Help your team to think that each new prototype is an expression of their improved abilities. But be honest in feedback: sugar-coated disappointment is still disappointment.
2. When your team is getting disillusioned, step back and look at the bigger picture. When successive strategies are failing to meet the need,
3. Consider reconsidering the goal
4. Consider breaking the strategy down into smaller steps and prototype smaller bits
5. Remind team members of examples of the congregation’s successes in the past when facing challenges (“we’ve succeeded facing challenges before…”)
6. Point to congregations that have met this same challenge (“if they could do it we can do it”)
7. Ground what you are doing in the meaning of people’s spirituality
8. Help people imagine how they will feel when they meet the needs of the beneficiaries (remind them of fulfilment)

**QUESTIONS?**

Video Resource: Help People Re-define Failure

<https://www.youtube.com/watch?v=6_93xq8gea8>

STAGE 3: Moving From Prototyping to Implementing

**[SLIDE]** Throughout the prototyping process

 YOU ARE FOSTERING HOPE!

 Why do I say that?

What causes people to hope?

**[SLIDE]** What are the elements of hope?

Hope has an OBJECT (something we hope for)

Hope has an EXPECTATION (that the object of hope can be realized)

Hope has a GROUND (there is a basis for the expectation)

Can a successful prototype foster hope?

* YES: it will meet the three elements of hope

Specifically the ground for hope is TRUST:

We trust someone / some thing to make what we hope for happen

In what we are talking about here: what is the thing we trust?

Our successful prototype.

RECAP:

* A successful prototype builds hope
* Because we believe what we prototyped can meet the beneficiaries’ needs
* That fosters an expectation that the object of our hope can be realized

POINT: a successful prototype helps the beneficiaries to have hope

 And that hope motivates

There is an interesting parallel between successful prototyping and trust:

**[SLIDE]** The elements of a successful prototype are:

**Desirability** (innovation meets the needs of the beneficiaries)

**Feasibility** (the innovation can be done),

**Viability** (the innovation can be done successfully in this context)

**[SLIDE]** Elements of organizational trust:

**Benevolence** (leaders have our best interests at heart)

**Ability** (leaders can do what they promise to do)

**Integrity** (leaders will do what they promise to do)

As trust increases so does hope.

**Notice how very similar the two things are!!**

**Benevolence**: the prototype has been developed to meet the interests of the beneficiaries

**Ability**: the innovation can be done

**Viability**: the innovation can be done successfully in this context

POINT:

* If your prototype fulfills the three elements of a successful prototype you will be helping people trust that the innovation can be up scaled and implemented.
* Be mindful that a successful prototype strengthens hope among the beneficiaries.
* So in prototyping YOU ARE NOT JUST BUILDING A SOLUTION BUT YOU ARE ALSO FOSTERING HOPE

The successful prototype is the ground for hope

 We can TRUST it to work

This strengthens confidence through an expectation that the hope an be realized!

Implementation: Scaling Up the Prototype

Presumably as you move from a prototype to full implementation you will be scaling up what you have been doing. This is a new challenge that might cause the confidence of your team to waver. So again, remember their capability and context beliefs:

* Remind them that they have developed a degree of mastery. In scaling up they are being asked to build on what is now their strength!
* Think about the example of the little engine that could. After developing the successful prototype they can now say “I thought I could!” They managed to pull their load up the hill. Scaling up is just pulling the same load up a somewhat bigger hill.

End with quote from a hopeful innovator: Orville Wright

“If we all worked on the assumption that what is accepted as true is really true, there would be little hope of advance.”

**Helping People Get On Board the Change Train**

**Friday 12:30-1:30 Helping People Get On Board the Change Train (1 hour) Peter**

Different people need different influences at different times to get on board with change. This will be an experiential learning session that introduces you to six different kinds of people you will meet as you pursue implementing your innovation.

Prep:

You will need to get some kind of foodstuff that most people (but not all) will be hesitant to try. I use Chapul Cricket Bars. They are a protein bar containing a flour made from commercially raised crickets. <https://chapul.com/> You can buy direct from the manufacturer or from some outdoor stores and health food stores. For the event cut each bar into 10 bite-sized pieces and place in a deep bowl so people can’t see the contents. If you need to, cover the bowl with paper. You don’t want people to see protein bars when they are being asked to eat crickets! Only a minority of participants will actually try a bite! You will probably have enough if you have samples for half of your crowd.

**SESSION INTRO: MOTIVATION EXERCISE (CRICKETS)**

Now that you have hand lunch,

 I want to offer you a dessert

[**SLIDE**] Who wants to eat crickets???

**ALLERGIES: AVOID IF YOU HAVE ANY FOOD ALLERGIES**

Don’t say anything [eat]

POLL: hands up those who thought OK

Second Round:

Who wants to eat crickets now?

STAND GROUP IN MIDDLE…..

ALLERGIES AGAIN: FOOD ALLERGIES

[get first group to serve second]

While second group being served, explain

Third Round:

Let me explain what these people are eating…..

[**SLIDE**] In 2012 Pat Crowley created a company to produce his BIG IDEA:

Protein bars made of crickets

Started an online crowdsourcing campaign

* in 3 weeks he raised $16k in startup cash

Started sales in limited # of outdoors stores

2014 Pat appeared on the TV show Shark Tank, got investors

Bars are made of cricket flour

* very high protein
* Main Ingredients (in order): organic dates, peanuts, honey, cricket flour
* VERY sustainable food source (environmentally friendly)
* FDA approved cricket flour

NOW, who wants to try some crickets…??

STAND GROUP ON RIGHT…..

Debrief Exercise

[SLIDE] STAY IN YOUR THREE GROUPS

**We just did an exercise in leading change in community**

What did we observe about motivation?

* People were motivated to change at different times
* People have different motives to change
* Some are more cautious than others
* PEOPLE HAVE DIFFERENT NEEDS, WHICH IF MET WILL HELP THEM SHIFT THEIR MOTIVATION
* Some people reluctant to try

I want you to remember which group you were in:

* Number off groups 1, 2, 3
* Those who didn’t come up the final group -- #4

So we just saw that this congregation is not a herd…..

…. And what the exercise illustrated is the reality of congregational change:

**[SLIDE]** Congregational change is like a train crossing a canyon

When a train crosses a canyon, what part arrives first?

 Engine – congregational leaders

CAN A TRAIN HAVE THE ENGINE AND FIRST CARS ON ONE SIDE OF THE CANYON BUT STILL HAVE CARS ON THE ORIGINAL SIDE?

* + - ABSOLUTELY: SO TOO IN CONGREGATIONAL CHANGE

**Leadership is about helping people**

**CHOOSE TO PUT THEMSELVES on board the train**

[**SLIDE**] John Maxwell: “leadership is about influence: nothing more, nothing less”

**In any group**

* **Different INDIVIDUALS need different kinds of INFLUENCE at different TIMES to get on board with a new direction**

**The key question we will be exploring in this session is:**

**WHO** needs **WHAT** kind of influence **WHEN**….

 **If we know WHO needs WHAT influence WHEN**

 We are recognizing human nature

 **Actually showing respect to people who are all different**

**The First on the Train: Leaders and “Got It’s!” (Early Adopters)**

So this morning we talked about discovering the discrepancy gap

The discrepancy gap is the canyon:

* Current reality is one side
* The goal / hoped for future is the other side
* The bridge is the plan to get the congregation from one side to the other

**Leadership is about getting congregants on board**

Leaders often assume **they** will be the first on board the train, being the engine of change……. BUT!

**[SLIDE]** Typically, Leaders discover there are already A FEW people on the train even before the leaders are.

Who is this? These are the people who already got it

**[SLIDE] “Early Adopter” – “GOT IT’S”**

What influence do they need to get on the train?

None: they get it

**[SLIDE] EXERCISE DEBRIEF:**

Any one in the room eat insects before today? (our “Got It’s!)

* + Did you come up in first group? Why?

**[SLIDE]** Qualities of early adopters:

* Curiosity
* Values / priorities: eg. sustainable food source
* Typical: active scanners looking for improvements
	+ - * They figure out the discrepancy gap on their own and resolve to find their own solutions
* Have a sense of urgency (importance and timeliness) for dealing with the gap
* Personal orientation often is to be ahead of the trend curves
	+ - * These are the ones who line up in front of Apple store 8 hours before next gadget goes on sale.
* They may or may not be vocal about their thoughts and actions (frequently are not) SO YOU MAY NOT KNOW WHO THEY ARE!

**…..until you find them on the train!**

They are already on the train, so do they do need influencing??

* YES: to be PATIENT!!!!
	+ They have to wait for more to get on board
	+ Got It’s! can leave the congregation in frustration if change not fast enough for them….. and go to a congregation that already does what the Got It’s! think should happen.

How can the Got Its help you?

* They are already thought leaders in the church
	+ **May need to be activated to become an Opinion Leader** (more later)
	+ Help people see the discrepancy gap
	+ If “leadership is about influence, nothing more, nothing less” then recognize that here are some of your best early influencers

 **[SLIDE] Second on the Train: “Big Thinkers” (Those Influenced by Ideas)**

**So if the “Got It’s” are already on the train before leaders raise an issue**

**the first on the train once the issue is raised are people I call “big thinkers”**

**Who might they be?**

**[SLIDE] Exercise Debrief:**

Hands up if you were in group #1 in the cricket exercise

I provided NO INFLUENCE AT ALL!

All I said was “who wants crickets?”

And you came up. Why???

The answer is their motives:

* + - * curiosity,
			* feeling adventurous,
			* bragging rights….

ASK: What was your personal thinking behind your choice to come up???

**[SLIDE] NATURE: Big Thinkers are:**

* Conceptual thinkers
* Thinking abstract, analytical, problem-solvers
* They like to understand
* They can come to independent judgments about the challenge and possible goals

**POLL**: DOES THIS SOUND LIKE YOU? (this is actually me)

**REALITY**: a lot of leaders are conceptual thinkers

**BUT NOT EVERYONE IS LIKE YOU!!!!!**

* They find it easier to make judgments independently
* NOT NECESSARILY CREATIVE (so may need input of ideas)
	+ **REALITY**: it is hard for most people to think “outside the box”

INFLUENCED BY: what do these people need to be influenced?

* Dialogue provides a way to disseminate ideas for these people to think about
* **Early dialogue important for conceptual thinkers, because once they’ve grasped the new idea and think its fine, they are ready to go**

CAUTION: leaders too easily assume that everyone is a “big thinker” and talk to the congregation as if everyone is

* BUT: not all are big thinkers

How can Big Thinkers help you?

* can become opinion leaders

**[SLIDE] Third on the Train: “Community Talkers” (Those Influenced by Conversation)**

Who do you think this group are? Those influenced by conversation with others

Exercise debrief:

**[SLIDE]** Hands up if you were in Group Two

I simply repeated the invitation…

 I did NOTHING to influence you….

But you chose to come up in the second round. WHY?

WHY???

Social Influence (if others can do it, I can do it)

Nature of Social Influence

* + - Some people react to change with uncertainty
		- Seeing others adopt first helps them gain greater certainty
		- Logic: “if those people thought it was OK, then it must be OK”
		- **Community talkers rely on conversation with trusted others to help them develop their own opinion on the proposed innovation**
		- It is about using TRUST to influence people to join the change

**[SLIDE] NATURE**:

* Studies in sociology and psychology show that about **one third** of a social group rely on the **opinion of others** in making decisions for themselves
* dialogue provides the place for social influence to happen
* IMPLICATION: IF THERE ARE OPINION LEADERS IN THE CONGREGATION THEN HELP THEM CHOOSE TO GET ON BOARD THE TRAIN EARLY!!

**How can the Talkers help you?**

* combined with the early adopters they form the early majority that favour change

**[SLIDE] The Shift: The Good and the Bad of Concensus Building**

Now on the train: leadership, Got It’s!, big thinkers and community talkers

These four groups will likely form a majority supportive of your innovation

 **BUT if you don’t have a majority, keep in dialogue**

Dialogue is a free-form discussion of possibilities about how to deal with an issue

But once one innovation comes to be widely accepted

 Then the dynamics of the discussion shifts in the congregation

Once there is a solution, congregation typically divides around those who accept and reject the solution

When seeking a solution there were many possibilities to discuss

 When have a solution there is not only one possibility to discuss

This is when you most likely see the nay sayers

WE TEND TO BUNCH ALL THESE PEOPLE UP IN ONE GROUP: **DISSENTERS**

If we do we lose GREAT opportunities to influence

It is about WHO needs WHAT WHEN to get them on board

Need to think about these three groups SERIOUSLY and DIFFERENTLY

**The ranks of the Dissenters is actually made up of three different groups**

**[SLIDE] Fourth on the Train: “Unconvinced” (Those Influenced by Persuasion)**

Who do you think the Unconvinced are?

**[SLIDE]** DEBRIEF EXERCISE:

Hands up if you were in group #3 (the last group to come up)

**WHY DID YOU NOT** respond to invitations one or two

**You had other motives that were more influential:**

* **Ick factor of eating bugs**
* **Security: is it safe?**
* **You are a meat and potatoes kind’a person**
* **Didn’t want potentially to look the fool**

**Before the third invitation, I gave a full description of the food, THEN YOU CHOSE TO COME UP**

 **What changed your mind? [DECISIONAL BALANCE]**

* **You learned something that changed the balance of relative importance of your motives**

The unconvinced are influenced by persuasion

**What is “persuasion”? (big discussion here)**

It **is** about speaking to the point-of-view of another person

It **is NOT** about articulating your point of view (fosters debate and division)

It **is** about knowing / appreciating / respecting / speaking to the point of view of another

Persuasion is not about leaders trying to change another’s mind

Rather, it is about helping people have the resources to consider and change their own mind (need an atmosphere of free choice)

Howard Gardner, from *Changing Minds*

“in general, the more that one knows about the scripts and the strengths of the other person, the resistances and resonances, and the more one can engage these fully, the more likely one will be successful in bringing about the desired change…”

**[SLIDE]** What does this group need to be influenced?

* Help to consider decreasing the importance / influence of their resister motives, and strengthening the importance / influence of their driver motives
* Goal is a new balance to the teeter totter tips the other way

So how do you **get to know** what are the common drivers and resisters?

DIALOGUE

How can the Unconvinced help you:

* The fact that they become convinced can be a positive influence on the Resistant (“social proof”)

**Fifth on the Train: “Skeptics” (Those Influenced by Evidence)**

**[SLIDE]** So, to this point you have been working hard to address

**WHO** needs **WHAT** kind of influence **WHEN** to get them on board

**Eventually the congregation decides to pursue the innovation**

 **But will everyone be on board when that decision is made? (often not)**

So at some point you have to start moving the train

CONGREGATIONAL DECISION TO MOVE FORWARD

START IMPLEMENTING PLAN

Knowing you have most on board

Knowing that some aren’t on board

**But even once the train is moving, is it possible to get still more on board?**

**[SLIDE]** YES: the skeptics

What is a skeptic?

Skeptics are people unconvinced by

**ideas**, **conversation**, **persuasion**

Skeptics need something different that can ONLY come during implementation

What is it?

**[SLIDE]** They need **concrete evidence to demonstrate** that a goal is

* + - * worth pursuing
			* that it is the right idea
			* that it will WORK!!!

**This means you can only help skeptics during implementation**

This is another leadership trap: assuming those not on the train when it departs are ALL resistant

* + - If you make this assumption, you lose the opportunity to get skeptics on board
		- AND they WILL get on board if you provide the evidence that will influence them

How do you help the skeptic get the influential evidence they need?

Inquire about it…learn it

Plan to help them get on board:

* Give some effort to discerning who are the skeptics
	+ - What evidence will help them?
* Figure out when it will be available
* Plan to make it available and visible
* Go out of your way to help them see it

How can helping the skeptics help you as a leader?

The remaining group are the truly resistant

BUT the resistant can assume that skeptics are resistant too

When the skeptic changes their minds, it can be influential on the resistant.

**Last on the Train: “The Resistant” (those you have to accommodate)**

**[SLIDE]** So the train is going…

 The skeptics are starting to get on board….

 But who is this new guy out front?

**[SLIDE]** The truly Resistant

**[SLIDE] Let’s debrief our exercise:**

Hands up those who did not come up and try crickets

This is the group leaders too easily get frustrated by

For last group: why did you NOT come up at all?

There are legitimate reasons (allergy)

There are deeply personal reasons (Ick Factor)

**Is there anything I could have done to get you to try crickets?**

Some people will just not get on board….

**[SLIDE]** In congregational change, what are possible reasons

**[SLIDE]** There are many reasons for resistance

* Don’t like the direction
* Direction OK, but seen as “too much too fast”
* They believe the direction-setting process was unfair
* Don’t trust the leadership
* Future state seen as contrary to congregation’s identity
* Direction contrary to self-interest of resistant

The truly Resistant are **not** influenced by:

The big ideas, community dialogue, persuasion, evidence

And THAT is about all the levers of influence you have.

How do you think the resistant should be dealt with?

First and best way to deal with them is through the things we’ve looked at:

* Ensure they appreciate the discrepancy gap
* Help them to be dissatisfied with the status quo
* Open channels of conversation with them THROUGH DIALOGUE
* Share ideas with them, and hear their ideas
* Utilize appropriate persuasion, speaking to their point of view and concerns
* During implementation, provide early evidence that the change is positive (POINT TO THE EVIDENCE THE SKEPTICS NEEDED)

**But this may not be sufficient**

It is likely that there is nothing you can do to get them on board with the innovation

**Early response:**

Take the perspective: look at the resistant as potential collaborators in developing the innovation

First, talk with the resistant

Second, be open and honest about their concerns

Third, be respectful

**Fourth, roll with resistance. Try to prevent it from becoming** **entrenched**

**[SLIDE] Responding to Resistance: Accommodation**

The approach so far has been about how we help people get on the train

Helping the resistant get on more-often-than-not means re-designing the train to some degree

Adjust the Vision – can get more on board

Adjust Pace and Scope – “How do you eat an elephant?”

Ameliorate the Impact on Resistant

Worst Case Scenario: Humble & Gracious Retreat

* Shelve for a period of time
* It is possible to kill an idea so dead there is no hope for resurrection. Avoid this.

May not be able to accommodate

* **HOWEVER**, if the resistant know they have been heard, appreciated, and helped as far as is possible they may be able to accept new direction, even if they can’t embrace it
* **Change for them will be loss**, and you need to support them with that
* **HAVE HOPE** that they may one day come around
* Accept that some may leave (avoid letting resistant determine congregation’s future)

**Wrap Up**

**[SLIDE]** So we’ve discovered the congregation is not a HERD

**[SLIDE]** There are different people who need different influences at different times in order to help them get on board

Avoid the trap of prioritizing the goal over the people

As leaders you are in the people business

 The work can be summarized by the Prayer of St. Francis

**[SLIDE]** If you are looking for more, check out my book

**The Value Proposition and Motivation**

**Friday 1:30-2:00 The Value Proposition and Motivation (30 minutes) Peter**

A value proposition communicates the benefits of pursuing an innovation. We will look at messaging considerations that could strengthen the motivational impact of your value proposition. A worksheet will be provided that participants can use during the following session.

Introduction

This 30 minute session about communicating in a motivational way

Specifically to help you think about

 How to shape your Value Proposition (next exercise)

There are a LOT of different ideas about what makes for motivating communication

There are a LOT of people who do it so differently

Let’s listen to a 4 minute long motivational speech

 Denzel Washington talking to students who are aspiring actors

In the discussion after, I want to know:

* Did you find this inspiring?
* Why? What makes this speech inspiring?

<https://www.youtube.com/watch?v=3f6oC3tbcls>

Who thought this was inspiring? WHY?

* The person & character: highly respected (especially among actors!)
* The context: the personal honour / humbleness to have Denzel sharing with them (this is a moment)
* Trust: Listeners would have a HIGH degree of trust in what he said
	+ That trust help listeners to accept his insights as wisdom
* He is speaking to the hearts of these actors. He is affirming their aspirations, speaking to their motivation, encouraging their confidence.

His message touches on the basics of motivation:

* + Believe in your capability
		- The good desire of the heart is God’s gift to you
		- You are capable: you have the ability already
			* Claim it: that is, believe in yourself as you have it already
	+ Be Intentional
		- So what do you do with this given ability that you can claim?
			* Turn your dreams into goals (BECOME INTENTIONAL)
				+ Also a push motive: when dreams are not turned into goals it fuels isappointment
			* Be intentional even about the hours and minutes of your day
* He fosters HOPE: By speaking of the power of intentionality about your dreams and belief in personal capability Denzel is fostering hope!

Rick Snyder’s formula for hope:

Hope arises from will power (intentionality—30% of motivation) and way power (capability belief-70% of motivation)

* The path to attaining dreams: discipline and consistency
	+ What sustains discipline and consistency? Your dream you are intentional about attaining, and you are able
	+ He doesn’t make the link, but his is implying that you are sustained by your hope.
* Have an attitude of gratitude for life, gratitude to God
* Have a personal mission: take those unique gifts and use them to touch someone
	+ Your gift: understand it, protect it, appreciate it, utilize it, don’t abuse it, TREASURE IT. “Be happy you already have it”
* Finally: use it all (you can’t take it to heaven with you)
	+ “Use it, share it. That’s what counts”

Finally Denzel knows his audience: he knows them, he knows their hearts and desires, he knows what kind of encouragement they need, and he speaks right to it.

Motivational Communications

Your next exercise is going to be developing your value proposition

* It is your pitch accept and pursue your innovation

The key communication in a value proposition is the benefit the listeners get

* This is what you will get if we pursue this innovation

In motivational communication, it is ALL about the listener

* What are their balance of motives? How can you influence their decisional balance?
* It is recognizing that
	+ THEY are the choice makers,
	+ respecting THEIR power of choice,
	+ informing THEIR choice making
* You want to persuade them to say yes, BUT YOU MUST REMEMBER THAT PEOPLE ACTUALLY PURSUADE THEMSELVES

You will be most persuasive if you speak to the heart, and what is meaningful to your listeners:

* Acknowledges their concerns,
* Meets their needs
* Affirms their hopes
* Appeals to their motives
* Reflects their attitudes

Your thoughts?

Simple 5 component structure for a change message:

The challenge: Name the discrepancy gap

* This is the core component, the gap between current reality and proposed end state
* Describe current reality in a care-filled way (People can feel concerned about the challenge. Respect that concern)
* Describe the desired end state: how things will look when the challenge is met, speak to the hopes that will be fulfilled
* In describing the discrepancy gap you will be highlighting push and pull motives

The Innovation: Help people see the appropriateness of the Proposed Change

* Component 1 is about what needs to be done, this component describes what can be done (the innovation)
* This component also describes why this approach is the best
* “If a change message cannot convince others of the appropriateness of the change, then efforts should be made to reconsider whether it really is appropriate.” (Achilles Armenakis)
* If there are reasons why people do not like this proposed innovation, or prefer another way forward then your message needs to address these concerns

Affirmation of Capability and Context Beliefs

* Help the beneficiaries believe that they are able to close the discrepancy gap and attain the goal…that the innovation will attain what they hope.
* If possible, make it evidentiary: “the prototype worked in smaller scale, which gives us confidence that it will also work on a larger scale.”
* Considerations for strengthening Capability and Context Beliefs:
	+ Remind people of previous challenges that were successfully met through new innovations. “The fact that we successfully met challenges in the past should give us confidence that we can meet this challenge.”
	+ Recognize that the team implementing the innovation are capable of doing it (build trust in the team)

Capability: The availability and commitment of resources

* People will have their capability beliefs strengthened if they appreciate that the right people are being given the right training, tools, funds, and sufficient time to turn the dream into reality.

Be hopeful, but honest, about personal impact

* What will be the positive impact of change on the congregation? How will things be better? Unfortunately changes frequently also come with a cost and undesirable outcomes as well as benefits….for some at least if not all. Be honest but also hopeful and supportive for those who will feel the cost.

Other things to remember

Role of stories:

* Regardless of culture humans are hard wired to find meaning and understanding through stories
* Describe the desired end state not as data but as a story

If you can, reduce perceived uncertainty and risk

* Change is always going somewhere you have not been before, and thus change is always inherently perceived as risky.
* Reduce the sense of risk by: helping people see that the desired innovation is plausible and attainable, there is a continuity of past / present / future storyline of congregation (perceived continuity reduces sense of risk), positive tone to message and confidence in sharing it helps people to trust and thus reduces risk
* Hold up examples of congregations that have done it (we can do it too)

Keep the rationale / arguments simple

* KISS (“keep it simple and straightforward”)
* No more than 3 causal statements (the reasons you give for why pursuing this innovation is important)

Use language that helps your audience hear your message:

* E Tory Higgins: Regulatory Focus Theory
* Some people have a Promotion focus: oriented to hear gains and wish to attain them
* Some people have a Prevention focus: oriented to hear losses and wish to avoid them
* Prevention message: “the life of our congregation was in balance…. That balance was thrown off by X….. now Y is at risk….. taking up this initiative will help restore what we think is important.

Can you tie the innovation to your faith community’s spirituality?

* Faith communities, even diverse ones, have core beliefs and values they hold as common that are meaningful. How does your innovation represent these?
* If your community believes there is a sacred force at work in the world, does this innovation represent your partnership in that force?

Message Development

* Give the message trial runs in order to refine it. Messaging is a craft and creating a message is crafting a message. You may think the message works because it works for you, but trialing it for others helps you learn what works for others.
* Eg. I have found persuasive speaking about our calling to be stewards of the future.
* Once you have a great change message, feel free to improvise. Contextualize the message to the listener.

Worksheet questions:

Who is this value proposition for? (who is the audience of my message)