



WHY CHANGE

- It has always worked.
- Too much talk no results.
- These new ideas won't work here.
- We don't have the resources.
- Leave things the way they are.

UNDERSTANDING RESISTANCE TO CHANGE

**NATIONAL DIGITAL LEADERSHIP
ACADEMY**

MODULE 1.4 Presented By Inusah Zanjina

- ▶ • Name the real driver behind a specific resistant teacher's behaviour — distinguishing between fear of
- ▶ looking foolish, fear of more work, and distrust from past failures.
- ▶ • Design a tailored response to one specific resistant teacher based on the actual driver
- ▶ • Apply the HEAR protocol in a role-play and describe what changed in the conversation when the headteacher stopped prescribing and started listening.
- ▶ • Commit to having one private HEAR conversation with a resistant staff member this week — before offering any training or solution.

OUR LEARNING OBJECTIVES

OUR UNDERSTANDING OF RESISTANCE

- ▶ Understanding Resistance to Change is the capacity to interpret resistance not as laziness, stubbornness, or obstruction, but as valuable data about fear, trust, workload, professional identity threat, or how the change was Introduced.



THE THREE DRIVERS OF RESISTANCE

**Competence
Concern**



**Workload
Concern**

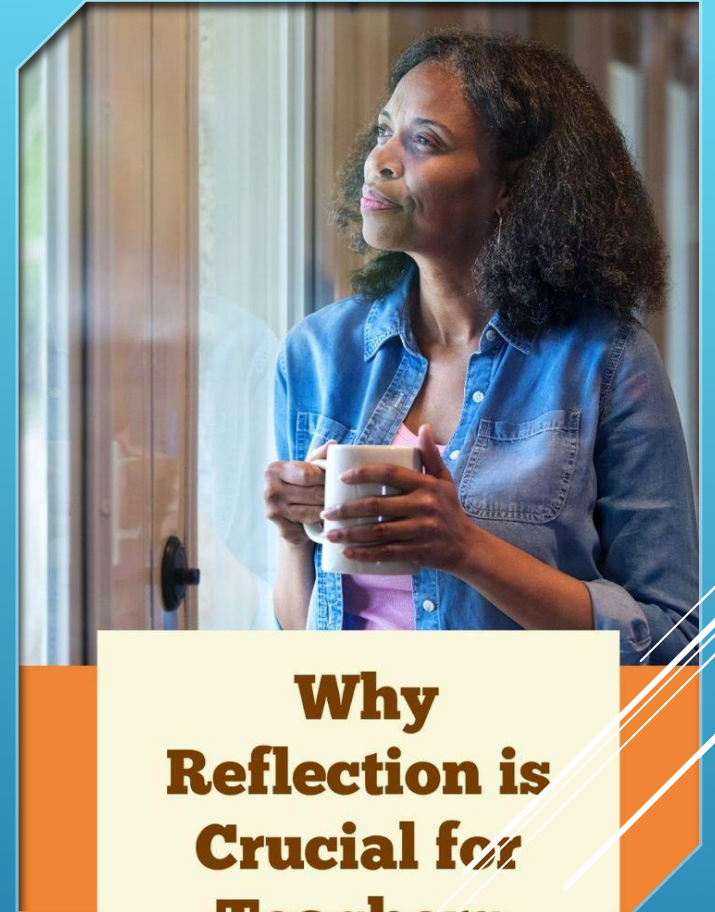


**Identity
Concern/Distrust**

▶ SELF-REFLECTION

- ▶ Which of these three drivers resonates most with your experience? Have you ever resisted not because you could not do something, but because you feared the social cost of trying and failing?

SELF-REFLECTION



- ▶ How would you respond to a teacher who says: I'm not resistant — I'm just tired of being burned.
- ▶ Is that resistance or rational risk assessment? What does that distinction change about how you respond?

ACTIVITY 1



QUESTION FOR DISCUSSION



- ▶ We use the HEAR listening framework:
- ▶ H- Halt judgement
- ▶ E-Elicit fear and concern
- ▶ A- Acknowledge the feeling
- ▶ R-request permission to explore

DESIGNING A TAILORED RESPONSE TO A SPECIFIC RESISTANT TEACHER

- ▶ **Veteran teacher, 18 years. Passive resistance — nods in meetings but does nothing. Actual cause: Fear of looking foolish. Her words: Last year I tried the attendance app and accidentally marked three kids absent for a week. They laughed at me for a month. I'm not doing that again.**

CASE SCENARIO: THE VETERAN TEACHER

Element	Action
Acknowledge the cause, not the behaviour	Patricia, I hear you. The fear is not the app. The fear is 30 students watching you struggle. That is real.
Remove the audience during learning	I will come to your classroom after school for three 20-minute sessions. No students. No witnesses.
Provide a fool-proof script and escape hatch	Here is a one-page guide taped to your monitor. If anything goes wrong, you say: The system is updating. That is your escape hatch.
Rebuild confidence privately	We will practise the tool five times alone. On the sixth time, I will bring one trusted student helper — you choose. You will show them how it works, reversing the power dynamic.
Follow up with dignity preservation	After successful use: See? That student saw you as the expert. The fear is fading.

A group of people, including men and women, are seated around a table in a meeting room. They are looking at documents and papers. The room has posters on the wall. A semi-transparent text overlay is present in the upper left and lower left areas of the image.

► In groups: take the other two drivers (fear of more work; distrust from past failures). Design a two-sentence tailored response for each. Which driver is the hardest to address, and why?

ACTIVITY 1: GROUP DISCUSSION 1 (5 MINS)

ACTIVITY 2 (10MINS): THE TAMALE HEADTEACHER

A head-teacher in one of the schools in Tamale introduced a digital lesson plan platform. Several senior teachers said nothing in the meeting but used paper for a month. When the head-teacher quietly asked one teacher, she heard: I am 58 years old. I cannot learn this. And I am afraid the younger teachers will laugh at me.

Passive Resistance

Teacher says to himself " I have withdrawn my efforts, but not my presence"

The digital leader should notice this early in efforts such members put into initiatives.

Engages in the HEAR listening framework

Active Resistance

Teacher says " I am angry enough to be visible".

He goes on to frustrate efforts

The digital leader engages in actionable efforts through transparency and sometimes a visible pilot.

THE FORMS OF RESISTANCE



IDENTIFY YOUR MOST
RESISTANT TEACHER IN
SCHOOL.



IS THE TEACHER'S
RESISTANCE PASSIVE OR
ACTIVE?



WHAT RESPONSE HAVE
YOU TRIED? WHAT SHOULD
YOU TRY INSTEAD —
BASED ON THE ACTUAL
DRIVER?

QUESTION

(10 MINS)

Take down pieces of paper,
reflect and answer these
questions

THE DIGITAL PARTNER PLEDGE

- ▶ What would you do if you were the Tamale school headteacher?
- ▶ Would you fall on training?
- ▶ Write one sentence: Instead of training, I will _____. This goes into your Stakeholder Engagement Strategy.

YOUR OUTPUT SO FAR

A Resistance Diagnosis For One Specific Staff Member:

1. One driver Identified (Fear / Overload / Distrust),
2. The Tailored Response Planned; The Specific Non-training Action You Will Take This Week

NOTE: THIS BECOMES PART OF YOUR **DIGITAL SCHOOL STRATEGY**

Have one private HEAR conversation with your most resistant staff member this week. Do not offer any solution during the conversation.



Ask: What concerns you most about this? What would need to be true for you to feel comfortable trying it?



NOTE: This is your most important task this week. This is not a reflection exercise. This is an action. Do it before your next session.



Write down what you heard and bring it to your mentor session.

YOUR SCHOOL ACTION THIS WEEK !
SEE YOU IN THE NEXT UNIT