



Video Discussion Guide

Instruction Sheet

The Pennsylvania Partnership for Criminal Justice Improvement presents a series of training videos with accompanying discussion guides. One of the most effective ways to engage and train others is to break down information into short videos. We recognize the power of audio-visual materials to capture attention, increase motivation and enhance learning experiences. These videos are concise, have a clear purpose and focus, and above all, are interesting and engaging.

Along with the videos are discussion guides to be used to conduct effective, interactive training sessions to engage new and existing employees. These guides are conversational and easy to use to facilitate and prompt staff discussions. The guides help analyze and synthesize the information presented to ensure an exchange of ideas about the skills modeled in the videos and the information presented.

The videos are powerful and effective tools and can also be used in a variety of ways in addition to teaching and learning, including:

- Onboard training of new hires to demonstrate desired competencies
- Continuous professional development to improve and increase skills
- Process demonstrations to foster staff interactions
- Compliance training to address issues
- Cross department and stakeholder training to enrich understanding
- Staff recruitment and job fair activities to generate interest
- Website enhancement to increase visibility and understanding

Over time, we will have a library of visual resources that can be referred to for various purposes and to communicate information.



Video No. 2 Overcoming Resistance

Change is hard for most people. Past failed attempts at change may result in hesitation or unwillingness to try again. Let's explore how we view reluctance and resistance, and how our response can change the trajectory of the people we supervise.

1. Why is it so difficult for the people we work with to change?

It's important to understand the difference between reluctance to change and resistance to change. They are not the same thing.

2. Visualize resistance. What does it look like? Visualize reluctance. What does it look like? How would you summarize the difference between resistance and reluctance?

Recognizing the difference between reluctance to change and resistance to change can affect how we respond. When a person is reluctant, they are expressing an unwillingness to change. When a person is resistant, they disagree with the proposed change. The way we respond can affect the way *clients* respond to opportunities for behavior change.





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3. Describe the ways we can help reduce a client's hesitation or unwillingness to talking about change—whether it's change in general or a particular change?

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As we address challenging topics with our clients, we have a need to maintain safety, for both the community and ourselves. Effective communication grounded in respect and understanding can lead to safer interactions.

5. What did this officer say or do that was effective when the client showed resistance to talking about behavior change? Define empathy. What is the role of empathy in responding to a client's hesitancy or unwillingness to change?





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6. Think of a client you currently supervise who you would define as reluctant or resistant. How could you change your approach so the client feels more heard and more likely to talk about the reasons behind their hesitation or unwillingness to change?



When we show empathy and understanding, we are not condoning a behavior. Instead, we are trying to understand the nature of that behavior and how to address it. When a person feels heard, they are more likely to talk about the possibility of changing their behavior.

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7. What does it mean to “develop discrepancy”? Think of a client with whom you’re currently working who seems hesitant or unwilling to consider changing their behavior. What would you say to them to develop discrepancy?

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8. Even when people know they need to change, they may feel reluctant. How can we help a person explore their reasons for changing and for staying the same—their pros and cons of changing?

Giving a client the opportunity to explore their reasons to change and not to change acknowledges that they have the autonomy to make their own choices, and that each choice comes with positive and negative consequences. Using open-ended questions, reflections, summaries, and affirmations can help clients determine what is best for

9. Why is it important for clients to know they have a choice in whether or not they change?

How we interact with someone can have a significant impact on their willingness to change. Confrontational approaches (e.g., the expert trap, giving unsolicited advice, shaming, lecturing, and so forth) tend not to be effective. Finding more productive approaches can make a huge difference in clients' success.





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10. What are some things we need to keep in mind when interacting with our clients that would help us increase their motivation to change and decrease their reluctance or resistance?

There are reasons behind clients' reluctance or resistance to change. Confrontational approaches are not effective (e.g., the expert trap, giving unsolicited advice, shaming, lecturing, and so forth) in promoting behavior change. Overcoming some of these ineffective approaches can mean all the difference in the success of clients we supervise. By taking the time to listen, showing empathy, developing discrepancy, and being empowering, we can be more effective in helping clients take the first steps toward change.



What strategies do you want to try to address clients' reluctance or resistance to change?

