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**FACILITATING CHANGE IN INSTITUTIONS  
in the Face of Resistance-  
Reactionaries, the Ignorant, the Confused, and “Careful” Allies!**

**FORMAT:**

Lecture and Experiential- Participants are encouraged to make the workshop more relevant to their concerns by actively participating in experiential training.

**DESCRIPTION:**

Any person of color or other progressively multiculturally oriented individual working in a traditional institution who is interested in facilitating progressive growth and change, who is experiencing institutional and individual (administration, colleagues, Board of Directors, and/or clients -- white and of color, male or female, straight or gay) resistance. The presentation will begin with an examination of **ineffective ways** to present and promote progressive change and growth (such as multicultural and diversity growth) to traditional institutions such as schools, businesses, etc.) "The Five Lousy Ways to Present Growth and Change (or in a specific example, Multi-culturalism and Diversity)!" Understanding the baseline motivations for established institutions become the key to finding a powerful and pragmatic approach to facilitating growth and change. The presentation will continue with an interactive experiential process with the participants will be led in a problem solving process.

**SUMMARY OF CONTENT:**

- 1) Making sound **DIAGNOSIS** and **ASSESSMENTS** of the barriers and resistance to progressive growth in the organizations;
- 2) Exploring and examining the appropriateness of various **THEORIES** of resistance and theories to activate change;
- 3) Discussion and sharing **STRATEGIES** and **INTERVENTIONS** suggested by these theories to activate growth and change;
- 4) Aid participants to discover and work through the **PERSONAL** emotional, cultural, social, and political **RESISTANCE** against pursuing the strategies and interventions both among self professed "change agents" and well-meaning but aggravatingly "careful allies" (and, of course, rigid reactionaries to growth and change);
- 5) Examining the sequence of the **GROWTH** and **CHANGE** process and the role of **SAFETY** and **BOUNDARIES** for students of color, families of color, and staff of color, and the relationships to theories of resistance.