

Supporting the reluctant:

A guide for facilitators of
Jisc's Discovery tool

Jisc



Contents

Introduction	3	↗
Section 1: Understanding the foundations	4	↗
Section 2: Framing and messaging the Discovery tool effectively	6	↗
Section 3: Facilitating one-to-one, one-to-few and one-to-many sessions	10	↗
Section 4: Preparing for difficult conversations	12	↗
Section 5: Checklist for coachees	14	↗
Appendix	15	

Introduction

This facilitators' guide is designed for staff developers, digital facilitators, and organisational leaders supporting staff in developing digital confidence through Jisc's Discovery Tool.

It borrows from Lacanian psychoanalysis (Jacques Lacan 1901-1981) and approaches digital reluctance not as a flaw to be fixed, but as a meaningful structure to be understood and engaged with through compassion, curiosity, and strategy. When staff experience reflection without fear, digital tools stop being a threat and can become a mirror, allowing us to see what we can do and need to develop.

Although based on a psychoanalytical theory, the key aspects align strongly to the work you do as digital developers, especially when you are faced by reluctance from others. What this shows us is that by working with, not against, reluctance and resistance, and by embracing motivation and gaps as part of being human, we invite deeper engagement, genuine development, and a culture of digital curiosity and confidence, not simply a reliance on compliance.

The theory focuses on these key areas, (although these terms are familiar to us, they have slightly different meanings in this context and have been altered from the terms used by Lacan):

Motivation – what we think others desire of us. Motivation in this sense is rooted in gaps, meaning that some feel they are not whole or perfect because they think it is how others see them. In this context it could be that people feel that their digital skills levels are being externally judged which can create avoidance because of embarrassment

Habits – these are actions that never reach the end result. It is like continually driving around a roundabout, looping around the motivation-the idea of what we think others want of us. This means we are not driven by the actual goal we want to achieve but get a sense of satisfaction from looping around it, for example, saying we are too busy to focus on digital skills development. We build habits to avoid the thing that makes us feel embarrassed

Gap – when we enter a society, we lose a sense of who we are which creates a gap in us. This can make us feel inadequate. However, the gap reminds us that no-one is perfect, lacking something is essential to being human; think of a bagel, the hole isn't an error, it's fundamental, therefore, we don't need to fill it

Identity - identity in this sense is not something fixed or innate, but something we construct through how we see ourselves reflected by others, the key is to find our own identity and not simply compare ourselves with others

These are explored in more detail in the Section 1

How to use:

This guide has been created to support staff where they feel they need the help most. Based on conversations with the sector, it has been designed to offer practical ideas, coaching techniques and questions that can be used in real-world situations with those demonstrating reluctance to their digital development. It is unlikely that all sections will be useful for all, for example, your organisation might have already launched the Discovery tool, therefore section 2 might not be appropriate. However, you are free to use the guide in whatever way helps you. The appendix has been compiled to offer extra information and quick recaps/starters. If you would like more help with the issues covered in this guide, speak with your relationship manager to organise a meeting with one of our consultants.

Section 1: Understanding the foundations

In this section we explore the basic terms and how we might deal with them if they are presented to us by reluctant colleagues:

Motivation: ‘We want what the other wants’ Lacan said we never desire directly, we desire what we think the ‘other’ (society, colleagues, leadership) wants from us. If digital skills are framed as only being what senior leadership wants us to do, they can be met with resistance. However, if it is reframed as something that students request and staff are the ones who can answer that wish, then you open new pathways, because you tap into the real motivation of your colleagues-helping students	Intervention: Instead of telling colleagues what the organisation wants/demands, ask: <i>Students/customers want different kinds of learning/support, they want to engage in digital ways. What would it mean for you to meet that desire in your own way in the department you work in?</i>	Recap: Here, the staff member becomes the one who can provide what the other requires, not out of compliance, but out of professional agency. For example, consider a construction tutor realising that instead of being told what to do, they can imagine a new world where they create engaging online quizzes for better formative assessment because it is better for their learners. Frame digital development around student needs, career and peer aspiration, not what the ‘others’ might want
2. Habits: ‘Resistance as repetition’ This is not a straightforward urge to reach a goal. It can be a form of resistance or avoidance, it can be repetitive, often looping around the object without fully reaching it. People often enjoy their resistance more than the thing they’re resisting. For example, imagine a teacher saying they are "too busy" for digital skills training. This isn’t always a rational refusal, it’s a form of habit. They circle around the training, keeping it at bay, yet repeating the same justification. The ‘I’m too busy’ response might actually be a structure of enjoyment: a way of sustaining identity or avoiding anxiety. It may hide deeper identity concerns or fear of failure	Intervention: Instead of battling the excuse, acknowledge it then redirect the drive. Suggest: <i>Everyone’s so busy now aren’t they? But let’s see what happens if we stop trying to fix that and instead invest some time now on how technology might help us deal with the busy-ness better, not just ‘add more things to do.’</i>	Recap: This approach allows the habit to loop differently, toward experimentation rather than 'I have to do something’. Don’t fight the excuse, redirect the habit towards curiosity and small wins

3. Gap: ‘The engine of growth’ A gap is not just a deficit. It’s the structural condition of being human. We’re always missing something, always incomplete, and this is what can switch on the motivation to improve. If digital skills are presented as essential and demanded of people, it can trigger resistance because it frames the subject as lacking something. When you try to fill the gap (for example, by reassuring someone or doing things for them), we often kill curiosity and trigger resistance. Instead, working with the gap means acknowledging gaps without shame, creating space for people to explore their own desire	Intervention: Remind colleagues that no-one knows everything, so that gap exists for us all, maybe even make a joke of it and note everyone’s ‘gaps’ as an icebreaker. The message here is <i>‘No one ever finishes learning this stuff. It’s not about catching up, it’s about entering the game where you are’</i> This shifts from shame to curiosity, motivation can thrive in not-knowing	Recap: If you try to convince, fix, or reassure, you might deepen resistance. But we can re-direct people to find their motivation, making room for staff to choose a different relationship with digital skills, on their terms. Acknowledging uncertainty as part of professional identity can spark curiosity instead of reluctance Celebrate uncertainty. Avoid language of ‘fixing’ or ‘catching up.’ Don’t fill the gap, work with it!
4. Identity ‘The mirror stage revisited’ When we first looked in the mirror as babies, we saw who we thought we were, then as we meet other people that image alters through imaginary identifications with others. Staff may see digital staff or ‘edtech people’ as totally different from them: ‘they’re all techies, I’m not’	Intervention: Offer colleagues the chance to build their own identity based on what they want to do and what their jobs involve. Remind others that <i>"You don’t need to become ed tech staff. But how could your own teaching/work reflect something back to you in a new way with digital tools?"</i>	Recap: Offer small wins where the mirror shows continuity, not alienation. Badging systems (especially physical pin badges) have been popular in creating identity and belonging in many organisations. Include all stages of identity when building a programme of development, consider the reluctant and the beginners. You might find using the role profiles on the website useful in building these: Individual digital capabilities Building digital capability

Recap

	Digital Skills Strategy
Motivation is mediated by the other	Frame digital learning around student needs and peer examples, not just leadership mandates
Habit loops around the thing being requested	Let resistance be part of the process, create space for playful repetition (eg. low-stakes digital experiments)
Gaps produce drive	Embrace gaps in knowledge, design sessions that invite curiosity, not just completion. Badging offers another way to pique desire
The imaginary alienates	Avoid creating ‘digital expert’ only archetypes, focus on ‘your version’ of success, creating a digital champion for marketing or bricklaying tutors might be more successful than awarding a general ‘digital innovator’ badge that might alienate



Section 2: Framing and Messaging the Discovery Tool Effectively

In this section we explore how to position the tool to your senior leadership team and then how to engage with the rest of your colleagues to create greater buy-in:

How you initially frame the Discovery tool is vital. We have lots of success stories around the positioning used to engage others, such as creating a gentle, inclusive atmosphere of active learning not passive training, ensuring that users see themselves as an instrumental player in the whole process, not merely a submissive participant. The Discovery tool isn't here to tell you what you should know. It's here to help you notice what you already do, and work with you to focus on where your interests lie, and where your own curiosity might lead next. It's your reflection, not anyone else's. It's a tool that listens more than it speaks, however, it can tell you what might come next for you.

Send the message that digital skills aren't about keeping up, they're about catching your breath, getting curious, and finding your way into something new that can benefit the individual and the student/customer. The Discovery tool doesn't test your tech ability; it reveals your next question. We grow not just by being told what to do, but by discovering what we care about enough to change.

Introduce the tool not as a test, but as a mirror that reflects possibilities:

'This isn't a scorecard. It's a private space to reflect on what you already do, where your interests lie, and what you might want to grow into, on your own terms.'

Use the tool to:

- Encourage staff to see strengths they've overlooked
- Open conversations without pressure or performance
- Explore options to pursue
- Help them name their next small step

Structural reluctance

However, it might be that your first step might be in dealing with structural reluctance. Consider these steps to help you influence senior leaders of the importance of developing digital skills through the Discovery tool. We have seen that getting senior leaders to try it early on sparks excitement, curiosity and engagement, so get them involved in playing with the tool as soon as you can.

You might also feel the need to map your vision of digital development, ask your senior leaders questions such as:

What kind of digital culture do you want to lead in the organisation?

What areas of your business strategy can be supported by a digitally confident staff and learner base?

How will greater digital confidence support us in working with more employers?

How will creating a digitally skilled and confident staff and learner base improve inspection outcomes?

Consider using these perspectives when you present to the executive teams:

Cost-Effectiveness

Argument: The Discovery tool helps identify existing strengths and gaps, allowing targeted investment in CPD rather than blanket training.

Coaching Tip: How might knowing exactly where staff feel confident or curious help us spend less and achieve more?

Messaging Strategy: The tool reduces wasted training spend by showing us where development is actually needed. It helps us avoid one-size-fits-all CPD and focus on what works.

Workforce Digital Capability

Argument: Digital skills are now core competencies, not optional extras. The Discovery tool supports staff in building confidence, not just competence.

Coaching Tip: What would a digitally confident workforce look like in the college’s context?

Messaging Strategy: Digital confidence supports teaching, admin, safeguarding, and learner engagement. The tool helps staff reflect on their own terms, which leads to deeper, more sustainable growth.

Student Expectations and Outcomes

Argument: Students expect digital fluency from staff. Meeting these expectations improves satisfaction, retention, and employability. It also adds value beyond teaching vocational subjects, English and maths, especially as it has an AI focus too

Coaching Tip: What are students asking for that we’re not yet delivering digitally?

Messaging Strategy: Students want flexible, accessible, and tech-enabled learning. The Discovery tool helps staff respond to that.

Organisational Resilience and Innovation

Argument: Colleges need to be agile and future-ready. The Discovery tool supports a culture of reflection, experimentation, and innovation.

Coaching Tip: How could the Discovery tool help us future-proof our workforce?

Messaging Strategy: It builds a reflective culture where staff feel safe to try, fail, and grow. It’s a low-cost way to spark innovation from the ground up.

Data-driven decision making

Argument: We need reliable data to signpost where we are as a complex organisation, the Discovery tool analytics does this for us.

Coaching Tip: How can we use the rich data to efficiently inform our practice, develop our staff and help our learners progress in the areas employers place value in

Messaging Strategy: The tool allows us to benchmark the whole organisation and see how we fare across the sector. It’s an efficient way of spotting the trends in digital skills development allowing us to make effective decisions to develop in the areas important to us

2.1 Messaging the Discovery Tool

The Discovery tool should not be introduced as a performance evaluation or compliance device, but as:

1. A Mirror That Reflects Possibility, Not Deficiency

‘This isn’t a test. It’s a private reflection tool that helps you consider what *you* want to develop, not what others expect.’
-Staff need a non-threatening mirror to see a *possible* new ‘self’ emerge. For example, using the role profiles to create specific personas for different faculty/curriculum and work areas might help people imagine a new version of themselves?

2. A Motivation-Mapping Tool

‘The tool helps reveal where your own interests and strengths could guide your next step. You might be surprised by what you’re already doing well.’
-The tool isn’t about diagnosing failure; it’s about activating subjective motivation towards new possibilities.

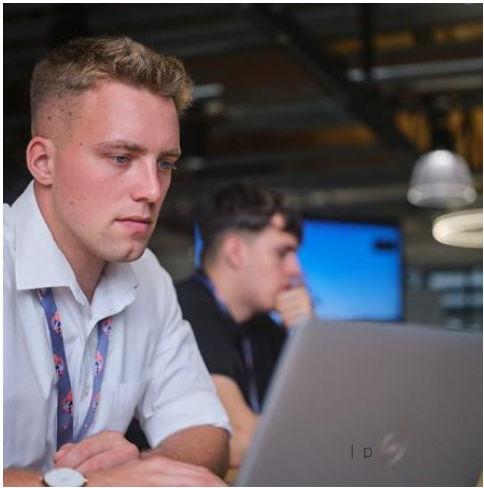
3. A Way to Loop Differently

‘If you’ve tried things before and ended up frustrated, this gives you a chance to stop and rethink, not repeat the same old approach.’
-The tool interrupts unproductive loops, letting the habit take a new course as it gently re-focuses your attention on what you want to achieve next in bite-sized chunks, not simply what you believe others expect of you in an intimidatingly expansive world of digital skills.

4. A Conversation Starter, not a Scorecard

‘It’s not about judgment, it’s about naming where you are, so you can decide what *you* want to do next.’
-This supports staff autonomy, which is crucial to shift motivation from passive to active. We also see great results where the report acts as a conversation starter in formal and informal CPD processes, such as annual appraisals, so that through discussion a viable path forward can be established.

Framing	Message	Purpose
Dialogue Starter	What would <i>you</i> like to try?	Supports autonomy
Map motivation	It informs what <i>you</i> want to explore next.	Activates personal desire
Habit re-router	Tired of trying? Let’s rethink, not repeat.	Breaks repetitive loops
Mirror	This isn’t a test, it’s your reflection.	Identity formation



2.2 6-Part Strategy: Enabling Productive Use of the Discovery Tool

Consider using some or all of these stages in your planning/roll out of the tool, if you feel you might be met with some of the issues raised.

1. Reframing the Campaign: 'Your Digital Story, Your Way'

What you can do: organisational campaign materials, case studies, staff video voices, posters, and tool tips that explicitly reposition the tool as: 'Not a test. Not a judgment. A way to discover *your* digital confidence and curiosity.'

Why: Staff resistance often stems from feeling judged or overwhelmed. This appeals to identity and agency, not deficit.

2. Train-the-Coach Programme: Building Internal Digital Mentors

What you can do: Train cohorts of digital champions, learning technologists, or staff developers first in the Discovery tool and in reflective coaching to create a culture of digital curiosity and peer support-using physical badges that staff can wear appears to support this project too.

How:

- Short modules on conversational techniques
- Live practice sessions
- Templates for 1:1 reflection using the Discovery Tool
- Integration with professional development pathways (e.g. ETF, Jisc frameworks)

Why: Shifts culture from performance management to reflective development. When questions come from peers, not managers, people feel safer.

3. Integrate the Tool into Everyday Moments of Practice

What you can do: Encourage leadership teams to embed the Discovery Tool not as a one-off event, but as a recurring checkpoint:

- During inductions for new staff
- Linked to annual CPD conversations
- Linked to appraisals or regular career conversations
- As part of team away days, curriculum reviews, or new tech rollouts
- As a prep tool before any digital training

Why: Normalisation reduces anxiety. Recurrence builds rhythm. When seen as '*just part of being a reflective practitioner*', it becomes less threatening.

Good practice from others suggests using the Discovery tool in appraisals as it frames digital skills as core skills, not a bolt-on

4. Shift Leadership Messaging: From Compliance to Curiosity

What you can do: Offer briefings and language guides for leadership teams that:

- Avoid "we need to improve our digital capability scores"
- Use terms like: '*Let's reflect*,' '*Where's your curiosity?*' '*Let's discover together*'

Why: Staff often echo the emotional tone of their leaders. If leaders model curiosity and vulnerability, it reduces shame and resistance among staff.

5. Low-Stakes, Desire-Led Pilots

What you can do: Design small, themed digital development programmes based on topics staff express interest in via the Discovery Tool (eg. AI, accessibility, video creation, student feedback tools).

How:

- Use aggregated, anonymised Discovery data to see patterns
- 'The 10-minute challenge': ask colleagues to build 10 minutes into each week to progress areas identified
- Design 4–6 week staff-led learning journeys
- Share back outcomes in 'story' format, not performance format

Why: Staff engage more when development responds to their own articulated desires, not abstract targets.

6. Build the Tool into organisational Identity: 'This Is Who We Are'

What you can do: Help colleges create internal rituals around the Discovery Tool:

- Digital Confidence Days
- Digital festivals
- Before & After reflection showcases
- Stories of development shared across departments

Why: Making the tool part of the professional culture fosters belonging and allows staff to see their development not as compliance, but as contribution.

Section 3: Facilitating One-to-One, One-to-Few, and One-to-Many sessions

Consider how you support others in sessions, how might you employ this new framework to get results? How might the following ideas help you?

A. one-to-one coaching

Use reflective language. Follow curiosity, not performance. Mirror reluctance without rushing resolution.

Example questions:

'What are your students asking for that excites you?

'What's a small win that would feel meaningful?'

'What part of you wants to stay where you are, and what part is curious?'

B. one-to-few (small group) facilitation

Use peer mirroring to normalise challenges. Allow space for storytelling, not just solutions. Create a 'no fixing' culture. Explore, don't prescribe.

Coaching Techniques:

Group storytelling: 'What digital moment felt unexpectedly good?'

Consent-based advice: 'Would you like ideas or just space to reflect?'

Contrast dialogue: 'What would 'confidence' look like for you, vs others?'

C. one-to-many (workshops/CPD sessions)

Shift tone from top-down to co-discovery. Avoid heroic digital narratives, highlight plural journeys, emphasising there is no single, linear path to developing digital skills or any kind of professional growth. Instead, people take multiple, diverse, and personally meaningful routes based on their prior experiences, role, motivations and resistances and the pace and rhythm of learning

Reiterate the message:

'You don't need to follow my path. What's *your* way into this?'

Offer opt-in pathways for engagement (low-stakes pilots, badging systems)

D. conversation starters:

You don't need to be a techie; you just need to be curious.

Digital tools won't replace your craft; they can reflect it back differently.

What if you didn't need to 'catch up' but instead just join in, your way?

3.1 Question bank

Questions are a powerful tool in coaching; consider what questions you might use in different coaching sessions. Some of these questions may seem provocative, so you might only use them with those you have a good relationship with, or you might find them useful in any situation, however, use your professional judgement. These questions can also be useful in situations when the person isn't necessarily issue and organisational constraints impact the drive to development. It is also important to consider the individual, what aspects of your colleagues do you need to consider (for example, neurodiversity or exposure to, and daily use of digital devices etc)

Questions that activate motivation

These questions tap into the idea that we are motivated by what we think others desire. Of us Activating real motivation is the goal here (what do they *want*, not what they *lack*)

What do you think your learners wish you could help them do more easily with technology?
Which colleague's teaching have you seen and thought, 'I'd like to do something like that'?
If you could pick one aspect of your teaching to enhance or modernise without any pressure, what would it be?
What do your learners hope you could help them do better with digital tools?
Is there a colleague whose digital practice you admire, even just a little?
If no one was judging, what's one digital skill you'd like to quietly try?
What are your students silently asking you for?
If tech were neutral—not good or bad—what would be worth trying?

Acknowledging Resistance/habits (And the *enjoyment* of not changing)

Here we invite awareness of the repetitive loops and sometimes unconscious satisfaction gained from 'not changing'.

What's stopped you from experimenting with digital tools in the past, and what might that be protecting you from?
What part of you says 'I'm too busy for this,' and what part of you might be a little curious?
What would you lose if you fully embraced digital tools? And is that something you're ready to give up yet?
What do you risk if you became confident with tech?
What part of you enjoys keeping things as they are?
What's the story you tell yourself about why digital skills don't suit you?
What might you lose, or risk, if you suddenly became 'good with tech'?
What keeps pulling you away when you do try to engage?

Exploring Identity (New ways of seeing yourself)

What kind of teacher/professional do you want students/customers to see you as in five years?
What would a version of digital confidence that fits you actually look like?
What might shift if you saw this as exploration not transformation?
You don't need to become them. But how could your own teaching reflect something back to you in a new way with digital tools?
Students want different kinds of learning; they want to engage in digital ways. What would it mean for you to meet that desire in your own way?
What do your learners want that you'd like to offer more easily?
What part of you is curious, even if another part is reluctant?
How do you want your role to evolve in 5 years?
What digital story would reflect <i>you</i> , not someone else?
If you gave yourself 20 minutes to try something new, what might happen?
What would you like to reflect on a month from now?

Section 4: Preparing for difficult conversations

Often, we face resistance and countering that can be challenging. Consider these scenarios, how might you tackle them beyond the prompts given using the Lacan method?
Next, have a look at the extended scenarios and see if they match what you might do, or could you add these ideas to your own way of working?

Example Staff Personas and Interventions

Persona	Habit Pattern	Coach Prompt	Desired Shift
Ahmed (Lecturer)	Dismisses tech as “fluff”	What do your students need that frustrates you?	Move from irritation to creative ownership
Lisa (Support Assistant)	Feels inadequate	Where do you shine for students?	Move from shame to re-mirroring value
Rob (Team Lead)	Quietly disengaged	What would a confident team <i>your way</i> look like?	Move from apathy to team-led vision

Now look at how these scenarios could pan out; how might these help you?

Example 1: The Reluctant Engineering Lecturer

Situation:

Ahmed, a long-serving engineering tutor, says he has “no time for Teams, online quizzes or all that digital fluff.” His line manager offers to set up templates and walk him through everything.

Filling the gap looks like:

- Saying, ‘Let me do these for you’
- Reassuring: ‘It’s easy, don’t worry!’
- Pushing training: ‘Just do this course and you’ll be fine.’

Working with the gap would look like:

- Asking: ‘What part of your teaching do you *still* find exciting?’
- Reflecting: ‘How do you think students’ expectations are changing?’
- Offering: ‘If there was one small thing tech could help with in your teaching, what would you *want* that to be?’

Outcome:

Ahmed realises he’d like to stop repeating instructions to students. A colleague shows him how to record a quick explainer video, and he creates a QR code that he adds to the VLE so learners can access the support even when he is busy with others in the workshop. Now *he* wants to explore more.

Example 2: The Overwhelmed Learning Support Assistant

Situation:

Lisa, a learning support assistant, scores as 'developing' in all sections of the Discovery Tool and says, 'I'm just not technical. I feel embarrassed.'

Filling the gap would look like:

- 'That's OK, we can just get your digital score up'
- 'You just need to do these three e-learning modules'
- 'Don't worry, it's all covered in the staff training'

Working with the gap would look like:

- 'Where do you feel most confident supporting students?'
- 'What's something you've learned recently that surprised you?'
- 'What would 'digital support' look like in your voice, not someone else's?'

Outcome:

Lisa expresses a love for making things visually clear for students with dyslexia. She explores using Canva with a colleague and happily starts creating accessible materials.

Example 3: The Ambivalent Curriculum Lead

Situation:

Rob is a department head who's been "meh" about digital. He never openly resists but always deprioritises digital development in team meetings.

Filling the gap would look like:

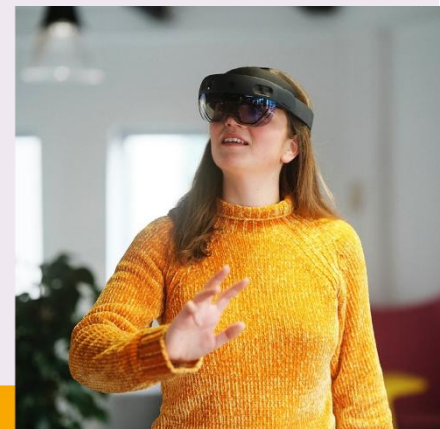
- Sending reports on poor engagement with digital CPD
- Urging him to 'lead by example'
- Offering ready-made digital action plans

Working with the gap would look like:

- Asking: 'What would a digitally confident team look like *in your department's style?*'
- Inviting: 'If digital development could solve a pain point for your staff, what would that be?'
- Suggesting: 'How could you use the results from the Discovery tool to better support your team?'

Outcome:

Rob pilots a team project on streamlining student feedback using AI. He presents it at the next SLT meeting-now he's invested.



Section 5: Checklist for Coachees

Offer this list to the people you are supporting so they have something to focus on throughout their journey. They can use the ‘posts’ function in the Discovery tool to reflect on these points. Of course, you can use this to create your own checklist but bear in mind it can be valuable to create a low-stakes list with incremental steps that feed into the new identity the coachee has created. The key here is to use language to cement the idea of a new identity rather than thinking about what they might do, the language can help bring it into being. We would also recommend the coachee reflects on their experiences via the ‘posts’ function in the Discovery tool, this allows individuals to assess how they are progressing so you can measure the impact the tool has with rich qualitative data alongside the in-depth quantitative data

My Digital Growth Plan:

Task	Tick if complete
I completed the Discovery Tool privately	
I identified 1–2 strengths I’d overlooked	
I picked one digital curiosity to explore	
I spoke with a peer about their digital approach	
I asked for support on my terms	
I took one action, no matter how small	
I reflected on what changed after trying in ‘posts’	
I gave myself permission to not be perfect	
I shared something I learned with a colleague/line manager via the resource sharing function	
I re-took the Discovery Tool to view progress and map change	



Appendix

Appendix 1:

Introduction section: Reframing Digital Reluctance through Lacan

This facilitator guide is for staff developers, digital leads, and college leaders supporting others to develop digital confidence through Jisc's Discovery Tool. Drawing on Jacques Lacan's psychoanalytic theory, it offers a new lens to understand and respond to digital reluctance.

Instead of treating resistance as failure, it recognises it as structured, meaningful and something we can work with.

Lacan's framework shows us that people do not simply resist change because they dislike it. Instead, they may be protecting a sense of identity, responding to unconscious motivations, or circling around perceived expectations. The aim is not to fix, convince, or coerce but to coach, mirror, and invite. Remember, we are all like a bagel, the hole isn't a problem to be fixed, it is part of our structure, no-one is perfect in everything, so the aim is to move away from fixing others to guiding them to finding their most appropriate solutions. Lacan placed importance in language, therefore, conversations with the reluctant are vital in shaping a new identity of digital development. So the aim is to invite colleagues to think and talk about their feelings (or privately writing them down-see section 5) to move themselves beyond the point of reluctance. As a coach it is important to remember that when someone refuses support, we avoid offering more solutions, but we meet them where they are and ask questions to navigate how they are feeling to a more positive, curious mindset as you will see in sections 3-4.

This guide is built around **four key Lacanian concepts**:

1. **Desire** – We want what we think others want from us – we have used the word 'motivation' here
2. **Drive** – Repetition that loops around action without resolution – we have used the word 'habit' here
3. **Lack** – The gap in identity that invites growth but also discomfort – we have used the word 'gap' here
4. **Identity** – Formed through how we see ourselves mirrored back by others

These concepts form the theoretical foundation and practical framework for helping staff engage with the Discovery tool in ways that feel safe, meaningful, and empowering.

Appendix 2:

This provides a quick starter/recap on the topics covered in section 1:

Section 1: One-Page Facilitator Quick Start Guide

Core Concepts:

- **Motivation** = Wanting what others want of us
- **Habit** = Looping patterns that avoid change
- **Gap** = Gaps that spark growth
- **Identity** = Formed by reflection and recognition

Key Coaching Moves:

- Reflect desire: What do your students hope for?
- Re-route drive: What if we stopped fixing and started exploring?"
- Work with lack: It's OK to not know, it means we're curious.
- Mirror identity: You don't need to be a techie, just yourself but with new tools.

Prompts by Format:

- 1:1: What excites you about your students' goals?
- Small group: What would digital confidence look like for you and your team?
- Workshop: What's your unique way into this work?

Message Framework:

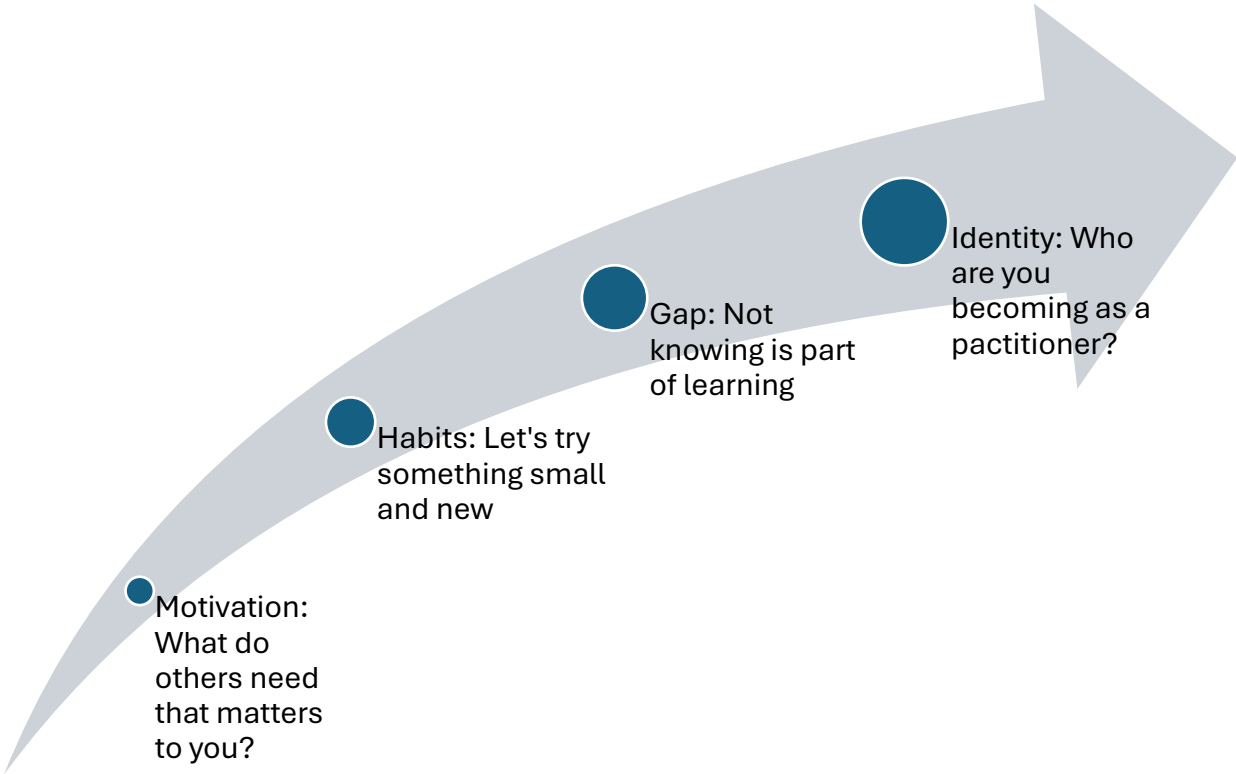
Role	Message	Purpose
Mirror	"This isn't a test."	Identity
Motivation Map	"What do you want to explore?"	Desire
Drive Reroute	"Let's rethink, not repeat."	Disrupt pattern
Dialogue Starter	"What would you like to try?"	Autonomy

Appendix 3:

This image can be used for internal conversations or when dealing with others to show them the path you are aiming to achieve

Section 2: Visual Summary (For Slide or Poster Use)

SAFE REFLECTION → POSITIVE REFRAMING → MOTIVATED ACTION



Appendix 4:

This appendix offers a re-cap for the key points when messaging the Discovery tool to others.

Section 2: Leadership Briefing Sheet

Purpose: Support staff engagement with Jisc's Discovery Tool through reflective, curiosity-based leadership.

DO:

- Model curiosity: 'I'm exploring this too'
- Encourage: 'You don't need to catch up, just join in'
- Validate: 'This tool is private, it's for *you*, not us'

AVOID:

- 'We need to improve our scores'
- 'You must complete this by Friday'
- Framing as audit, test, or compliance.

Leader Language Examples:

- 'What did you find surprising when you used the tool?'
- 'I'm interested in your reflections more than your result'
- 'Let's share what we're discovering together'

The leadership team might also be reluctant, so remember to use the same techniques with them. Just like we want to help colleagues find their true motivation, we may need to do the same with the leadership team, so invite them to imagine a new future with a cost-effective system that strengthens the workforce while providing better opportunities for learners. For example, if the leadership team

Appendix 5:

This appendix offers a timeline of creating a thorough Discovery tool roll out.

Section 2: Sample Rollout Timeline

Month 1: Framing & Campaign Launch

- Posters, emails, campaign title (eg. your digital story)
- Initial leadership briefing, find a leadership sponsor to provide support

Month 2: First Engagement Wave

- Use in team meetings, induction packs,
- Train 1st cohort of coaches/facilitators
- Launch tool to pilot groups, or in a large push (eg. CPD training day)

Month 3–5: Embed into Everyday Practice

- Encourage use before CPD sessions and appraisals
- Reflective forms or posts introduced

Month 6: Showcase and Reflect

- Staff share digital stories
- Celebrate micro-wins
- Offer optional re-take of the Discovery Tool

Appendix 6:
As conversations are important in creating new identities, this conversation log template might be useful in recording information for those who need the most support.

Section 3: Coaching Log Template

Session Date:

Staff Member(s):

Format: ☐ 1:1 ☐ Small Group ☐ Workshop

Current Feelings About Digital:

☐ Reluctant ☐ Anxious ☐ Curious ☐ Confident ☐ Other

Key Coaching Questions Used:

- 1.
- 2.

Insights or Breakthroughs:

Next Steps or Experiments to Try:

Follow-up Date:

Appendix 7:

Here are some extra prompts to consider if you are faced with particular situations:

Section 3: Coaching Questions by Scenario

When staff feel overwhelmed or anxious:

- What's one thing you do well that others overlook?
- If you didn't have to be perfect, what might you try?

When staff are disengaged or sceptical:

- What bugs you most about student expectations?
- If digital helped with that, would it be worth exploring?

When staff are curious but cautious:

- What would a small win look like for you?
- Where do you already use tech without realising?

When staff are excited:

- What do you want to do next?
- Who could you share this with?

Again, here are some additional prompts for dealing with difficult conversations:

Section 4: Troubleshooting Tips

Q: What if staff say, 'This doesn't apply to me'?

A: Ask, 'What would make it more relevant? Who do you want to help most with your work?'

Q: What if someone scores low and feels ashamed?

A: Shift to strengths: 'What areas of your work/digital skills do you feel confident?'

Q: What if no one engages with the tool at first?

A: Try group-based introductions, storytelling, and visible leadership use.

Q: How can we make this feel less like 'just another tool'?

A: Embed it into reflective practice-repetition over time builds trust, make use of the resource bank to build confidence in creating bespoke playlists of development (add these to the 'my content' section for easy future use)



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