



VIRTUAL SESSION

THRESHOLD EXERCISE

LEADING THROUGH RESISTANCE AND FEAR

The 4 Faces of Danger

MARGINALIZATION

DIVERSION

ATTACK

SEDUCTION



The Faces of Danger

MARGINALIZATION

Being Sidelined
Culprits: "Personalization"
Tokenism

DIVERSION

ATTACK

SEDUCTION



The Faces of Danger

MARGINALIZATION

DIVERSION
Loss of Focus
Culprits: Promotion
Busyness

ATTACK

SEDUCTION



The Faces of Danger

MARGINALIZATION

DIVERSION

ATTACK

Undermining Character or
Credentials

Culprits: Family, Lifestyle or
Moral Criticism

SEDUCTION



The Faces of Danger

MARGINALIZATION

DIVERSION

ATTACK

SEDUCTION

Desire for Approval
Culprits: Members of Faction
Lack of Compromise



Part 1: Diagnosing Danger

01

Stakes and Loss

Knowing that people do not fear change but loss, as you face resistance to the change you want to impose, what is it others fear losing? What is at stake for them?

02

Danger Today

As you think of the 4 faces of dangers discussed, What face of danger do you find yourself encountering most at the moment as you seek to advance change?

03

Natural Susceptibility

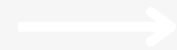
What face of danger do you suspect you may be most naturally susceptible to?

Responding to Resistance

1 Get on the Balcony

2 Think Tactically

3 Orchestrate the Conflict



1

Get On the Balcony

- Identify the Technical Vs. Adaptive Challenge
- Find out Where People Are
- Listen to the Song Beneath the Words
- Read the Authority Figure

2

Think Tactically

- Find Partners
- Keep the Opposition Close
- Accept Responsibility for Your Piece of the Mess
- Acknowledge Their Loss
- Model the Behavior
- Accept Casualties

3

Orchestrate the Conflict

- Create a Holding Environment
- Control the Temperature
- Pace the Work
- Show Them the Future

GET ON THE BALCONY	THINK TACTICALLY	ORCHESTRATE THE CONFLICT
Technical v. Adaptive	Find Partners	Create a Holding Environment
Listen: Find out where people are	Keep the Opposition Close	Control the Temperature (Raise the Heat // Lower the Heat)
Interpret: The song beneath the words	Accept Responsibility for Your Piece	Pace the Work
Read the Authority Figure	Acknowledge the Loss Others are Experiencing	Show Them the Future
[Clarify the Why]	Model the Behavior	
	Accept Casualties	

Empathy and Gratitude

GET ON THE BALCONY	THINK TACTICALLY	ORCHESTRATE THE CONFLICT
Technical v. Adaptive	Find Partners	Create a Holding Environment
Listen: Find out where people are	Keep the Opposition Close	Control the Temperature (Raise the Heat // Lower the Heat)
Interpret: The song beneath the words	Accept Responsibility for Your Piece	Pace the Work
Read the Authority Figure	Acknowledge the Loss Others are Experiencing	Show Them the Future
[Clarify the Why]	Model the Behavior	
	Accept Casualties	

Pizzamapping

GET ON THE BALCONY	THINK TACTICALLY	ORCHESTRATE THE CONFLICT
Technical v. Adaptive	Find Partners	Create a Holding Environment
Listen: Find out where people are	Keep the Opposition Close	Control the Temperature (Raise the Heat // Lower the Heat)
Interpret: The song beneath the words	Accept Responsibility for Your Piece	Pace the Work
Read the Authority Figure	Acknowledge the Loss Others are Experiencing	Show Them the Future
[Clarify the Why]	Model the Behavior	
	Accept Casualties	

Clarifying the Problem and the Purpose

GET ON THE BALCONY	THINK TACTICALLY	ORCHESTRATE THE CONFLICT
Technical v. Adaptive	Find Partners	Create a Holding Environment
Listen: Find out where people are	Keep the Opposition Close	Control the Temperature (Raise the Heat // Lower the Heat)
Interpret: The song beneath the words	Accept Responsibility for Your Piece	Pace the Work
Read the Authority Figure	Acknowledge the Loss Others are Experiencing	Show Them the Future
[Clarify the Why]	Model the Behavior	
	Accept Casualties	

Part 2: Responding to Resistance

01

What Has Worked Before?

Think of a time you've overcome resistance as a leader in the past: What strategies did you try? Which ones worked?

02

What Could Help Now?

What strategy/strategies do you think will be most effective for the resistance you are facing today?