

Redirecting Negative Behavior

Session 1 of 3



Participate
Perform
Produce

Leader Guide

This guide is a resource for small group leaders.
It accompanies Group Session 7 of the eLearning Series,
CultureEX™ Guided Transformation Process

Prepared for you by:



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Pre-Group Session Prep

Time: _____ minutes

This leader guide is *just* a GUIDE. You need not read it verbatim. Consider the intention for each section (written at the top of each section in this color) The times listed are simply *suggested* times and can be modified by the group leader.

ACTIONS

- ☐ **COMPLETE** watching *your own* individual training module and filling out *your own* workbook answers.
 - ☐ **NAVIGATE** entire group session at least once. Ensure the technology works.
 - ☐ **STOP** when you reach a slide with a green continue button. These correlate with a section in the leader guide.
 - ☐ **ANSWER** all questions yourself to use as an example. Also, write in your **goal** and **final word** for each section.
 - ☐ **PREPARE** using the *notes* section for your answers, examples or clarifications so you can model/start the conversation.
 - ☐ **FOLLOW** instructions in each section in order given.
 - ☐ **OPEN** document “[*Alternative ways to communicate about purpose and values.*](#)” to create what you will do regarding *PURPOSE* and *VALUES* during the session.
 - ☐ **SEND** a confirmation email a week prior to the group session if you wish. (see below)
- ♦ **TIPS** for you to remember as group facilitator:
1. Demonstrate full commitment. Your intention and modeling matter!
 2. Start and end on time no matter who is or is not there. Ask for timeliness from your team.
 3. Maintain pacing as best you can for time you’ve allotted for each section. You can skip answers and bullet points if needed to stay on track.
 4. **Total Time** = Time *suggested* for each section.
 5. **Pre-Vid** = Time video precedes before starting the facilitation of each section.
 6. **Cumulative time** = Time elapsed in total for the session, at the end of each section.

EMAIL SAMPLE (Optional)

Hi everyone!

I’m looking forward to seeing you on (Day, Date, Time) for our group LifeWork Systems review session. Please be on time and ready because we have a lot of ground to cover and we will start and end on time. Don’t forget to:

- Bring your completed workbook as ***we will be reading our answers from them.***
- Make sure you have completed your post-training survey so I can see your input in advance of this session.
- Let me know if you need anything from me beforehand.

I look forward to seeing you soon!

(Your name)

NOTES

Section 1: We Always Begin With...Purpose

Time: **10** minutes

For the leader: your intention in this section is to help the group learn that a. purpose is #1 and b. INVITE them to commit to it. c. values are behaviors that serve *to make sure purpose happens*. d. focus on one trust value and e. Review helpful tips.



Total Time is 10m (0m pre- vid) Cumulative Time: 10m

☐ **POST** or visually have open your organization's blueprint on a browser tab.

☐ **READ Goal:** "My goal for this session is

_____ " (e.g., "to set the stage for this session by beginning with our purpose and values.")

☐ **READ bullet points below** (Pull up your organization's blueprint)

- Our *purpose* is always THE highest priority; it shifts us from being **reactive** to **proactive**
- You are in charge of YOUR thoughts, feelings, and actions no matter what.
- *Purpose* is what we cause for ourselves and for others; purpose connects us to our internal motivation, our WHY.

☐ **READ** your organization's **PURPOSE** on the blueprint. Next, *share your unique way to highlight it*. (use "*Alternative ways to communicate purpose and values*") This could be a quote, story, video clip, meme, poem, question, etc.

☐ **READ** these *rhetorical* questions about **PURPOSE** (tell them **no out-loud answer is required**):

1. Will YOU intentionally focus on our purpose and commit to representing it?
2. Will YOU remain committed even if OTHERS drop their commitment to our purpose?

☐ **READ About CORE VALUES** (direct them to the core values in your blueprint) **Say:** "Our *core values* are behaviors we engage in to achieve our *purpose*." **These are NOT the 8 values that build trust.**

☐ **REVIEW** the trust value #1 is under the 8 values that build trust and read "***Straightforwardness*** requires the greatest amount of trust. *Straightforwardness* is when you ask for what you want in an accountable way, and state your expectations unapologetically. *Straightforwardness* is a value that happens almost always only after empty and true community and when a high level of psychological safety has been created." Ask **EVERYONE**: "When is it difficult for you to exercise **straightforwardness**?"

☐ **READ** the following 5 helpful tips with your group when you as you end this section:

1. Speak in first person (use "**I**"). It will feel and be more *responsible*. I'll say "first person" if you forget.
2. "Stay in your yard," share only your experiences, opinions, and feelings.
3. Take initiative in participating. This supports your leader. Don't wait to be called on.
4. Keep your answers somewhat brief.
5. Write down all aha's and questions you think of along the way.

☐ **FINAL WORD** "The main point of this section is to remind you that _____"
(e.g., **intention** is the most important thing to do in every moment.")

NOTES

Section 2: Four Presentations of Misbehavior

Time: **20** minutes

Total Time is 20m (2.5m pre- vid + 17.5m) Cumulative Time: 30m

ACTIONS (AFTER you have started your module)

☐ **SHOW** up to this slide with a green continue button →

☐ **READ** section **GOAL**: “My goal for this section is to _____”
(e.g., help you become aware of assertions about misbehavior and four varied, and often-overlooked **presentations** of misbehavior.”)

☐ **READ** the bullet points below (optional but recommended when time allows)

- In the 8th grade story, Judy put both the student and teacher in the same boat. The teacher was bullying the student, but he also had a role.
- All misbehavior, no matter how it presents is originating from discouragement.
- One or more of 4 Core Needs are missing or low.
- This does NOT mean the ways these are missing or low is directly connected to the misbehavior.
- The only appropriate responses to misbehavior are recognition, compassion, redirect.

☐ **ASK** this question: **(1m)** (Do not rush to give the answer. Read it *after* they have offered some possible answers)

1. **If the definition of misbehavior is any behavior NOT in alignment with the needs of a situation, then what questions should you keep in mind?** (**Answer:** What needs? Who’s Needs?)

☐ **INSTRUCT** them to open to workbook page 5. ☐ **ASK** the two questions: **(15m for everything down to Final Word)**

1. **Which of the four presentations is most difficult for you to recognize or respond to? (Cite an example. Explain why)**
2. **Overall, what clues most allow you to recognize that misbehavior is in play? (Possible Answers: You feel disharmony. Something does not feel right no matter what is said or done. You realize someone’s needs are not being considered.)**

☐ **INSTRUCT** them to open to workbook page 6. Go over the 3 instructions at the top and review the example in **tangerine** for presentation **type 1**. (See examples for the other 3 types in your notes below. **Only** read them if no one has an example. Use it to get them to come up with examples.)

☐ **INSTRUCT** 2 people to read the description and share **the answers they wrote in their workbooks** for each of the 4 types.

Note: Make sure everyone shares some answers and that at least 2 examples of all 3 answers are shared for all 4 types. Allow time for the group to discuss briefly after each type of presentation.

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., for you to see when you tune in, you can feel when something is misbehavior even when it does not appear to be.”)



NOTES – The following are examples from Judy (only if needed):

Passive Constructive: 1. I was asked to help one of my people, and I said “I sure wish I could help, but I don’t have time.” 2. I was not feeling empowered because I had so much to do and just wanted to put it off. 3. I held up the work of this person. I had it on my own worry list and felt bad about the procrastination and holding us both up.

Passive Destructive: 1. I filed my taxes late. I had not gotten the information together for my accountant. 2. I did not feel empowered or connected because my granddaughter had died mid-March. 3. I had upset about fees to pay and putting this on my accountant past the due date for filing.

Active Constructive: 1. I went to an event not aligned with my priority visions or goals. I did this to please others. 2. I did not feel empowered, lovable, or contributing because our sales were down due to vacations, taxes, and family matters. 3. I was not my best or present which others likely felt. I was frustrated and impatient to leave. I was not engaged, which likely discouraged or disappointed others involved.

Section 3: Alfred Adler's 5 Concepts

Time: **20** minutes

Leader: People need not be psychologists, but we do need a rudimentary understanding of Adler's 'individual' psychology. Otherwise, we approach negative behavior with one-size-fits-all solutions.

Total Time is 20m (4m pre- vid + 16m) Cumulative Time: 50m

ACTIONS

☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** "My goal for this section is to _____"
(e.g., help you understand the basics of Alfred Adler's "individual" psychology and his 5 concepts. Otherwise, you are likely to have a simplistic approach and miss the mark in understanding behavior, including 5 patterns of negative behavior you must be able to recognize in order to redirect.)"

☐ **READ** the bullet points below (optional but recommended when time allows)

- Alfred Adler was around during the time of Freud (pronounced *Froid*) and Jung (pronounced *Young*).
- Many people have not recognized the relevance of his work or the power of applying his concepts. We would have to drop win/lose.
- His concepts are crucial in understanding motivation, how we form values and beliefs and who we are as individuals.
- Without the basics of Adler's work, we would not know how to impact change in particular ways or at the root level.

☐ **INSTRUCT** them, "Please turn to workbook page 9. Pick a partner and share your written answers to the 3 questions there with each other. You will have _____ minutes." (10m is just a suggestion)

☐ **DISCUSS** briefly what they learned (3m)

☐ **FINAL WORD** "The main point of this section is _____"
(e.g., to realize we are somewhat complex but not so much that we cannot learn to recognize root causes to both positive and negative, fear-based or courage-based ways of thinking and behaving.)"



NOTES

Section 4: Rethinking Punishment & Rewards

Time: 20 minutes

Leader: This section is to really emphasize that just because something seems to work does NOT mean a. that it's the only way or b. that there's no high price tag or side effects.

Total Time is 20m (1.5m pre- vid + 18.5m) Cumulative Time: 1 hour, 10m

ACTIONS

☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** "My goal for this section is to _____"
(e.g., help you consider that misbehavior comes from discouragement so that you will question and then give up punishments and rewarding.)

☐ **READ** the bullet points below (optional but recommended when time allows)

- Misbehavior is from discouragement, so more discouragement is counterproductive.
- Rewards reduce commitment in each person to choose the desired behavior and it degrades teamwork.
- Punishment and rewarding people introduce fear into the environment. They make it difficult for anyone nearby to feel trust and to engage in open communication.
- People who are afraid are less likely to be creative, to try new things, to take risks or to stand up for injustices for themselves or others.

☐ **ASK** them to turn to workbook pages 10 and 11, starting bottom of 10. Read one scenario at a time and ask them to share their written answers for the first scenario, then for the second one. (5m)

Scenario 1. You walk by your boss's office and you see him/her yelling at another employee workbook page 14

Scenario 2. You witness a boss telling an employee, "If you get to work on time every day, I'll give you a coupon for a steak dinner." See workbook page 11

☐ **ASK** them to turn to workbook page 11. Ask 1-2 people to share their written answers to the FOLLOW-UP questions. (5m)

Note: Read all of the possible answers after they give their answers.

1. Does using punishments and rewards impact the overall reputation of *workplace culture*? Explain your answer...
(Possible answer: They do not foster trust or friendship. They create struggles, earning your culture a poor reputation)
2. How does the control tactic of dangling carrots (incentives) result in self-centered, lackluster behavior? (Possible answer: This causes people to focus on "what's in it for me?". They develop the gimme's. They focus on speed, not quality. They cause them to lose sight of the internal rewards they feel for doing the task. This reduces commitment.)
3. What makes punishment and rewarding discouraging and counter-productive? (Possible Answer: They make people feel bad, scared, less than. They motivate them from the outside in, which does not foster internal motivation)
4. Can different levels/roles be friends when punishment and rewarding is used, even if periodically? In other words, when using these, can people who have different corporate rankings be friends in a control model? Explain. (Possible Answer: Friends don't control one another. This ruptures friendship and healthy relationships.)

☐ **ASK** them to turn to workbook page 12-13: Ask **EVERYONE** to briefly answer, "Which of these (by #) did you circle? Briefly explain what you wrote at the top of workbook page 12. (5m)

☐ **FINAL WORD** "The main point of this section is _____"
(e.g., that the bottom line: If punishments and rewards discourage people, and misbehaving people are already discouraged, we should NOT add more discouragement to the mix.)



NOTES

Section 5: Perceptual Blindness

Time: **10** minutes

Leader: We're so conditioned, we need to know how misbehavior is related to both misperceptions about the causes for misbehavior and how to handle it. Both are tied to perceptual blindness. This is about challenging the status quo, unconscious mindset.

Total Time is 10m (3.5m pre- vid + 6.5m) Cumulative Time: 1 hour, 20m

ACTIONS

☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** "My goal for this section is to _____"
(e.g., show you we can't always see what's in front of us. Perceptual blindness impacts many things, including understanding causes and how to address negative behavior effectively.)

☐ **READ** the bullet points below (optional but recommended when time allows)

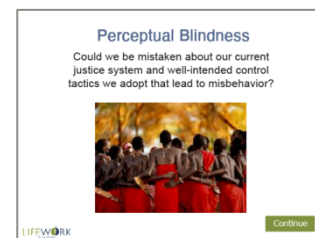
- Perceptual blindness is literally having blind spots AND not knowing they're there.
- It seems unbelievable, like not seeing the ape in the video or knowing to untie the rope in the rope exercise.
- Just like when driving a car, blind spots can cause serious problems.
- In discouragement and negative behavior, many are blind to what's happening, and how to see and act differently and effectively.

☐ **DIRECT** everyone to workbook page 14 to read their answers to the following questions. **(6m)**

Note: Read all of the possible answers **after** they give their answers.

1. **Share an example of how you and someone you know, have interpreted an event differently and how this shows up in different thoughts, words, and behaviors?**
2. **An example of perceptual blindness includes unchallenged concepts like "no pain, no gain" or "be a parent, not a friend" or "I was spanked and it didn't hurt me." Share others. (Possible answers:** "If you don't punish, you are permissive." "If you don't reward, people will not work hard." "The world's getting worse because people don't punish.")
3. **What are practices we can engage in to begin discovering possible flaws in our own perception lens? (Possible answers:** Check to see if people NOT doing punishment and rewarding are ok. Ask people you respect what they think. Consider whether harm is being done and experiment with redirect instead.)
4. **The Babemba tribe story is recalled in the final slide in this section. Would any shift in our social justice system in this direction bring about new, positive and improved outcomes? What might we shift? (Possible example:** Consider the repeat reincarceration rate (recidivism) going from 65% to 4% because people took inmates out of the monster box)

☐ **FINAL WORD** "The main point of this section is _____"
(e.g., to help you realize that all is not as it seems. We are not taught this information in home or grade school. Until we do learn it, we are blissfully perceptually blind and therefore, unaware of the causes and effects we may be contributing in our individual and collective lives.")



NOTES

Section 6: Intention Equals Results

Time: **10** minutes

Leader: The main point of this section is for each person to understand this concept is a tool to help them *reverse engineer their results* to discover priority intentions not initially realized.

Total Time is 10m (30s pre- vid + 9.5m) Cumulative Time: 1 hour, 30m

ACTIONS

☐ **SHOW** all slides for this section up to this slide →

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., *help you to reverse engineer your results to discover where your highest priority intentions are but are not recognized because they are in your blind spot.*)

☐ **READ** the **bullet points below** (optional but recommended when time allows)

- Many people have an initial negative reaction to this concept. After all, our unconscious intentions are unconscious for a reason.
- We have buried our priority intentions because they were likely formed and judged before we were verbal or conscious of patterns we selected.
- To gain benefit from looking at our results and considering our intentions, we **MUST** do so with compassion and curiosity.

☐ **DIRECT** them to workbook pages 15 “Intention Equals Results: The Power of Intention”. Pair them up (live or in breakout rooms). Have them share what they wrote at the top of this page. **(4m) Note:** This can optionally be shared as a group.

☐ **DIRECT** them to workbook page 16 “Commitment Chart”. Pair them up (live or in breakout rooms). Have them share what they wrote at the top of this page. **(4m) Note:** This can optionally be shared as a group.

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., *to recognize we have copious power, and it is good when it is focused on how we use it and what we intend to cause with it. Without the level of awareness this calls us to have, we are bulls in a china shop and don’t realize it.*)



NOTES

Section 7: Redirect and Initial Mechanics

Time: **20** minutes

Leader: This is to introduce the main concept of the tool redirect and basic understanding of some general and initial assertions, terms.

Total Time is 20m (2m pre- vid + 18m) Cumulative Time: 1 hour, 50m

ACTIONS

☐ **SHOW** Up to this first slide (Note: There are 3 *continue* slides in this section). Stop here →

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., to describe first things you need to know about the redirect tool, including some of the specific terms and first steps for all mistaken goal patterns.”)

☐ **READ** the bullet points below (optional but recommended when time allows)

- You can’t apply a one-size-fits-all approach to negative behavior.
- You need steps to recognize, interrupt a pattern, and re-route it.
- You use self- awareness to recognize the first diagnostic tool; what you’re feeling.
- Second, using social awareness, you notice how you want to react.
- With social awareness, you recall the other is influencing you to validate their private logic from fear and discouragement.
- You exercise relationship management by shifting from *reacting* to *responding*.
- In the beginning, these habits are not ingrained. You are moving from what you didn’t know to what you now have learned.
- It’s OK that you’re not going to immediately shift because of the new knowledge. You remain curious and kind.

☐ **DIRECT** them to workbook page 18 and ask the following: **(5m) Note:** Read all *possible answers* **after** they give theirs.

1. On workbook page 18 who feels the feelings and who is in the mistaken goal? (**Possible Answer:** The person redirecting feels the feelings and the misbehaving person is in the related mistaken goal)
2. Identifying feelings can be difficult. Why? (**Possible Answer:** We are not encouraged to feel and name feelings. Instead, we say what we “think” not what we “feel”)
3. Why do feelings others evoke in you matter? (**Possible Answer:** They influence and you need to be stronger in your own influence in response AND this is a way to determine which mistaken goal is occurring)
4. What feelings on this chart might men hide from themselves? (**Possible Answer:** might be hurt, hopeless, inadequate) Why? As women? (**Possible Answer:** Anger) Why? (**Possible Answer:** might be sugar and spice)

☐ **STOP** at the following slide and answer these questions →

☐ **DIRECT** them to workbook page 19 and ask the following: **(5m)** (Share answers only after they offer possible answers to these)

1. What do reactions tell YOU about your state of mind? (**Possible Answer:** I’m not self-aware or self-managing if reacting)
2. Why is reactivity called “giving the sugar” and why is it permissive? (**Possible Answer:** It’s like giving a child candy inappropriately because they demand it. You neglect the true needs of the situation)
3. When you react, are you self-directed or other-directed? Explain your answer. (**Possible Answer:** Reactivity is not coming from autonomy so you are *other-directed*)

☐ **SHOW** this slide and answer the following question → **(5m)**

1. Redirecting is YOU influencing a break in a core belief of another person. Give an example of when you interrupted a fearful belief (like the old man), or when someone did this for you.
(Have an example of your own handy)

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., for you to realize how you are operating from your private logic and when you redirect, you’ve shifted to awareness of the misbehaving person’s fearful beliefs. You are able to manage the relationship instead of being at the mercy of it.”)

Redirect Mechanics: Step 1: FEEL	
Mistaken Goal	Your Feelings
Attention	Mild: Annoyance and Irritation (amused and charmed possible, but secondary)
Power	Strong: Angry and Provoked
Revenge	Strong: Shocked and Hurt (angry possible, but secondary)
Inadequacy	Moderate: Pity, Hopeless, Despair Worried, Burdened (Annoyance secondary)
Significance	Strong: Inadequacy, Embarrassment, Less-than, Judged, Put-down or Insulted

Redirect Mechanics Step 2: REACTING	
Mistaken Goal	"Sugar" Knee Jerk Reactions
Attention	Attention: Eye contact, speaking, thinking Negative thoughts, interrupt flow, taking action, giving attention or showing annoyance
Power	Struggle: Argue, control, boss, struggle, dominate, over-power, speak w/o thinking
Revenge	Alleviate: Retaliate, reject, withhold, withdraw with disgust, attack, act fearful
Inadequacy	Rescue & Exempt: Enable, coax, advise, bribe, care-take, pity, treat as fragile, lower standards, give up, excuse, speak in a soft, pitiful voice
Significance	Compete: Act superior, gossip, put them down, show disgust or ignore, use sarcasm, imitate, diminish accomplishments

Redirect Mechanics Step 4 Shift From Reacting To Responding	
Natural Behavior Reactive	Adaptive Behavior Responding (Redirect)
- What is most comfortable to me	- What is most appropriate or effective
- What meets my needs	- What meets the needs of the situation
- What I feel like doing at the time	- What I think/assess is the best thing to do

Section 8: It Just Got Real

Time: **10** minutes

For the leader: The intention of this section is to magnify new *awareness* and *management of behavior* change.

Total Time: 10m (0m pre-vid) Cumulative Time: 2 hours

ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., “help you to leave this session retain the information you’ve been learning. By reflecting on it, clarifying it, practicing it, and sharing it over and over, you’re likely to remember, own, and apply what you’ve learned.”)

☐ **READ about bullet points** (sharing bullet points below is optional but recommended when time allows)

- People don’t sustain real or lasting change without discussing what is newly learned
- Committing to sharing at least some of your *ah-ha’s*, *barriers* and *next steps* is crucial to long-term retentions.

☐ **ASK** the following questions. Have EVERYONE share briefly*:

1. **One new idea or ah-ha gained from this session that was not fully known or understood before it started.**
2. **One next step to apply something learned.** (This need not be related to their aha’s)

☐ **FINAL WORD** (Thank them sincerely in your own words!)

NOTES

*If you run out of time by this section, assign the 2 questions to them to do sometime throughout the day and **email their answers to you**. This helps them retain what they learn.