

Redirecting Negative Behavior

Session 2 of 3



Participate
Perform
Produce

Leader Guide

This guide is a resource for small group leaders.
It accompanies Group Session 8 of the eLearning Series,
CultureEX™ Guided Transformation Process



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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

Note: In each section within this leader guide, you are provided pre-video time (e.g., **1m, 30s**) so you can add this to your overall time for each section. This session (both the individual module and workbook and the group session) have many pages. In each mistaken goal, you have **scenarios** but DO NOT try to go through all of them. You DO want to read the story at the top (3-5 lines), ask which presentation (active destructive, passive destructive, active constructive and passive constructive) and “How do you know?” Then choose one scenario to walk all the way through. Make sure whatever you set up as your timing that you consider what you can get to in that section. It may mean only doing some questions to get one scenario in for each of the first 3 mistaken goals in this section.

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)

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 section 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 our blueprint) **Say:** "Our *core values* are behaviors we engage in to achieve our *purpose*." **These are NOT the 8 values that build trust.**

☐ **DELIVER** Next, *share your unique way to highlight* one or more CORE VALUE(S). ("*Alternative ways to communicate purpose and values*") This could be a quote, story, video clip, meme, poem, question, etc.

☐ **REVIEW** trust value #6 under 8 values that build trust. Say, "**Recognition** is not only acknowledging with appreciation the gifts and talents in others but also differences of every kind." Ask everyone, "When is it difficult for you to exercise *recognition*?"

☐ **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. I may say, "ELMO" which is "Enough said, let's move on."
5. Write down all aha's 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: The Mistaken Goal of Attention

Time: **25** minutes

For the leader: To introduce this goal and explain everything related to it.

Total Time is 25m (2m pre- vid + 23m) Cumulative Time: 35m

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 understand the specifics about the mistaken goal of attention so you can recognize it when you encounter it.”)

☐ **READ** **bullet points** (sharing bullets below is optional if you are off schedule)

- It’s very easy to react to the annoying behavior that occurs when someone is in this goal.
- Changing your mindset is as important as changing your behavior but it’s not easy at first.
- Reacting by giving undue *attention* is a powerful stimulant for the person in this goal to continue demanding it.
- When you give them *attention*, they learn to settle for the cheap substitute of *attention* rather than authentic caring.
- Giving a person some legitimate ways to contribute and get appropriate attention is helpful.

☐ **DIRECT** the group to workbook pages 2-3. Divide the team into **pairs** (live or in breakout rooms) or you can do this as a **group**. Ask them to share what they wrote for the 10 questions. Tell them they need not get through every question. **(8m)**

☐ **DIRECT** all to workbook page 4, #12. Mental reminders. **Tip:** You can name and ask each to take turns reading bullet points.

- This person feels lost and unimportant.
- This person needs to feel more needed and contributing.
- This person is sacrificing joy and well-being to get attention.
- I will feel great when I handle this in a way that honors everyone.
- What I do now can help the entire group to grow in character.
- I have control over me; and I will be the primary influence, rather than the reactor.
- I am a good person; I will remember this person’s value, holding intention for his or her highest good.
- I am a powerful redirector when faced with a discouraged person.
- I can handle this situation. It’s ok to slow down, breathe, and feel.
- Remaining calm and remembering the goal and the redirect is the most helpful thing I can do.

☐ **DIRECT** everyone in the group to the *Redirect Scenario* sections on workbook pages 6-9. **(12m)**

1. Read all 4 scenarios (at the top of page ONLY) asking them both parts of “Which *presentation*?” And, “How do they know?”
*Facilitator, when **one in the group** decides what presentation of misbehavior, for any part incorrect, ask them:*
 - a. If incorrect about *passive or active*, ask, “What **needs** of the situation are not being met?” this helps them discern this.
 - b. If incorrect about *constructive or destructive*, ask, “Does this **look like** it’s delivered from a positive intention or not?”

*For example, if someone asks that a task be done and the person does something they justify as a “better” task, the person who asked for the original task has **a need not being met**. Concerning *presentation*: It’s **passive constructive** because it was passive in that a task that was **not done** and it may look constructive because of a “positive” justification.*

1. If time, **walk them all the way through on one scenario**. Ask them to share their answers. **Tip:** Facilitator, you have the answers in this leader guide. Read those answers to flesh out the information.

******As a leader, you decide if responses are “correct.” Sample responses have been provided to you in the Redirect workbook **key**; however, keep in mind that participants may give similar or other answers. Read **answers in key** after they share.

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., for you to understand that redirecting the goal of attention is one that becomes fixed in your muscle memory, and you will find yourself shifting to it automatically after you’ve done it successfully the first few times.”)

ATTENTION: Scenario 1

Time: _____ minutes

You're delivering training to your team. One of your people pipes up with sarcastic or funny one-liners, occasional borderline curse words, sighs loudly, and slouches impatiently throughout your presentation. You feel **annoyed**.

Scenario 1 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: Active Destructive

How do you know? Because the person is actively *doing things* that cost time, credibility, are harmful, or reduce respect, excellence, receptivity.

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: Lecturing, scolding, giving angry looks, letting him/her get away with it, hoping he/she will stop soon, or laughing and acting supportive (e.g. "_____ can always keep things funny, lively").

3. What would *redirecting* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Answer: This person is very influential, a leader. This person needs more opportunities to contribute.

Redirect Step 2: Don't interrupt your flow.

Answer: Keeping your eyes focused on someone or something other than the person. Walk over by him.

Gesture to stop with gentle hand motion. Invite him to write things on a board or paper to involve him.

Redirect Step 3: Don't look or speak. (or keep it to a minimum).

Answer: In this case, gestures and inviting closeness while maintaining open-heart is best. If possible, invite this person to demonstrate supportive thoughts as soon as he or she is not seeking attention.

Redirect Step 4: Give indirect attention.

Answer: Might include walking over by him/her, gesturing him/her to come closer to you. Might be to make a signal, light holding up your hand in a gentle halt gesture.

4. **Note:** How might this person "up-the-ante" when you redirect them?

Answer: He or she might get more in your face, louder, or interrupt more pointedly.

Redirecting this move might look/sound like:

Answer: Continue what you are doing. Continue to send out a good vibe to this person in your body language, tone, your level of closeness to them. If necessary, briefly ask him/her to hold comments or write them to share later. (Make sure to have him/her share his/her thoughts with you later.)

ATTENTION: Scenario 2

Time: _____ minutes

You're in a mentoring session, and the person you are meeting with keeps going off on a tangent not related to the topic being discussed. You bring the conversation back on track; but before long he/she is doing it again, and he/she begins to expand on his/her theme, wasting valuable time. You feel **annoyed** (and trapped).

Scenario 2 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: Passive Constructive

How do you know? Because the person is acting helpful but is actually squandering valuable time and support.

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: You may be tempted to shut him/her down in a critical or impatient manner. You may be tempted to lecture him/her about the topic, or let him/her continue because it's awkward.

3. What would *redirecting* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Answer: You are important to our group. I'm happy you are part of our team.

Redirect Step 2: Don't interrupt your flow.

Answer: Might include time-out signal, then calmly presenting your original objectives, content or questions.

Redirect Step 3: Don't look or speak. (or keep it to a minimum).

Answer: Self-explanatory

Redirect Step 4: Give indirect attention.

Answer: Might include moving closer to this person. You could also put a piece of paper in front of him/her, briefly indicating that is where to put any ideas off task. Point at it whenever the person diverts.

4. **Note:** How might this person "up-the-ante" when you redirect them?

Answer: He or she might try to monopolize or wrest control of the session from you.

Redirecting this move might look/sound like:

Answer: Continue to remain warm and friendly. Set clear ground rules one time, briefly assuring the person you will make time for him/her to speak/ask questions at a designated time in the session.

ATTENTION: Scenario 3

Time: _____ minutes

You are in a meeting and someone stares off as if bored out of his/her mind and puts his/her head down on the boardroom table. You and everyone else begin to hear soft snoring. Everyone keeps looking over. You feel **annoyed**.

Scenario 3 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: Passive Destructive

How do you know? Because the person is avoiding something that gets him or her lots of attention and sometimes derision.

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: You may be tempted to shut him/her continue the behavior or get angry and show your frustration. You may find yourself berating him/her. You give him/her undue attention.

3. What would *redirecting* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Answer: We need you on our team; you are valuable.

Redirect Step 2: Don't interrupt your flow.

Answer: Keep talking, but invite the person (with gesture of hands) to move closer to you or to another position in the meeting where he or she is not as able to do this.

Redirect Step 3: Don't look or speak. (or keep it to a minimum).

Answer: Self-explanatory

Redirect Step 4: Give indirect attention.

Answer: Might include walking over by him/her, gently nudging him/her, standing by him/her or inviting him/her to come closer to you or the action.

4. **Note:** How might this person "up-the-ante" when you redirect them?

Answer: He or she might keep putting his head down or otherwise slump or look away.

Redirecting this move might look/sound like:

Answer: Continue what you are doing. Invite the person into the discussion in a productive way. You might even ask him or her to present on a particular section, if possible.

ATTENTION: Scenario 4

Time: _____ minutes

You've invited a vendor to participate in a client project. The client writes to say she keeps getting a lot of emails from this vendor and doesn't understand why she's getting so many. This vendor is doing the same to you, too, detailing everything she's doing and doesn't seem to get she's not being helpful. She won't respond to your attempts to get her to stop either. You are **annoyed**.

Scenario 2 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: Active Constructive

How do you know? Person is doing a lot that wastes time for everyone involved, reducing what should be getting done.

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: You may be tempted to let him or her do his/her thing because he/she seems to be working hard. You may end up showing your frustration and lecturing him or her.

3. What would *redirecting* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Answer: You are important to our group. This person wants to be more helpful.

Redirect Step 2: Don't interrupt your flow.

Answer: Might include briefly asking for updates to come through you only and at a specific time (soon but convenient to you and all others involved).

Redirect Step 3: Don't look or speak. (or keep it to a minimum).

Answer: You don't want to ignore this person, but any acknowledgment should be minimal, such as "Let's talk at 3"; and instruct clients to write, "Your boss is point person." Every time he/she writes.

Redirect Step 4: Give indirect attention.

Answer: Might include giving this person more specific work he or she prepares for delivering to the rest of the team in a more public than normal way.

4. **Note:** How might this person "up-the-ante" when you redirect them?

Answer: This person may just create a more adamant set of comments to try to convince you they need help.

Redirecting this move might look/sound like:

Answer: Continue what you are doing. Thank him/her once for holding all thought until appointed times.

Section 3: Disclosing a Goal

Time: 15 minutes

Leader: This is a tool to address chronic negative behavior. It's important they realize this need not be confrontational or hostile

Total Time is 15m (4m pre- vid + 11m) Cumulative Time: 50m

ACTIONS

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

An Example Of Disclosing A Goal

1. "Why do you think you _____?" (Describe the chronic behavior)
2. "Can I tell you what I think it might be?"
3. "Could it be you want _____?" (name goal in play)
4. Invite empathy: Role-play or ask questions to get the other person to walk in your shoes.

LIFEWORK Continue

☐ **READ** section **GOAL:** "My goal for this section is to _____"
(e.g., help you realize it's not only possible but essential to bring chronic negative behavior to the surface and use compassion and curiosity to discuss and empathize and resolve it.)"

☐ **READ** bullet points (sharing bullets below is optional if you are behind schedule)

- Sometimes poor behavior is so *chronic* you must directly *address* it.
- Most people believe *addressing* it is the same as being harsh and confrontational.
- In disclosing a goal, you are *addressing beliefs* and *systems*, not *persons* or *character*.
- The point of **disclosing goals** is to have a direct and humble conversation that fosters *empathy*.
- *Addressing* poor behavior is often frightening for everyone.
- We say only disclose a goal when a person is NOT in it, as they are too discouraged when they are.

☐ **DIRECT** them to workbook page 11. Ask what they wrote on these questions: **(5m) Tip: Facilitator, share your answers too.**

1. **Which of the 4 core needs** (empowered, lovable, connected, contributing) **are met when disclosing a goal? Explain.**
2. **Which of the 8 values that build trust** (honesty, straightforwardness, disclosure, receptivity, recognition, respect, seeking excellence, following through on commitments) **are practiced when disclosing a goal?**
3. **What belief must you hold about a person to effectively, directly, bring negative behavior to his or her awareness?**
4. **Disclosing a goal is being firm and kind? What part is firm and what part is kind?**
5. **Does it matter how the other person replies to questions 1-3 asked at the start of disclosing a goal? Why?**

☐ **DIVIDE** the group into pairs (live or in breakout rooms) or this can be done as a whole group. If in breakout rooms, have them turn workbook page 10 and use the disclosing steps on an example of someone in the goal of Attention. Optional: Go over this as a group, the instructions are on the slide. **(5m) Note: Use exact words, such as "could it be" and "would it be ok?"**

Step 1: (Raise issue) Ask question about the behavior - "Why do you think you _____ (interrupt me when I'm leading meetings)?"

Step 2: (Ask permission) "**Would it be ok** if I told you what I think it might be?" (This question does not presume or accuse.)

Step 3: (Name goal in next question) - "**Could it be** you want _____ (e.g., attention)?"

Step 4: (Create empathy). Either role-play or ask questions of the person in order to lightly step into your shoes so he/she feels what you feel – Ask, "How does that make you feel?" (This promotes social awareness/social interest.)

Step 5: Co-create and discuss an appropriate way to satisfy the reasonable aspects of the goal the person is in.

☐ **FINAL WORD** "The main point of this section is _____"
(e.g., for you to understand that done correctly, disclosure enables everyone to be straightforward about negative behavior, even when it's chronic so we create healthy relationships and find ways to discuss and get needs met in respectful ways.)"

NOTES

Section 4: The Change Process

Time: 15 minutes

Leader: This section is to help people realize change is not instantaneous. In fact, it can look like failing or being stuck. Change is a process and requires patience and self-acceptance.

Total Time is 15m (2m pre- vid + 13m) Cumulative Time: 1 hour, 5m

ACTIONS

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

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., help you recognize and learn about the stages we move through in making changes and access and reassure yourself through each step.”)

☐ **READ** **About the Change Process** (sharing bullets below is optional)

- When we are clueless, we are unconsciously unhelpful and incompetent.
- We judge ourselves harshly. This has been conditioned in us.
- Consciously unhelpful and incompetent is natural and will *organically shift* with self-acceptance.
- Be patient and allow time during each stage to accelerate transitions and growth.
- This process should help remind you that you make sense and deserve compassion.

☐ **ASK** the questions below. (12m) Let them know: “**THESE ARE NOT IN THE WORKBOOK**”. Facilitator, be ready to share 1 or 2 of your own answers and read the example answers in parentheses below (only AFTER they try).

1. **What does this change process teach that helps change happen faster and easier?** (Example answer: Change takes time and has these phases. The process teaches that knowing the next steps, with patience, humor and compassion, the faster and easier change happens)
2. **What are benefits in engaging all steps rather than skipping stages?** (Example answer: Each stage gives you valuable gifts and builds empathy and respect for the process and anyone, in any level.)
3. **Name some benefits for accepting and even embracing when we are in level 2: consciously unhelpful or incompetent?** (Example answer: We give ourselves grace knowing that we have to build things like courage, conviction, determination and confidence and that we have a good reason for being in this phase)
4. **When we criticize ourselves negatively for being in any of the stages, what happens that slows us down?** (Example answer: Negative criticism causes discouragement and discouragement causes us shame and inferiority feelings that lead to more struggle, stress and disengagement, which slows us down and can also paralyze us).
5. **Ask everyone this question (BOTH parts): Which stage do you most struggle with AND what will you do to help yourself gracefully move forward?** (Example answer: This can be what’s in the last column Action Needed to Move to next Level, or it can be their own answer that is likely to help them more specifically.)

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., to help each person move through change with intention and quickly.”)

The Change Process Based on the work of William Howell			
Level	Your State	Your Experience	Actions to Progress
Level 1	Unconsciously Incompetent Unconsciously Unhelpful	You don't know how to make a better choice	Needed: Information and Motivation
Level 2	Consciously Incompetent Consciously Unhelpful	You know what you don't know You know where you are counterproductive	Needed: Resources. You risk judge self. May want to quit. Needed: Patience, self-acceptance and forgiveness
Level 3	Consciously Competent Consciously Helpful	You choose helpful with deliberation, you choose helpful	Needed: Practice, practice, practice & encouragement Needed: Another Self Talk: "The making progress"
Level 4	Unconsciously Competent Unconsciously Helpful	You don't know what you now know Changes are real and others see	Needed: Enjoy the experience, celebrate and savor it at the moment

NOTES

Section 5: The Mistaken Goal of Power

Time: **25** minutes

Leader: To reframe power-struggles, so people do not stay provoked and instead create win/win, intense positive connections, and closeness.

Total Time is 25m (2m pre- vid + 23m) Cumulative Time: 1 hour, 30m



ACTIONS

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

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., help you understand how and why to redirect power struggles to create win/win and intense positive connections instead.)”

☐ **READ** **bullet points** (sharing bullets below is optional if you are behind schedule)

- With the power goal, you shift from “power over” and “power under” to “power within” and “win/win”
- Look for, assume, and claim, that the other person’s point of view is **valid** – even if you can’t see it at first.
- Admit you cannot control.
- This person wants to create an intense POSITIVE connection with you.
- To redirect the power goal, you must put down the idea of privilege, domination, and righteousness. (All win/lose)

☐ **DIRECT** everyone to workbook pages 12-13. Divide the team into **pairs** (live or in breakout rooms) or you can do this as a **group**. Ask them to share what they wrote for the 10 questions. Tell them they need not get through every question. **(8m)**

☐ **DIRECT** all to workbook page 15, #10. *Mental reminders*. **Tip:** You can name and ask each to take turns reading bullet points.

- *This person has been overpowered and hurt by overpowering from others.*
- *This person wants a closer, more intense connection with me or others, and would even settle for struggle.*
- *This person feels weak even though they don’t look like it.*
- *I will feel great when I stay connected and turn this to cooperation.*
- *What I do now can help the entire group to grow in character.*
- *I have control over me, and I am the primary influence rather than a reactor.*
- *I remember redirect will help many people in this moment.*
- *I am a powerful redirector when faced with a discouraged person.*
- *I can handle this situation. It’s ok to slow down, breathe and feel.*
- *Remaining calm and remembering the goal and redirect are the most helpful things I can do.*

☐ **DIRECT** everyone in the group to the *Redirect Scenario* sections on workbook pages 18-21. **(12m)**

1. Read all 4 scenarios (at the top of page ONLY) asking them both parts of “Which presentation?” And, “How do they know?” *Facilitator, when **one in the group** decides what presentation of misbehavior, for any part incorrect, ask them:*
 - a. If incorrect on *passive or active*, ask, “What **needs** of the situation are not being met?” this helps them discern this.
 - b. If incorrect on *constructive or destructive*, ask, “Does this **look like** it’s delivered from a positive intention or not?”
2. If time, **walk them all the way through on one scenario**. Ask them to share their answers. **Tip:** *Facilitator, you have the answers in this leader guide. Read those answers to flesh out the information.*

****As a leader, you decide if responses are “correct.”** Sample responses have been provided to you in the Redirect workbook **key**; however, keep in mind that participants may give similar or other answers. Read **answers in key** after they share.

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., for you to understand the goal of power feels invasive and disrespectful. It helps to remember that this person is discouraged and feels like they are at minimum not connected or empowered.)”

NOTES

POWER: Scenario 1

Time: _____ minutes

You are delivering a presentation to your boss and are ready to co-present with a colleague. Before you know it, your colleague pushes a totally new presentation forward, upstaging you and leaving you in the dust. You are **angry**. He says, "I'm sorry I'm going off plan, but I just realized I have an idea that will solve the problem quicker."

Scenario 1 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: **Active Constructive**

How do you know? **Because the person is not in cooperation and is over-ruling you, but acting like it is for a good cause.**

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: **You may be tempted to let him or her do his or her thing because it's awkward. You may end up showing your frustration and fighting with him or her in front of your boss.**

3. What would *redirecting* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Answer: **This person has a different and valid perspective.**

Redirect Step 2: State his or her wants and valid viewpoint(s) first.

Answer: **"I can see you have some ideas you see as very important to this process and think it might save everyone time."**

Redirect Step 3: State *your* wants and viewpoint(s) and ask for the win/win:

Answer: **"The challenge I'm having with this is that we both worked hard on this, and I'm not feeling good about ideas we agreed on being discarded without discussion. How can we both get respected?"**

4. **Note:** How might this person "up-the-ante" when you redirect them?

Answer: **He or she might say something like, "I'm sorry, but there was no time."**

Redirecting this move might look/sound like:

Answer: **You might say, "We didn't have time and this seems like the best solution to you. The challenge I'm struggling with is wanting mutual trust, respect and teamwork. How can we proceed so no one feels diminished?"**

POWER: Scenario 2

Time: _____ minutes

You get your paycheck and discover your health insurance coverage has changed, costing a lot more and reducing your take-home pay. When questioning this, your boss says, "Case closed. It's already done" and walks away. You feel **angry**.

Scenario 2 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: Passive Destructive

How do you know? Because the boss neglected to communicate with or offer an option to the staff when making this decision that hurt them.

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: You may be tempted to quit, get angry at your boss, grumble and gossip about him, swallow this down because you don't want to lose your job. You may contact your union (if you have one). Gear up to fight.

3. What would *redirecting* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Answer: He or she makes sense, even though I can't fully see it or why it's happening this way.

Redirect Step 2: State his or her wants and valid viewpoint(s) first.

Answer: "I can see you would like to avoid discussing this. I also know you had to have good reason to make this call. You likely have a view into the finances we can't possibly appreciate."

Redirect Step 3: State *your* wants and viewpoint(s) and ask for the win/win:

Answer: "The problem I'm having with this is the manner in which you are going about it. I appreciate good teamwork and the respect we usually have. Can you help me better understand?"

4. **Note:** How might this person "up-the-ante" when you redirect them?

Answer: "I don't owe you an explanation."

Redirecting this move might look/sound like:

Answer: You might say, "I can see you would like me to just let this go and respect you as my boss. The challenge I'm having is that your decision impacts my finances and our teamwork. How can you and I work through this so we both feel ok at the end?"

POWER: Scenario 3

Time: _____ minutes

A friend loudly pushes her opinions about politics and religion on you. When you attempt to stop her and get her to change the subject, she tells you to stop being so sensitive and that she has a right to say whatever she wants. She continues to push her opinions on you and others. You feel **angry**.

Scenario 3 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: **Active Destructive**

How do you know? **Because the person uses power to over-power you and others through active behavior.**

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: **You may be tempted to un-friend her on social media, or argue with her, avoid her, and gossip about her.**

3. What would *redirecting* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Answer: **She has passionate beliefs that matter to her and wants to share them and be heard.**

Redirect Step 2: State his or her wants and valid viewpoint(s) first.

Answer: **"I can see you have really strong opinions about this, and I like that about you. I can also see you have good reasons for what you think and want to be heard by me as your friend."**

Redirect Step 3: State your wants and viewpoint(s) and ask for the win/win:

Answer: **"The challenge I'm having with this is the manner in which you are going about it. I want and like our friendship. How can we make the friendship more important than our beliefs?"**

4. **Note:** How might this person "up-the-ante" when you redirect them?

Answer: **"I don't know if we can be friends with these differences."**

Redirecting this move might look/sound like:

Answer: **"I can see you feel very strongly about these issues. I want to support you in this. The challenge I'm having is that there is a lack of respect between us I want to see change, no matter what our separate beliefs. Are you willing to set some ground rules to ensure that?"**

POWER: Scenario 4

Time: _____ minutes

You ask an assistant to help with a huge back-to-school supply drive. She agrees to help; but when the day arrives, the work is not done. When you question her, she says, "I know how much it stresses everyone out when the office is not organized, so I decided to work on that instead. I knew it would be better for the team if I switched from working on the supply drive to working on organizing the office instead." You are **angry**.

Scenario 4 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: Passive Constructive

How do you know? Because the person opts out of something he or she agreed to do for seemingly noble and service-minded reasons.

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: You may be tempted to get irate or incredulous. Argue, criticize; fire her. You may shake your head and walk away.

3. What would *redirecting* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Answer: She has a good reason for thinking this is a good idea. I need to understand/validate her viewpoint.

Redirect Step 2: State his or her wants and valid viewpoint(s) first.

Answer: "I can see you are trying to make sure we are kept calm and productive. I appreciate that you watch out for us and focus on how to best keep us as empowered as possible."

Redirect Step 3: State *your* wants and viewpoint(s) and ask for the win/win:

Answer: "I'm am challenged, however, that you would do this without discussion. Your action actually causes me a lot of stress because I feel way behind on the supply drive and a little scared about our teamwork. What ideas do you have to help with both of these side effects?"

4. **Note:** How might this person "up-the-ante" when you redirect them?

Answer: "I don't understand why you decided to do the supply drive in the first place."

Redirecting this move might look/sound like:

Answer: "I can see you would like to have a say in what is decided on some of these matters. The challenge I'm having is that I want to find a way to communicate about these sorts of issues with lots of trustworthy and mutually respectful communication. What are your ideas for this?"

Section 6: The Mistaken Goal of Revenge

Time: **25** minutes

Leader: All mistaken goals have nothing to do with YOU, or anyone else.

Total Time is 25m (2m pre- vid + 23m) Cumulative Time: 1 hour, 55m



ACTIONS

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

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., help you to realize no matter how shocking or hurtful, a misbehaving person is discouraged.”

☐ **READ** bullet points (sharing bullets below is optional if you are behind schedule)

- This goal (more than some) feels quite *personal*.
- The goal of revenge is **self-revenge**.
- This person is unconsciously seeking rejection.
- Instead, be with them in their feelings despite your initial desire to reject them.
- This person is ashamed of their pain and vulnerability and think they are weak and bad.
- It's helpful to speak as if this person is right and makes sense; you feel no need to defend anything.
- What's being said may be a valid statement, but the way they deliver it is how you know if it's a mistaken goal.

☐ **DIRECT** the group to workbook pages 22-23. Divide them into **pairs** (live or in breakout rooms) or go over as a **group**. Have them share what they wrote for as many of the 10 questions on the goal of **Revenge**. (8m)

☐ **DIRECT** all to workbook page 25, #7. Mental reminders. **Tip:** You can name and ask each to take turns reading bullet points.

- *This person could use care and support because he or she is deeply hurt and discouraged.*
- *This revenge is not about me, nor is it personal, no matter how it seems.*
- *This person's goal in his or her discouragement is to prove no one cares and to alienate others and me.*
- *I will feel great when I help this person feel his or her pain and remember who he or she really is.*
- *What I do now can help the entire group grow in character.*
- *I have control over me, and I will be the primary influence rather than the reactor.*
- *I remember redirect will help this person's future relationships*
- *I am a powerful redirector when faced with a discouraged person.*
- *I can handle this situation. It's ok to slow down, breathe and feel.*
- *Remaining calm and remembering the goal and redirect is the most helpful thing I can do.*

☐ **ASK** group to turn to workbook page 26. Remind them about the Train story. If time, ask what **each** wrote for these: (5m)

1. **What were likely outcomes (for everyone on the train) if the old man had not intervened the way he did?** (**Possible answers:** The laborer might keep drinking, people might not trust public transportation, violence could happen)
2. **What were likely outcomes (for everyone on the train) because of how he did?** (**Possible answers:** The laborer might stop drinking, people might gain compassion for misbehaving people and want to act the same way, violence is averted)

☐ **DIRECT** everyone in the group to the *Redirect Scenario* sections on workbook pages 27-30. (10m)

3. Read all 4 scenarios (at the top of page ONLY) asking them both parts of “Which presentation?” And, “How do they know?”
 - a. If incorrect about *passive or active*, ask, “What **needs** of the situation are not being met?” this helps them discern this.
 - b. If incorrect about *constructive or destructive*, ask, “Does this **look like** it's delivered from a positive intention or not?”
4. If time, **walk them all the way through on one scenario**. Ask them to share their answers. **Tip:** Facilitator, you have the answers in this leader guide. Read those answers to flesh out the information.

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., for you to understand the goal of revenge feels personal because we feel the person is rejecting us when in fact, they act this way because they want to BE rejected. It helps to remember this person is in pain even though not looking like it”)

REVENGE: Scenario 1

Time: _____ minutes

During a group conference call with your regional vice president, one of your colleagues tells everyone on the call that you sometimes run late for meetings with your customers. You feel **shocked** and **hurt**.

Scenario 1 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: Active Destructive

How do you know? Because the person delivers an action that hurts you.

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: You may be tempted to retaliate and say something equally hurtful back. You may ignore it, but seethe. You may gossip about this person, distance yourself and/or make plans to get even.

3. What would *redirecting* (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken, fearful belief).

Answer: This person must be in pain or feel ashamed and undeserving in some way.

Redirect Step 2: Don't take the behavior personally.

Answer: Self-explanatory – inner work. Self and social awareness. You can also open to information given, especially if it hurts. There may be a gift apart from the redirect opportunity with the other person.

Redirect Step 3: Establish or re-establish a relationship (get kind and curious).

Answer: "Hey, is everything ok between us? Are you mad at me? You matter to me, and I want to hear anything and everything you want to share with me."

Redirect Step 4: Encourage this person to express pain.

Answer: "Hey, are you ok? Is there anything bothering you? You seem stressed and less like yourself. Need to talk?"

4. **Note:** How might this person up-the-ante when you redirect?

Answer: "It might help if you were on time!"

Redirecting this move might look/sound like:

Answer: "You're really bothered by that. Is there more you'd like to say? I'm here to listen."

REVENGE: Scenario 2

Time: _____ minutes

You come back from vacation and find that several deliveries of various medical supplies have been cancelled. In talking with your direct report, you learn that she “just never got around to re-ordering the supplies and can’t be expected to be perfect.” You feel **shocked**.

Scenario 2 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: **Passive Destructive**

How do you know? **Because the person omitted an action that hurt a person, persons and possibly reputations, etc.**

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: **You may be tempted to fire her, write her up to HR, find ways to get back at her, yell at her, lecture her and get mean and angry with her.**

3. What would *redirecting* (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person’s mistaken fearful belief).

Answer: **This person must be in pain or feel ashamed and undeserving in some way.**

Redirect Step 2: Don’t take the behavior personally.

Answer: **Self-explanatory – inner work. Self and social awareness.**

Redirect Step 3: Establish or re-establish a relationship (get kind and curious).

Answer: **“Hey, what’s going on?” or smile and say, “You are perfect, and so of course I expect that of you. You must have something going on that you feel less than perfect.”**

Redirect Step 4: Encourage this person to express pain.

Answer: **“Talk to me. Let me see if I can help you in any way.”**

4. **Note:** How might this person up-the-ante when you redirect?

Answer: **“You’re not my therapist; you’re just my boss.”**

Redirecting this move might look/sound like:

Answer: **“You’re more than just my employee. I’m happy to take some time to support you by listening to what you have to say about anything that’s bothering you.”**

REVENGE: Scenario 3

Time: _____ minutes

Your boss tells you he wants everyone on your team to “start thinking outside the box” to improve customer service. He tells you he wants you to meet with corporate executives and present your ideas. Your team is excited and generates many great ideas regarding how to improve service. After hours spent on research and a plan, you all put together an impressive presentation you’re proud of. As the time arrives, your boss tells your group he has decided he will be the one to bring the presentation to the executive team. You feel **shocked** and **hurt**.

Scenario 3 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: Passive Destructive

How do you know? Because the boss omits the change of plans and hurts you and your team.

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: You may be tempted to quit, ignore it but seethe. You may gossip, distance yourself, retaliate and/or do only the bare minimum.

3. What would *redirecting* (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person’s mistaken fearful belief).

Answer: This person must be in pain or feel ashamed and undeserving in some way.

Redirect Step 2: Don’t take the behavior personally.

Answer: Self-explanatory – inner work. Self and social awareness.

Redirect Step 3: Establish or re-establish a relationship (get kind and curious).

Answer: “Hey, what could we have done better so you would have felt good about us handling this? How have we been disappointing you, frustrating you or under-delivering? Is everything ok?”

Redirect Step 4: Encourage this person to express pain.

Answer: “Do we need to change something? Is there anything bothering you? You seem stressed out and frustrated about something. Can I help?”

4. **Note:** How might this person up-the-ante when you redirect?

Answer: “What is this...some kind of psycho-babble?”

Redirecting this move might look/sound like:

Answer: “If you need to talk, I’m here to listen. I know you’re a fair boss so I want to fully support you.”

REVENGE: Scenario 4

Time: _____ minutes

*Rather than speaking with you directly, one of your customers has gone above your head regarding an issue with you. He tells your boss not to make a big deal out of it because you usually do such a great job. You find out when your supervisor sends you an email about the situation. You feel **shocked** and **hurt**.*

Scenario 4 Questions (READ ALL ANSWERS IN ORANGE after they share.)

1. What *presentation* of misbehavior is this?

Answer: **Passive Constructive**

How do you know? **Because your client goes around you to your boss and combines betrayal with piling on compliments at the same time.**

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?

Answer: **You may be tempted to ignore it and seethe. You may gossip about this client, distance yourself, retaliate and/or disengage partially or fully.**

3. What would *redirecting* (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Answer: **This person must be in pain and feel ashamed.**

Redirect Step 2: Don't take the behavior personally.

Answer: **Self-explanatory – inner work. Self and social awareness.**

Redirect Step 3: Establish or re-establish a relationship (get kind and curious).

Answer: **"Hey, I know you care about me; and I appreciate that. It would sure help me if we can talk about this. Is there a reason you cannot? How have I been letting you down?"**

Redirect Step 4: Encourage this person to express pain.

Answer: **"Do you need more support from me? The team? Is there anything bothering you? This shows me you feel you couldn't talk this out. Can I help support you better?"**

4. **Note:** How might this person up-the-ante when you redirect?

Answer: **"Well, it would be a non-issue if you don't mess up."**

Redirecting this move might look/sound like:

Answer: **"I'd like to hear more about this. I can see I'm causing you stress. Would you have time to meet soon to discuss this?"**

Section 7: It Just Got Real

Time: **5** minutes

For group leader: This section is about helping participants realize that this form whether in the back of each workbook or in the end of a group session, is about **grounding** what's been REALIZED by sharing it out loud. It's also about NEXT STEPS.

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

A thumbnail image of a worksheet titled "It Just Got Real!". The form has a header with the title and a "Continue" button. Below the header, there are two numbered sections, 1 and 2, each with a "Name" field and a "Share your story" field. Section 1 is labeled "1" and section 2 is labeled "2". The form is designed for participants to write their reflections and next steps.

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* 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.