

# Redirecting Negative Behavior

## Session 3 of 3



Participate  
*Perform*  
Produce

## Leader Guide

This guide is a resource for small group leaders.  
It accompanies Group Session 9 of the eLearning Series,  
*CultureEX™ Guided Transformation Process*



Copyright © LifeWork Systems  
All rights reserved. This manual or any portion thereof  
may not be reproduced or used in any manner whatsoever  
without the express written permission of the publisher.

# Pre-Group Session Prep

Time: \_\_\_\_\_ minutes

**Note: THIS SESSION REQUIRES SUFFICIENT TIME IN THE SECTION ON PRACTICING REDIRECT. ALLOW 10M FOR SECTION 6.**

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** this trust value follow through on commitments (#8 on blueprint). Say, "*Follow through on commitments is when we mean what we say and say what we mean and our behavior shows we were committed.*" Ask each person, "When is it hard to exercise *follow through on commitments*?"
- ☐ **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 Inadequacy

Time: 25 minutes

**For the leader:** The intent of this section is to help people to understand this mistaken goal.

Total Time is 25m (4m pre- vid + 21m) 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 review four Presentations of Misbehavior and become familiar with the Goal of Inadequacy using scenarios.)"

☐ **READ** **bullet points.** Sharing bullets below are optional but recommended)

- This goal sneaks up and is difficult to recognize as misbehavior.
- The person believes "I can't" and they are very persuasive in convincing you too.
- Never ask a person in this goal, "What can we do to fix this? Assume they can, no matter how good their PR looks.
- What you rescue, you make weak.
- Redirecting this goal requires you to be firm and matter of fact.
- This person will try to "wait you out." **Don't fill the silence.** Wait it out until they speak.
- The redirect includes these 4 steps: 1. **Make a statement.** State the obvious "you're showing up to work late."), 2. Then, **ask "what" and "how"** e.g., "**What** will you do to arrive on time?" or "**How** will you move forward?" 3. **Wait them out.** They may get intimidating. They may cry. They may make you out to be mean. 4. Practice **SLAM** - Say Less, Ask More.

☐ **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)

☐ **ASK** these. Let them know, "**These are not in the workbook**" (3m) **Note:** Share sample answers **after** one or two try.

1. **Why does a person in this goal become intimidating?** (Sample answer: They want you to be responsible for them.)
2. **What are rescuing and exempting?** (Sample answer: rescue: enabling, doing it for them. Exempt: letting them out of it)
3. **Why do they become silent for periods of time when asked a question? Why does their silence often work?** (Sample answer: They know if they do, you may finally give up on them or rescue them.)

☐ **DIRECT** to workbook page 4 #7, Mental reminders. **Tip:** You can name and ask each to take turns reading bullet points.

- This person almost had me convinced they were weak and incompetent.
- This person actually has ambition I can redirect into small successes.
- This person will get stronger the more matter of fact I am with them.
- I will feel great when I help this person take charge of their life by refusing to despair or give up.
- What I do now can help the entire group grow in character and change the course of the future for all.
- I have control over me, and I will be the primary influence rather than the reactor.
- I am a good person, and redirect will help this person's future.
- I am a powerful redirector when faced with a discouraged person. I can handle this. 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.

☐ **DIRECT** everyone in the group to the *Redirect Scenario* sections on workbook pages 7-10. (12m)

1. Read all 4 scenarios (at top of page ONLY) asking them the parts "Which presentation?" And, "How do you 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?" to help them discern this.
  - b. If incorrect about *constructive or destructive*, ask, "Does this **look like** it's delivered from a positive intention or not?"
2. If time, take them thru 1 or more scenarios. **Tip:** Read guide answers (after reading what they wrote in workbook)

☐ **FINAL WORD** "The main point of this section is to help \_\_\_\_\_" (e.g., understand when redirecting the goal of inadequacy "why" or "who" questions are not helpful. Ask "what" and "how" questions instead. You're holding a healthy, capable view for this person until they remember themselves as capable.)"

# INADEQUACY: Scenario 1

Time: \_\_\_\_\_ minutes

Scenario 1: When asked to contribute ideas or suggestions at a meeting, Mary, one of your co-workers, stays quiet. You try to get her to offer an opinion, but she shyly shakes her head, saying, "You're all so much better at this. I'd probably take us off track and just make things worse." You feel **worried** about her.

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

1. What *presentation* of misbehavior is this?

Answer: **Passive Constructive**

How do you know? **Because Mary couches her lack of responsibility in compliments about others and concern for the 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 let her remain quiet and under-performing. Or you might try to coax or advise 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: **I'll remember: Mary brings a unique and important perspective and is a valuable member our team needs.**

**Redirect Step 2: Don't coax, care-take or advise** (keep yourself from reassuring, sympathizing, etc.)

Answer: **"Hmm... interesting you see it this way. I couldn't disagree more."**

**Redirect Step 3: Hand over responsibility.** (Make a statement; ask a question).

Answer: **"Mary, we need your contribution. What have you got for us?"**

**Redirect Step 4: Encourage this person intrinsically** (show faith in him or her based on an example of a success)

Answer: **"Mary, we hired you because you are conscientious and smart. Your work on \_\_\_\_\_ project bears this out.**

**How can you apply those same skills and initiative now?" (Wait until you get a good answer.)**

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

Answer: **"That's nothing like this work. You're comparing apples to oranges."**

**Redirecting this move might look/sound like:**

Answer: **"We wouldn't have included you here if we didn't believe you were needed. What have you got for us?"**

**We'll wait for your golden nuggets. Your answers are sure to help the team." (Then wait!)**

# INADEQUACY: Scenario 2

Time: \_\_\_\_\_ minutes

Scenario 2: *One of your employees comes to work late again and does mediocre work. You try to discuss all of this with him, but he says, "You just have no idea what I'm going through" and proceeds to detail a long list of his personal problems. You feel **sorry** for him.*

## 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 his lack of excellence and under-performance hurts everyone (what he does NOT do).

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 him. You may get depressed and discouraged like him and with him. You might give him special exemptions. You might give up on him and leave him alone.

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: I'll remember: This person is fully capable of getting to work on time and being excellent.

**Redirect Step 2: Don't coax, care-take or advise** (keep yourself from reassuring, sympathizing, etc.)

Answer: Refrain from discussing or supporting his insistence on terrible circumstances and low capability.

Notice you feel almost compelled to say or do something; then don't

**Redirect Step 3: Hand over responsibility.** (Make a statement; ask a question).

Answer: "Hey, you do have some challenges. How will you maintain excellence in your behavior and support all of us on the team despite them?"

**Redirect Step 4: Encourage this person intrinsically** (show faith in him or her based on an example of a success)

Answer: "I've seen you when you're on. You were amazing when \_\_\_\_\_ (fill in the blanks). How will you bring that team member to the table?" (Get an answer)

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

Answer: "You just don't understand. No one understands. I am doing my best."

**Redirecting this move might look/sound like:**

Answer: "I know you have more in you. What's your plan for being on time and getting A+ work done? (Then listen until he gives you a plan that is specific and likely to be successful.)"



# INADEQUACY: Scenario 3

Time: \_\_\_\_\_ minutes

Scenario 3: A co-worker does not like conflict. Rather than address issues directly with people, she tears them down behind their back to you, telling you how hurt and thoughtless they are to her. Whenever you've tried to make suggestions for things she could do, she starts crying and accuses you of not understanding. She talks about being treated poorly by a fair amount of people, including her family, and she is distressed. You **pity** her.

## 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 her gossip, blame and excuses are active ways she hurts everyone involved in any way.**

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 listen, offer sympathy, concern. You may try to give advice, focus on lifting her up or you may give up and avoid 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: **I'll remember: This person is fully capable of getting along with others and creating great relationships.**

**Redirect Step 2: Don't coax, care-take or advise** (keep yourself from reassuring, sympathizing, etc.)

Answer: **Refrain from discussing or supporting gossip, blame or excuses. Notice you feel almost compelled to say or do something to fix things; then don't.**

**Redirect Step 3: Hand over responsibility.** (Make a statement; ask a question).

Answer: **"Hey, you have some work to do on mastering relationships. What can you do to create more support and success in them?"**

**Redirect Step 4: Encourage this person intrinsically** (show faith in him or her based on an example of a success)

Answer: **"I see how much heart you have. When you decide to focus your big heart on building strong relationships, you will be so powerful at that."**

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

Answer: **"Easy for you to say. You don't understand. I've never gotten the support you have."**

**Redirecting this move might look/sound like:**

Answer: **"I see your grit and strength. Now... what's your plan to create successful relationships?" (Then listen until she gives you specifics of which she's likely to succeed.)**

# INADEQUACY: Scenario 4

Time: \_\_\_\_\_ minutes

Scenario 4: A co-worker shows up at a staff meeting with very little progress for the week. Instead of contributing ideas and plans he was to have drafted, he asks everyone lots of questions and talks about his fears of what could go wrong, asking about what it would mean if the fears came to pass (many of which are highly unlikely). He tentatively offers up simplistic ideas that could have been created in an hour rather than a week. He seems conscientious and thorough but doesn't actually deliver any significant progress. You feel **hopeless** and **burdened**.

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

1. What *presentation* of misbehavior is this?

Answer: **Active Constructive**

How do you know? **Because despite all the activity going on, the person is grossly under-performing.**

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

Answer: **You try to see the value in what is offered. You feel let down, but can't see how sharing this will help so you exempt. You continue to allow poor performance and an unchallenged free ride. Or you fire the person.**

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: **I'll remember: This person is fully capable of doing this job and overcoming his fears.**

**Redirect Step 2: Don't coax, care-take or advise** (keep yourself from reassuring, sympathizing, etc.)

Answer: **Provide straightforward and clear expectations for outcomes, but not *how* to do something. Don't say anything this person already knows or can do for himself. Be matter of fact.**

**Redirect Step 3: Hand over responsibility.** (Make a statement; ask a question).

Answer: **"Hey, you're not delivering what I asked for. What's *your* plan to deliver those results? I notice you talk about potential catastrophes. What can you speak about instead, to uplift all of us?"**

**Redirect Step 4: Encourage this person intrinsically** (show faith in him or her based on an example of a success)

Answer: **"I see you care about doing a good job. You are always on time, have some good questions, and want to get things right. How can you use that to inspire yourself rather than paralyze yourself?"**

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

Answer: **"I'm really trying. I just need more information, or I can't be expected to do the task."**

**Redirecting this move might look/sound like:**

Answer: **"You have all the information needed. What will you do to make this happen? (Then listen until he gives you a specific plan likely to succeed.)"**



# Section 3: The Mistaken Goal of Significance

Time: 25 minutes

**Leader:** This is about understanding the presentations of this misbehavior and the mechanics for redirecting this pattern.

**Total Time is 25m (4m pre- vid + 21m) Cumulative Time: 1 hour**

## 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 realize how much a person can hide their discouragement when using this goal.)”

☐ **READ** bullet points. (sharing bullet points below is optional but recommended)

- *Significance* is a goal in which the person does NOT look like they lack confidence or fear being a burden.
- This person repels others more than most forms of negative behavior.
- A person in the goal of *significance* wants to be **invalidated**. To get this, they must make others feel invalidated first.
- People with high assets use this goal the most.
- They think, “if you didn’t need me, you wouldn’t want me.”
- When successfully redirecting this person, you have a high asset team member.

☐ **ASK** the group (1 per person) to share their written answers to questions on workbook pages 11-12: **(8m) Stop at the allotted time no matter how many questions are answered.**

☐ **DIRECT** all to workbook page 13, #9. Mental reminders. **Tip:** You can name and ask each to take turns reading bullet points.

- *This person believes if we didn’t need him or her, we wouldn’t want them.*
- *This person feels painfully inadequate despite how they appear.*
- *This person believes there is not enough love and caring to go around.*
- *I will feel great when I redirect this person’s mistaken goal and they use their gifts in cooperation. What I do now can help the entire room 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 who cares about the lives and growth of others.*
- *I am a powerful redirector when faced with a discouraged adult or child.*
- *I can handle this situation. It’s ok to slow down, breathe and take my time. Remaining calm and remembering the goal is the most helpful thing I can do.*

☐ **DIRECT** everyone in the group to the *Redirect Scenario* sections on workbook pages 15-18. **(10-12m or remaining time)**

1. Read all 4 scenarios (at top of page ONLY) asking them the parts “Which presentation?” And, “How do you 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?” to help them discern this.
  - b. If incorrect about *constructive* or *destructive*, ask, “Does this **look like** it’s delivered from a positive intention or not?”
2. If time, take them thru 1 or more scenarios. **Tip:** Read guide answers (after reading what they wrote in workbook)

☐ **FINAL WORD** “The main point of this section is \_\_\_\_\_”  
(e.g., that despite appearances a person in this goal is discouraged. Also, keep in mind that when you redirect any goal, including this one, you heal the part of you that feels inferior, and you gain a high-asset ally.”)

---

## NOTES

# Significance: Scenario 1

Time: \_\_\_\_\_ minutes

## Scenario 1:

Three employees each present new marketing strategies to management. The first two share theirs. Then the third employee stands up and says, *"I'm glad I finally have the opportunity to present my strategy. While the others before me made a decent attempt, after my presentation, it will be abundantly clear I've not only addressed holes in their plans, but hands down, you'll see I have the strongest understanding of our market and customers."*

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

1. What *presentation* of misbehavior is this?

Answer: **Active Destructive (could be argued as constructive, too)**

How do you know? **Because he is actively saying and doing things to under- cut his colleagues and hurt the team. (But he acts like he's serving the client.)**

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

Answer: **You want to completely close down to his ideas even when they are good. You find holes in his plans. You compare him to others unfavorably. You determine to take him down a peg or two.**

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: **I'll remember: This person is ok and wanted.**

**Redirect Step 2: State the person's assets, gifts and strengths** (in a specific, sincere way).

Answer: **"You are very knowledgeable about \_\_\_\_\_. We hired you because \_\_\_\_\_. You have a strong understanding and skillset to help with \_\_\_\_\_. (State specifics in all these.)**

**Redirect Step 3: Mirror his word and ideas.**

Answer: **"You want me to recognize you have a strong understanding of our market and customer. You want me to see that your plan is the most complete and likely to succeed. You feel confident."**

**Redirect Step 4: Guide him or her to be a team player, rather than compete.**

Answer: **"You're a high performer. Your strengths can make us all stronger, but only when you help to strengthen everyone on the team. How can you help each of us to be as strong and confident as you?"**

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

Answer: **"I'm not paid to mentor and guide the rest of the team. They're big boys and girls."**

**Redirecting this move might look/sound like:**

Answer: **"I can see you feel this is not your responsibility. I'm asking you to make it one. You have some very important strengths and the ability to help us all rise. This is crucial to our long-term success."**

# Significance: Scenario 2

Time: \_\_\_\_\_ minutes

## Scenario 2:

Jim has come up with an absolutely stellar idea that could build a stronger connection between his company and its customers. He asks his manager to be a sounding board when preparing for a meeting with the CEO. Just when Jim is ready to pitch his idea, his manager comes through the door uninvited, saying, *"Jim here has quite the ambitious idea, as many idealistic young people often do. I thought I should be here to make sure he keeps his feet planted in reality so we don't end up wasting time or money on something that is sincere but overzealous."*

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

1. What *presentation* of misbehavior is this?

Answer: **Active Constructive (could be argued as destructive, too)**

How do you know? **Because his manager demeans him and disrespects him in a very overt, direct way, but acts as if he only has good intentions in mind.**

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

Answer: **The boss may want to protect Jim. He and Jim may want to kick the manager out of the meeting. Jim may become discouraged, defensive and attack. Everyone feels and acts less inspired and more tense.**

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: **I'll remember: This person is ok and important to the success of our team.**

**Redirect Step 2: State the person's assets, gifts and strengths** (in a specific, sincere way).

Answer: **"You bring so much experience. Like the time you \_\_\_\_\_. And when you did \_\_\_\_\_. You do realize you may not have been able to do so if we had judged you too young and idealistic, right?"**

**Redirect Step 3: Mirror his word and ideas.**

Answer: **"Yes, but in this case, Jim's ideas really are too far-fetched and may even be costly to allow."**

**Redirect Step 4: Guide him or her to be a team player, rather than compete.**

Answer: **"You have so much to offer Jim and the rest of the team. We need your perspective, but need to receive it in encouraging, receptive and supportive ways. Can you adjust to help us with that?"**

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

Answer: **"Clearly you don't see the value of what I'm trying to do for this company and all of you."**

**Redirecting this move might look/sound like:**

Answer: **"You have so much skill and knowledge. Helping us to bring up strong leaders is the most important contribution you can make. I need you to develop Jim with encouragement and receptivity."**

# Significance: Scenario 3

Time: \_\_\_\_\_ minutes

## Scenario 3:

A staff member is instructed by her manager to gather employees and organize a luncheon for several dignitaries. She passes this responsibility over to the *interns*, saying to a teammate of her boss, “Surely he didn’t hire **me** to waste my skills and education choosing table linens, menus and playing hostess.”

### 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 this person dropped responsibility for this task, outcomes for it may be compromised and jeopardized in many ways.**

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

Answer: **Someone may fire this person. People may gossip about her, put her down, saying how ungrateful she is. She may get the reputation as someone who’s “entitled, arrogant”, etc.**

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: **I’ll remember: This person is ok and valuable just as he/she is.**

**Redirect Step 2: State the person’s assets, gifts and strengths** (in a specific, sincere way).

Answer: **“You are trusted with the important assignments because you have the ability to achieve success when it is most critical that we do so. I saw this when you were tasked with \_\_\_\_\_.”**

**Redirect Step 3: Mirror his word and ideas.**

Answer: **“You think the boss is wasting your education and skills and that this assignment is beneath you.”**

**Redirect Step 4: Guide him or her to be a team player, rather than compete.**

Answer: **“Your oversight in this task is one way to best teach new employees who look up to you that results are what our leaders get, and that results supersede image, title, experience or role.”**

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

Answer: **“Clearly any yo-yo could do this. I don’t know what he thinks my involvement would add.”**

**Redirecting this move might look/sound like:**

Answer: **“You are a representative of more than simply skill. You represent *excellence*. You are being asked to provide modeling and direct knowledge not possible from others to secure our future success. So will you do it? ”**

# Significance: Scenario 4

Time: \_\_\_\_\_ minutes

## Scenario 4:

You and your colleagues are working on an important project. There is a pertinent piece missing you need from an engineer. When you ask him for it, he says, *"Don't worry your pretty little head like this. You're just making more trouble for yourself than necessary. I'd help you out, but unfortunately, there is no way you'd be able to incorporate my schematic. It would be way over your head and just frustrate you. I suggest you simplify your plan."*

## 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 this person refuses to support you, he/she keeps people small and less competent.

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

Answer: Get angry and call this person names, like "jerk" or "chauvinist". You might gossip about him. You might give up on teamwork with this person. You may sabotage or find a way to make him wrong.

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: I'll remember: He is important and valued for who he is and not for what he knows or does.

**Redirect Step 2:** State the person's assets, gifts and strengths (in a specific, sincere way).

Answer: "I am here because you have specialized knowledge. You have the missing piece in our work."

**Redirect Step 3:** Mirror his word and ideas.

Answer: "You think that the information I want from you will be over my head, and you want to spare me pain and discouragement. I appreciate that."

**Redirect Step 4:** Guide him or her to be a team player, rather than compete.

Answer: "Your faith in me and providing me information I seek would go a long way towards supporting me in growing in knowledge and competence. You are the only one to provide this opportunity to me."

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

Answer: "Sorry, sweetheart, but I don't have time to babysit you."

**Redirecting this move might look/sound like:**

Answer: "I get it. You don't want to be saddled with responsibility for teaching me. At minimum, will you provide information I seek, because I can't do this at all without that support from you?"

# Section 4: The Redirect Chart

Time: **20** minutes

**Leader:** To let them know that it's important to memorize the redirect chart. There's a lot more in the individual module for them to answer to learn it better.

**Total Time is 20m (1m pre- vid + 19 m) Cumulative Time: 1 hour, 20m**

## ACTIONS

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

Goal	Feeling	Thought	Action	Result

LIFEWORK Continue

☐ **READ** section **GOAL:** "My goal for this section is to \_\_\_\_\_"  
(e.g., encourage you first to memorize this chart so you can recall the feelings, the sugar or knee-jerk thinking and reactions, and connect the dots between each mistaken goal and how to redirect it.")

☐ **READ** bullet points. (sharing the bullet points below is optional but recommended)

- Redirecting negative behavior is not difficult. It's not rocket science. It just takes a little time and effort.
- Memorizing the chart is the best thing to rely upon.
- If you redirect someone, don't feel you have to hide it, especially in the beginning.
- Redirect is highly effective *if you take the time to learn and use it.*
- Don't be afraid of getting a goal wrong. If you do, you may not redirect the person, but no harm will be done.
- What most often gets in your way is *thinking* rather than *feeling* to determine which goal.

☐ **DIRECT** the group to turn to workbook pages 20-21. **(12m)**

1. Ask for a *volunteer*. Have this person choose any mistaken goal on the chart on workbook page 20.
2. Next, ask the entire group to look at that row on the chart for 45 seconds to memorize everything they can in the row.
3. Ask the entire group to turn the chart over so they can't see it. Ask the volunteer to recall what's in each box of the row.
4. Without looking at their chart, ask the members of the group to help out when the volunteer can't remember an answer.

Go to a next volunteer until you complete all 5 goals (if time allows). **Tip: Facilitator: Don't worry if they get them all correct. Give answers when needed. Continue until allotted time (12m) is up (or sooner).**

☐ **ASK** the following questions: Let them know these are not in the workbook – you may need to re-read questions **(2m) (Read answers only after they have answered)**

1. **True or false: You can tell the mistaken goal of a person by their behavior?** (False, the behavior can be the same for all 5 goals; it's what you feel)
2. **Why is it important to change your thinking as soon as possible once you recognize a person is in a mistaken goal?** (Because it takes you from being triggered by their discouragement, fear and limiting ideas, to remembering the "truth" about this person that they have forgotten)
3. **Why does it help to look at or remember the positive *results* column in the chart?** (Because it helps you keep in mind the positive outcomes possible and what you want as a high vision.)

☐ **FINAL WORD** "The main point of this section is \_\_\_\_\_"  
(e.g., that these questions and this chart show you how important it is to get familiar with these components either in verbal quizzing or filling out the blank chart until you can do so without peeking at the completed one (or both).")

---

## NOTES



# Section 5: Practice Role-Playing Redirect

Time: **30** minutes

**Leader:** The point of this section is to set up the team to know how to apply and get confident in using the redirecting negative behavior tool.

**Total Time is 30m (9.5m pre- vid + 20m) Cumulative Time: (1 hour, 50m)**

## 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 use these practice steps and roles to practice redirect so you apply what you learn now and in the future.”)

☐ **READ** **bullet points.** (sharing bullet points below is optional)

- Redirect is not a *generalized* nor solely *intellectual* process. You cannot say, “that person is always in the goal of \_\_\_\_.”
- Redirect is *dynamic*, meaning it can only be diagnosed in an *actual* scenario (using feelings WITH intellect)
- Role-playing redirect is a little scary the first few times. People are often uncomfortable role-playing. Do it anyway.
- Don’t make comfort such a high a priority you don’t learn this important tool and how powerful you can be doing it.
- You learn to redirect negative behavior by doing, hearing, feeling, seeing, sensing, and getting satisfying results.
- It’s crucial you help one another practice redirect regularly (e.g., 20-30 minutes, weekly at minimum, especially at first).

☐ **AS A GROUP** ask for 1 person (at a time) to take turns being the *volunteer* (someone with a negative behavior scenario), the *redirector*, and the *observer* while practicing redirecting various real-life examples. **(15m) Tip: Make sure all understand the instructions below. The first time (and possibly others) the group leader or the oversight consultant is the redirector.**

Ask the *volunteer* and *redirector* to turn to their redirect chart on workbook page 20 while the *observer* references the practice steps on workbook page 22 (or 19). The *observer* monitors timing, the steps, and asks the group to switch to the next example to demo the process again. Responsibility changes hands each time roles switch. Help each other to get to the correct pages. If you can only get through 1-2 examples, this is still good for learning how to practice this tool.

☐ **FINAL WORD** “The main point of this section is \_\_\_\_\_”  
(e.g., that practice helps you confidently and regularly use this tool. Remember each situation is different. This helps you trust feeling, noticing your reaction, identifying a goal, and applying the redirect. You quickly gain skill and confidence.”)



## NOTES

# Section 6: It Just Got Real

Time: **10** 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 section has a "Write" area and a "Share" area. Section 1 is for "One new idea or ah-ha gained from this session that was not fully known or understood before it started." and Section 2 is for "One next step to apply something learned. (This need not be related to their aha's)".

## ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL:** "My goal for this section is to \_\_\_\_\_"  
(e.g., help you to leave this session grounding the information you've been learning. By reflecting on it, clarifying it, practicing it, and sharing it multiple times, 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.