Redirecting Negative Behavior Part 1

Participate
Perform
Produce

Workbook

This workbook accompanies Individual Session 7 in the eLearning Series, *CultureEX™ Guided Transformation Process.*

Presented for you by

LIFEWORK
SYSTEMS

Assertions About Negative Behavior

1. **Negative behavior is *epidemic*** – it is found in our homes, schools, workplaces, communities, nation and world

2. **Two ineffective philosophies** - most people respond to negative behavior being harsh or permissive

3. **Four common control models** used from childhood forward contribute to negative behavior – a. autocratic (do as I say or else) b. rewards and incentives c. judgment and d. enabling

4. **All behavior reflects unconscious beliefs and intentions**

5. **Our response** - has profound and significant impacts

6. **All misbehaving people are *discouraged***

Working Definition of Misbehavior

Misbehavior is "*any behavior NOT in alignment with the needs of a situation*." If you assume this to be accurate, clarifying questions are in order. They include, 'What are the needs?' and 'Whose needs?' Putting these questions into motion helps each of us to recognize the biases we hold about what and whose needs may be taking precedence (unfairly) over the needs of others. This definition challenges many things, including our treatment of those social groups most vulnerable (elderly, disabled and children) or perceived of lower value (race, gender, and age, etc.)

4 Presentations of Misbehavior

Misbehavior can be active or passive, constructive or destructive. When it's active, it's easier to detect, especially when it's destructive, because active misbehavior is in the moment and more obvious. Passive misbehavior is more challenging to recognize. It can be as subtle as a pathetic look of despair, sighing, delayed or extra-slow responding, or non-action, such as not showing up or not saying, not hearing or not doing something. By the very fact that the behavior is often "missing" and the consequences to others delayed, passive misbehavior is much harder to recognize and pinpoint.

You intuitively know when there's harmony, cooperation, and mutual respect between people and when there's not. **Sometimes you will have a hard time actually identifying misbehavior because you will be focusing on the *presentation* or timing of it and not the purposes or *intentions* behind it**. You will then fail to see misbehavior as it occurs, making you ineffective, then, in redirecting it. The following are examples of all 4 types or combinations of misbehavior, delivered by adults and children.

Active Destructive **Misbehavior** is destructive to property, people, routines and relationships: it's overt.

Examples of Active Destructive Misbehavior
Consider: What does *active destructive misbehavior* cost?

Corporate Example - An employee spills coffee on a fellow employee's important presentation materials on purpose, sabotaging an important project.

Education   Example - A teacher says to her students, "Be careful not to make a mess with your glue." Shortly after saying this, she looks over and sees 9-year-old Danny putting glue in the hair of another student.

Family Example - Father is angry with 7-year-old Matthew when he sees him hitting his 3-year-old brother John. Father grabs Matthew by the arm and lifts him off the ground, administering several spankings while at the same time saying, "How many times do I have to tell you to stop hitting smaller kids?"

Examples of Active Constructive Misbehavior

Consider: What does *active constructive misbehavior* cost?

Active Constructive Misbehavior is behavior that appears positive, correct or constructive and is presented actively.

Family Example - Mother wakes up 7-year-old Jerry and dresses him for school each morning, making his breakfast and lunch and tells him that he needs to brush his teeth and comb his hair. Mother fails to recognize the needs of her growing boy for autonomous contribution and competency (personal power).

Family Example 2 - A mother is sitting at a table writing out checks, paying her monthly bills. 5-year-old Suzie comes up to her and shyly says, "Mommy." Mother says, "What Suzie?" Suzie says in a very sweet voice, "I love you Mommy!" Mother says in a mildly distracted tone of voice, *"I love you too Suzie."* Minutes later Suzie says, "Mommy."

Mother says with a frown, "What is it Suzie?" Suzie says, "I drew you a picture Mommy." Mother looks up and says with mild annoyance, "That's nice." A few minutes pass. Suzie says, "Can I give you a kiss Mommy?" At this point, Mother is growing more and more irritated but feels compelled to give Suzie a kiss because Suzie has followed the conventional rules for politeness; she's used a sincere tone of voice and seems patient and loving. Even though Suzie appears polite, charming, and patient, she is unwilling to consider mother's needs to pay her bills without interruption.

Corporate Example 1 - One employee is ready to contribute important ideas at a meeting. Before she can, a co-worker pushes the same ideas forward; he appears helpful but upstages her.

Corporate Example 2 - The boss asks for feedback from his team, indicating he will let them try new ideas; but he puts the new ideas in play himself due to lack of faith in his staff and to protect them.

Education Example - Mrs. Brown's second grade class is working on spelling. Mrs. Brown calls on Mary to spell the next word. Mary does not appear to know the spelling of the word and is distressed. Immediately, Kimberly starts to wave her hand in an enthusiastic and urgent manner, as she frequently does when another student is unsure. Kimberly says, "I know it! I know it! Pick me!" Mrs. Brown is exasperated, and Mary feels even more deflated. Mrs. Brown reluctantly calls upon Kimberly, who proudly answers the question and spells the word correctly. In this example, Kimberly is acting as if she is willing to give answers enthusiastically to participate. She is *competing* with Mary and demonstrating superiority in a way that is discouraging Mary and others in the process.

Other examples include pleading for help when you don't need it, cleaning important information off the chalkboard, or letting someone take a turn first so you can avoid something.

Examples of Passive Destructive Misbehavior

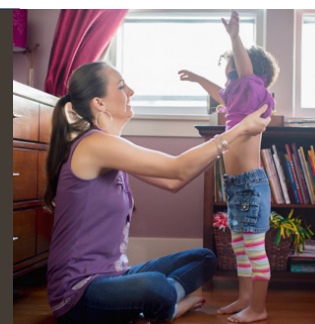Consider: What does *passive destructive misbehavior* cost?

Passive Destructive Misbehavior is when a person remains unwilling to meet the needs of a situation through inactivity or omission; it's destructive to people and things.

Corporate Example - Employees gives C- effort, spending an inordinate amount of time daydreaming, reviewing email, and answering personal calls -missing a project deadline.

**Corporate Example 2 -** An employer drops health insurance for his staff without telling them.

Education Example - A group of students stand by and watches another student get beat up by the school bully.

Family Example 1 - One day Mrs. Jones comes home to find the electricity is off in her home. After checking into the matter, she finds that her husband neglected to pay the electric bill for the past two months, instead using the money at the local gambling boat. Mr. Jones fails to pay the electric bill, causing a serious breach in trust as well as a lack of electricity.
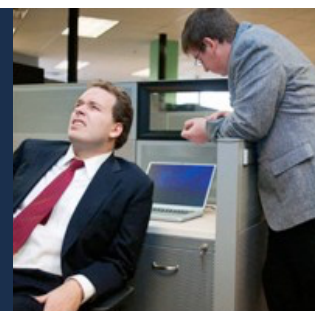
Examples of Passive Destructive Misbehavior (Continued)

Family Example 2 - Mother says to Allison, "Do you know where all of our cereal bowls are? I can't seem to find any of them in the cabinet." Allison says, "I don't know Mom." The next day, while Allison's at school, Mother notices a cereal dish partially exposed under Allison's bed. Upon further searching, she finds more bowls under the bed and several stashed in Allison's closet on top of clean laundry mother washed and folded. The clean, folded clothes and the dirty cereal bowls dumped in the closet infuriate Mother. Allison lies to her mother and disrespects the routines for dishes and laundry.

Passive Constructive **Misbehavior** is behavior that appears positive, correct, or constructive and is presented passively.

Examples of Passive Constructive Misbehavior
Consider: What does *passive constructive misbehavior* cost?

Corporate Example - A staff member is asked by another to do something helpful outside of his job description but says, "I sure wish I could help, but I'm not allowed to do that."

Education Example - Timmy and Sarah are told to work together on a school project. Without working out a plan with Timmy and as soon as she knows the teacher will see her, Sarah begins to do the project all by herself. When the teacher sees Sarah working without Timmy, she says, "Sarah, where's Timmy? He's supposed to be helping you." Sarah says innocently, "I don't know why he isn't helping." The teacher then finds Timmy and says, "Why are you making Sarah do all the work on this project by herself? You know I told you both to do this." Sarah failed to work out a plan with Timmy, making Timmy look bad and her good, likely costing him in several ways.

Family Example 1 - Dad has assigned Johnny the task of taking out the trash every day. As he walks through the kitchen, Dad notices that the trash is ready to be taken out. He goes to Johnny and reminds him of his responsibility. Johnny says with a contrite look on his face, "Oh yeah, I'm sorry, I forgot. I'll take care of it right after this show's over." As Dad's leaving for work the next morning he notices the trash still remains, now overflowing. Because Johnny has left for school, Dad is left with the task of taking out the trash, something he ends up doing frequently despite repeated conversations with Johnny about this responsibility. Johnny *gives the appearance of being* a willing teenager.

Family Example 2 - Mom has agreed to pick Sally up from band practice at 4:30 on Tuesdays each week. Sally is the last one standing at the curb when mom shows up at 5 pm. Sometimes Sally has to call her mom to remind her. Mom always drives up hurriedly, looks remorseful, apologizes, and makes excuses. Sally is embarrassed and distressed, not understanding why her mother forgets her agreement each week. The mother is disrespectful of the needs of her daughter.

Other examples include procrastination with the excuse that you are gathering more information, avoiding a difficult but necessary conversation with the excuse you don't want to hurt anyone or be uncomfortable; or starting a project late then working excessively yet not completing it.

You can see from these examples that much of what is misbehavior is often overlooked or unacknowledged because you are conditioned to focus on *behavior rather than intentions behind behavior* and not always focused on the *needs of all involved*. Additionally, the reverse of this can also be true. Something can actually look like misbehavior when it's not, because there is a considerate intention that is in play. Be willing to broaden your view of what is and what is not misbehavior.

4 PRESENTATIONS OF MISBEHAVIOR

To have a definition for misbehavior and descriptions of how it might be presented actively or passively, seem constructive or destructive is helpful in recognizing what is going on. This requires you to focus inwardly on how the behavior makes you *feel* at any given moment in time.

While misbehavior is likely more complicated than you may have thought, there are clear patterns and associated feelings with each event that makes understanding the incident possible and a resolution applied.

Active Destructive **Misbehavior** is destructive to property, people, routines, relationships: it's overt.

Active Constructive **Misbehavior** is behavior in that appears positive, correct or constructive and is presented actively.

Passive Destructive **Misbehavior** is when a person remains unwilling to meet the needs of a situation through inactivity or omission; it's destructive to people and things.

Passive Constructive **Misbehavior** is behavior that appears positive, correct, or constructive and is presented passively.

1. Which of the four presentations is most difficult for you to recognize or respond to? Why? (Cite an example)

2. Overall, what clues most allows you to recognize that misbehavior is in play?

View each type of misbehavior After, write in its box (below): **1.** an *example for each type* of how **YOU** engaged in that misbehavior *recently or* as recent as you can recall; **2. YOUR** *possible* **missing core needs** (in box); **3. Costs and consequences** to **YOU** and **ALL OTHERS** involved. Use orange example as your guide

Active Destructive: is destructive to property, people, routines and relationships it's overt. Example: **1.** *"I recently gossiped."* **2.** *"Everything took twice as long that day. I did not feel I was* <u>contributing</u>. *I did not feel* <u>empowered</u> *because I got only 4 hours of sleep the night before."* **3.** *"I hurt the reputation of the one I gossiped about. He may have felt less* <u>lovable</u>. *I felt less* <u>lovable</u>. *The listener may feel less* <u>connected</u>.*"*

Passive Destructive: unwilling to meet the needs of a situation through inactivity or omission; it's destructive to people and things.

Missing Core Needs

(Empowered, Lovable,

Connected, Contributing)

Active Constructive: appears positive, correct or constructive and is presented actively

Passive Constructive: behavior that appears positive, correct, or constructive and is presented passively.

Empowered

Lovable

Connected

Contributing

Adler's 5 Concepts (the *order* of Adler's five concepts is <u>not</u> relevant)

1. **We are Social:** We are hard-wired to seek *belonging and significance* in which we feel…

Humans Possess Innate Potential to Develop Social Interest

- Humans have an innate capacity for social development – the ability to live in harmony with society. This innate potentiality for social interest has to be consciously developed. Utilizing this capacity, the individual develops cooperative social skills. Cooperation leads to a feeling of belonging. Social interest flows from cooperation and belonging.

- The main tasks humans face are social in nature. Therefore, a sufficiently developed social interest is required in order for a person to fulfill these tasks.

- Social usefulness and contribution are the criteria of mental health, the outcome of a sell-developed social interest.

- Without social interest, the individual's goals will be self-centered and relatively meaningless; with it, self-transcending and valid.

- Underdeveloped social interest, increased inferiority feelings and an exaggerated compensatory goal of personal superiority over others characterize mental disorder. The individual experiencing mental disorder has difficulty with fulfilling one or more of the tasks of life – solving life's problems.

- Adlerian psychology encouraged people to reconstruct basic assumptions about one's self and the world while moving toward greater self-esteem and social usefulness. A person's complaints and symptoms are understood as devices to attain mistaken goals and to serve as excuses for his or her failures.

2. **We are Purposeful:** Everything we do goal-oriented and intentional, even if often unconscious. That's why *intentions=results.* Often, we only recognize hidden goals when we reverse-engineer a *result* to see what unconscious goal was likely in play and priority. See common *unconscious commitments* below that impact our choice of goals. Example: I may say I want to lose 10 pounds in a month, but if I do not, chances are that target I most prioritized was eating excessive calories, being sedentary or both.

Intention = Results

When it comes to misbehavior, unconscious and mistaken goals are set in motion and that align with any of five patterns. These will be shared in detail, and they include:


1. The Mistaken Goal of **Attention**

2. The Mistaken Goal of **Power**

3. The Mistaken Goal of **Revenge**

4. The Mistaken Goal of **Inadequacy**

5. The Mistaken Goal of **Significance**

In your session, this was an example of an employee who did not complete a work assignment. Remember that any of the 5 goals described in this session could have been the driving factor for the very same result.

3. **We are Subjective:** We interpret life events and draw conclusions about how to feel, act, and believe about ourselves and the world at large. Adler says it this way: We each develop our own <u>private logic</u>. That's why Adler's psychology model is called *individual psychology.* This information below shows the process in sequential order describing how we develop our unique beliefs and values.
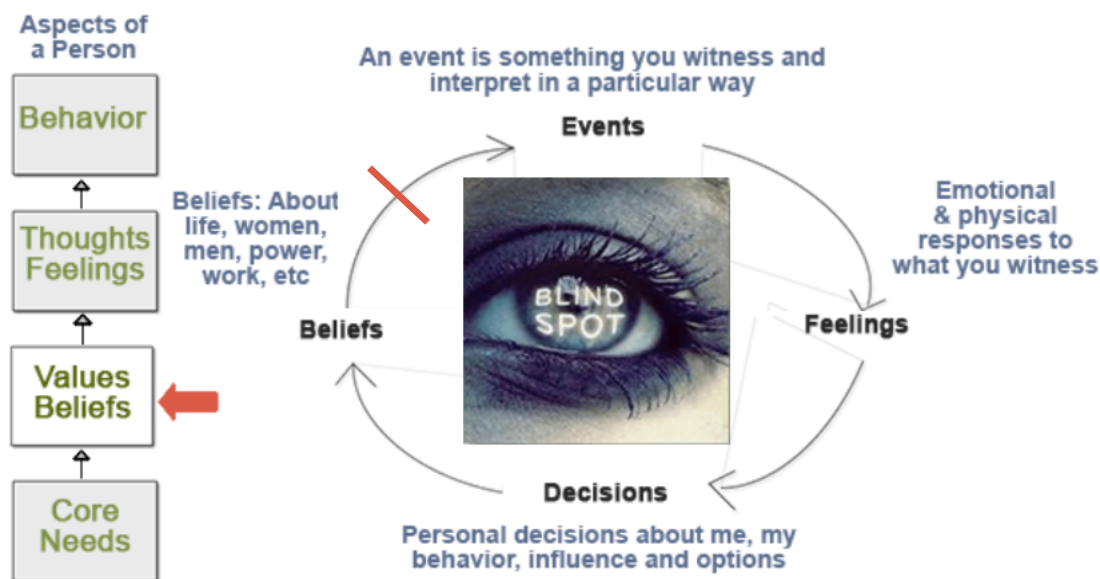
4. **We are Self-Determining:** We create our own reality. Many people do not realize how self-determining we all are. Because we are **social** with 4 core needs and because we have created our **subjective** *private logic* to serve us in achieving our goals towards this end and we are **purposeful** in this, we then create scenarios that make sense when understood by not only the behavior on the surface of our lives, but also the values, beliefs, thoughts, and feelings that reside largely unconsciousness in us.

When people are aware of this dynamic they can be influential in response to the negative behavior they witness in others. They create a path that helps the misbehaving person to get their core needs met in a different, more constructive way. If they do not understand these dynamics, they will likely react in harsh, harmful ways that do not bring about positive change.
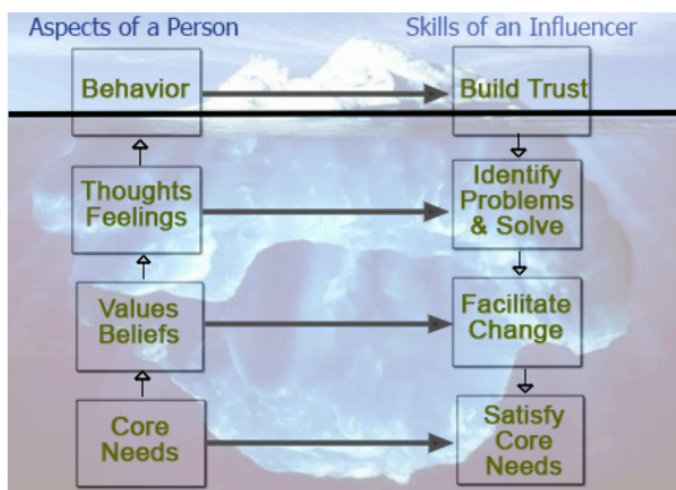
5. **We are Holistic:** We all seek what Adler called a *felt-plus* in which we experience the four-core social needs to feel empowered, lovable, connected and contributing. Without this, we feel incomplete, and it is intolerable to us. This is core to discouragement.

This is why misbehaving people try so hard to get their core needs met and will override their conscience and their fear of imprisonment or other negative consequences, in their quest for this wholeness.

Additional Adlerian Principles

- The human person is a whole, self-consistent and unique creature.

- The self-consistency is reflected in the individual's style of life, formed in accordance with his self-ideal.

- The individual's way of responding to the first social system, the family constellation, is an important factor in his/her life style development.

- Adler taught that courage, an optimistic attitude, common sense, and a feeling of being at home upon the earth, enable individuals to face the advantages and disadvantages of life.

- Adler defined three life tasks – friendship, love, and work. Followers of Adler have added self and the universe (religious beliefs influence fulfillment of this task).

- Personality priorities that can be hindrances – to achieve superiority, control, pleasing and comfort.

- Individuals have unlimited potential for change. However, change is not easy to achieve. It often means giving up long-held, often-reinforced beliefs, feelings and/or behaviors.

For Reflection on Adlerian Principles (**Note:** Use an EVENT that was based in fear and limitation)

1a. We're <u>self-determining</u>, creating our subjective reality by interpreting EVENTS and experiencing FEELINGS**,** emotional and physical**.** Write down one real-life example of such an EVENT and the FEELINGS. (**Example**: I hear about or experience a turbulent airplane flight. I sweat, feel anxious, jump at each sensation. I freak out and I worry I will get sick.)

1b. We are <u>purposeful</u>. Describe how this EVENT has colored your perspective and has driven <u>personal decisions</u> you made about *yourself*, *your behavior*, *your influence*, *your options*. (**Example**: I decide I don't like flying. I hate flying. I am not a thrill seeker. I probably can't ski or boat either. I am a coward. I will avoid flying. I could never be a pilot or stewardess.)

1c. We are <u>holistic</u> with unlimited potential to change. This requires giving up long-held, often-reinforced BELIEFS. Considering the event above, what are some *generalized fearful, limiting* BELIEFS? Life is dangerous. People can only trust what we can control. Flying is too risky. There are too many things that can go wrong. What **counter-BELIEFS might help**? I am safe and protected. Most people survive flying. Flying is safer than driving. I am stronger than I thought. Flying is fun and exciting. I can handle whatever happens because I am made to survive things even when they are turbulent.

Rethinking Punishment and Rewards

Fill out your answers to the following questions. They will be discussed at your next *group* session.

Punishment and rewards (bribing) do "*work*", but…

1. ***You gain compliance while reducing commitment to desired behaviors*.** (Why does this happens?)

2. ***If used, you opt out of a responsibility-based relationship.*** (What does this mean? Why does this happen?)

3. ***If used, you opt out of mutual respect and equality - People don't reward and punish EQUALS.*** (Can you give some examples? How do you feel if people dangle carrots or threaten you?) *Share examples.*

4. ***Their use discourages and weakens YOU.*** (How? Why?) *Share a personal example.*

Fill out your answers to the following questions. They will be discussed at your next *group* session.

<u>Scenario 1</u>. **You walk by your boss's office, and you see him/her yelling at another employee.**

1. What does this make everyone *feel*? (you, the boss, and the recipient)

2. What does this make people **think**? What does it **teach**? What does it **neglect to teach**?

Scenario 2. **You witness a boss telling a coworker,** *"If you get to work on time every day, I'll buy you a steak dinner."*
1. What do this make everyone *feel*? (you, the boss, and the recipient)

2. What does this make people **think**? What does it **teach**? What does it **neglect to teach**?

Follow-Up Questions
1. Does using punishment and rewards impact the overall reputation of *workplace culture?* Explain your answer.

2. How does the control tactic of dangling carrots (incentives) result in self-centered, lackluster behavior?

3. What makes punishment and rewarding/bribing (extrinsic motivation) discouraging and counterproductive?

4. When using punishment, incentives, judgment and enabling (control-based tactics), can authority figures and direct reports be friends? Explain your answer.

Punishments and Rewards - Why We Prefer Control

Punishment - imposing unpleasantness in an attempt to obtain desired behavior

Rewards – introducing a favor contingent upon compliance with a desired behavior

Punishments and rewards are *control* we prefer, and find tempting to use, because:

1. **They "work"** (like holding a gun to someone's head "works" or offering a stack of $100 bills "works") in the short run. Bribes, threats, or other coercive interventions often result in immediate compliance, which feels powerful and gives us a sense of control when we feel out of control.

2. **They are publicly pronounced a good thing by many people**; hence yard signs that say, "Be a parent, not a friend." Or conversations with a similar bent, "Be a boss, not a friend."

3. **The surface appeal supports the status quo**. Settling for how things look in the short term is a top priority, and we don't want to risk the disapproval of others or the stigma of being different.

4. **Cumulative negative impacts are not obvious**. We don't recognize a downside to punishment, rewards or control that would make us hesitate about using forms of control again.

5. **We will not relinquish them until we are convinced, 'they are harmful**.'

6. Like a sugar high, **they cause serious, harmful, negative side effects**.

7. **It's hard to believe people who exhibit negative behavior can change** (we have a low opinion of people in general).

8. **We are familiar with them,** so we come up with reasons to dismiss new ideas or even if we do try them, we find ourselves reverting to what feels familiar as soon as we hit a bump in the road.

9. **We do what we have observed**. We learned how we're supposed to handle negative behavior from watching how people managed it in homes, schools, and businesses. The less conscious we are about this, the more likely we are to repeat patterns without asking if they make sense or if there's a better way.

10. **Peer pressure**. We get advice, judgments, and suggestions from others, including family, friends, strangers, educators, TV talk show hosts, authors of books or any number of other people may be influencing you, offering explicit judgments and suggestions about how negative behavior should be handled.

11. **It's always been done this way**. Our culture supports a specific direction that is rarely questioned.

12. **Assumptions.** If so, many people are controlling, it can't be wrong. Even many experts support the underlying assumption that we must "control" people who are acting in unacceptable ways as an accepted norm.

13. **Bad discipline is easy and mindless**. Very little is asked of us when we respond with punishment and reward. Working with people as a coach or mentor in order to transfer responsibility to them, influence and guide them takes skill and persistence.

14. **We are not a forgiving society**. Many people are downright disdainful of others. We are not particularly supportive of people in general and especially for those who are not particularly cute, accomplished, or cooperative. Many disapprove of, gossip about, and call them names such as rude, lazy, irresponsible, and lacking in basic values.

15. **Many tolerate the suffering of others**. Millions are homeless. Many more are reported poor, neglected, or sexually and otherwise physically or emotionally abused.

16. **Even well-meaning people are negatively focused about those who engage in negative behavior**. It's common for them to withhold care and respect for them and to focus on their faults and limitations.

17. **Fear and mistrust of people leads to control strategies**; if you don't trust them, you go out of your way to control them. A study found that those who held a negative view of human nature are likely to be very controlling.

18. **A distorted view about the current situation of our nation and our history**; we focus on the very occasional examples of permissiveness rather than the epidemic of harsh, punitive, or bribing incidents. Many people create the impression that everyone's out of control and some even pronounce entire generations spoiled and recipients of permissiveness.

19. **We neglect appropriate and necessary leadership development and regular coaching and mentoring support** of people (in childhood and adulthood) and then over-control when poor behavior results.

20. **We feel pressured to compete and win** to prove we are good enough to maintain status. We become consumed with the cultural imperative to be #1, and therefore don't often feel we have the time to put into people development for all.

21. **Top priority is to gain *compliance* from people**. Numerous books offer guidance for how to win them over, get them to comply (vs. commit), and help us to emerge triumphant over them. Too often others are seen as opponents to be beaten.

22. **We hold unrealistically high expectations**. Rather than teach or remain patient, we get frustrated by what we see as inappropriate behavior and respond by cracking down on people, making things worse by exerting various control tactics when expectations are not met.

23. **We want people to conform to traditional rules and authority**. Rather than thinking for themselves or being inconvenienced, many resort to strict rules to rein in the independence, self-reliance, and self-directedness of others.

24. **We believe "no pain, no gain"**. Many people believe that when any individual, (even a small child) does something bad, then something bad should be done to that person. Not only do we believe people must suffer for mistakes, but we also believe everything, including love and respect, must be earned.

25. **Certain religious belief systems teach control** and that it's okay (and even necessary) to break the will of others. Unfortunately, this has been the central task given to many people through preachers, ministers and priests based upon a religion-based rationale that self-will is evil and sinful and must be punished and controlled.

26. **Either/or thinking**. There is a strong tendency to believe there are only two ways to stop negative behavior: either autocratic or permissive. Either I punish or I neglect. Either I take a hard line, or I draw no line. These are actually both two sides of the same coin; those who use control generally provide no guidance in either.

27. **When faced with negative behavior, we feel the need to take immediate action**. If all we have in our repertoire is punishment, we end up doing that by default.

28. **Basic attitudes towards people are deeply rooted in our own childhood**. How you handle responsibilities, how you think and act towards men vs. women, and how you feel about most things, is set in place in your first seven years.

29. **We idealize our existing methods to avoid feelings**, especially discomfort, guilt, or fear of being wrong. We can either continue to idealize our current practices (then emulate them) to avoid the threatening feelings we experience if we consider they are not actually well meaning, helpful, and effective.

30. **If you have not experienced something other than control, it's hard to believe in it or give it**. If you didn't get love, understanding, unconditional acceptance, respect, guidance, or empathy, it is hard to give it. When you are older, you still have those same needs yourself and may even be relatively narcissistic, jealous of or emotionally unavailable for the needs of others.

31. **Fears**. Sometimes we have fears of inadequacy, powerlessness, of being judged, of a dire outcome or danger, spoiling, enabling, or permissiveness, and the thought of trying something new seems too overwhelming.

Perceptual Blindness

(To share in group)

1. Share an example of how you and someone you know have interpreted an event differently and how this shows up in different thoughts, words, and behaviors when with the other person.
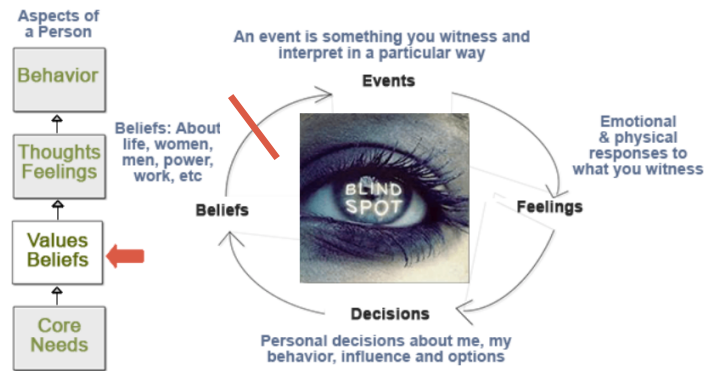
2. Examples of perceptual blindness are (unchallenged) concepts like "*no pain, no gain*" or "*be a parent, not a friend*" or "*I was spanked and it didn't hurt me*." Share others.

3. What are the practices we can engage in to begin discovering possible flaws in our own perception lens?

4. The Babemba tribe story is recalled in the final slide in this section. Would any shift in our social justice system in this direction bring about new, positive, and improved outcomes? What might we shift?

Intention Equals Results

The Power of Intentions *(un-revealed Intentions)*

Circle one or more beliefs below you may have adopted but had not considered before. **You will be sharing this with your group**. In the space below, write how this/these help explain your results, patterns, or actions?

When you choose to be accountable and committed to a goal, every new situation is an opportunity to increase your self-awareness and enhance your flexibility. You free yourself and others from blame, fault, and guilt, releasing energy to search for new and better ways to operate.

Commitment and accountability are expressed when you relentlessly focus on the goal, making results more important than excuses, and learning more important than blame.

An *unrevealed commitment* is a decision we make about ourselves *from a subconscious level*. In order to reveal these commitments, we must reflect on and be willing to be curious and compassionate about our results and examine where subconscious beliefs may be getting in our way. When addressed, a person becomes effective; free to make a new decision for better results.

1. **Being Right** – Being right is more important than getting what you want. You are more committed to being right than reaching your goal. You are defensive and justify your choices.

2. **Playing It Safe** – You have an idea to solve a problem but create fear and intimidation that keeps you from sharing it. You have an idea that would have pushed the team forward, however, you sat on it. Your behavior shows up as withholding information or action.

3. **Power Struggle** – Having your way is more important than anything else (e.g., You are always late and have the attitude, "You're not going to force me to be on time." You think, "No I won't; you can't make me. I want it my way."

4. **Revenge** – You feel hurt and seek to hurt others (e.g., You break company mandates). Your behavior can also be sarcastic, mean-spirited, callous, hurtful, and argumentative.

5. **Looking Good** – You take on responsibilities you can't handle because you want to look good to your boss or another group. Your commitments are connected to "looking good." You have the inability or fear of saying no and losing status.

6. **Life is a Test** – Almost everything is difficult. You make things more difficult in order to prove your life and tasks are hard. You think you have to prove and measure yourself frequently.

7. **Powerless** – You take the role of victim. You won't find solutions and won't take responsibility for making improvements. You behave and create discouragement and hopelessness.

8. **Proving Self** – You prove you're better than others and watch for praise and elevated status. You are attached to acknowledgement as the best or most special one, rather than for the satisfaction of doing something (e.g., goal of Significance; wreaking havoc at work on team).

9. **I Can't Trust Myself** – You generate self-confusion. You refuse to trust your decisions and avoid making them in the first place. You need constant approval and help making decisions.

10. **I Can't Count on Others, I Can Count Only on Me** – You insist on doing everything yourself. You find fault with the work of others to prove you should have done it yourself. You act superior or as a martyr (e.g., You work late, saying, "I'm the only one who really cares").

Commitment Chart (to share in group session) Circle your current **intention focus**, write one **next step** here:

(**Possible Example**: <u>INTENTION FOCUS</u> Improving the Community. <u>NEXT STEP</u>: I will research out volunteering in a soup kitchen and then set a plan to do so by_____(date)

	Intention Focus	Example	Attitude expressed	Attitude Required to move up
	Commitments that provide *increasingly greater* personal fulfillment			
	Contributing to the Universe	"I am a unique cosmic unit. I am essential to the universe. I am creating a world in which all people love their lives"	A knowing that what you do is part of something bigger than you. You understand that your actions impact more things than you are aware of.	Be open to communication that allows you to be in harmony with the universe. Train yourself to listen to God.
	Improving the World	"I will become a $35M global company, improving the lives of millions of people by 2025"	You have no idea how to accomplish this goal, but you are sure it won't fail as a result of you not doing your part.	A faith that the universe works even if you don't fully understand the purpose of your contribution. You seek oneness.
	Improving the Country	"I want our country to have the reputation of creating solutions, not causing problems."	When you hear that another country does not respect us, you are not only concerned, but seek to improve relations.	Overcome your need for judgment. Create and support a vision of oneness. Surrender your dominance.
	Improving the Community	"I want our town to be a great place to live."	Interest in the success of those who do not directly contribute to you.	Choose to use power to contribute, despite not knowing what's best for all.
	Being an organization	"I lead, or I support the leader, as needs dictate. I put goals of the organizational above mine."	A willingness to commit to the task, its purpose and to the individual success of all of the other organization's members.	Develop appreciation for people who love to do tasks you dislike doing. Engage with people better than you.
	Being a Team	"I want our leadership team (or project team) to be successful."	Seeing your team as a group of unique individuals who deserve support to be who they are here to be.	Overcome any need to be connected with one group by being against an outside group.
	Being a Friend or partner	"I do _____because it will make you/us happy."	Seeing a person as a unique individual who deserves support to be his or her self.	Take responsibility for the success and happiness in your friendship. Act to create unity and collaboration.
	Task Satisfaction	"I want to do a good job."	You learn how to do things and you act. You get joy from doing and the contribution you make.	Overcome your need for perfection and replace personal satisfaction with an interest in people as priority.
	Personal Gain	"I want to get rich."	You are more interested in what you get than in providing value to others. Example: You may be doing something for the paycheck.	Use your desire for financial success to motivate you to be useful. Avoid getting something for nothing. See your bills as your service, not your burden.
	Commitments that provide *increasingly reduced* personal fulfillment			
	Proving Self	"I strive for superiority and attention. I am comparing. I am defensive. I seek approval. I need to be special."	You feel you are never enough. You desire to be better than others or special. You feel inferior. You try to prove you are OK or powerful and steal credit for others' success.	Do anonymous acts of service. Get joy from contribution, not praise. Work to make others successful. Avoid getting even for not being special. Search for and tell others of their value.
	Protest	"I am on strike. I prove others can't control me. I complain and collect injustices."	You feel that only others have power. You underestimate the effect you have on others.	Act on what you can do to improve upon the situation. Be willing to be responsible and proactive.
	Survival	"I've got to take care of myself. I need to get the best possible price."	You feel and act desperate. You seek personal comfort. You worry about getting your share.	Remind yourself you can handle whatever happens. Seek to see where you can be grateful.
	Revenge	"I argue and withhold support. I am petty. I get even and ahead."	You act with an intent to hurt others either in obvious and hidden ways.	Instead of getting even, quit all battles while the other person is ahead.

What Is Redirect? Based on the work of Rudolf Dreikurs, MD (with modifications)

Redirect is a:

- **Technique to stop a cycle of limited thinking/behaving based in discouragement and fear**

- **Method for diagnosing and treating the true causes of negative behavior**

- **Respectful, honoring alternative to traditional punishment, bribing and rewarding**

Redirect steps include:

1. Pause, take a breath and look for clues (what you feel, think and want to do).

2. Identify 1 of 5 patterns of misbehavior (called mistaken goals from fear or limitation) depending upon the clues you recognize in yourself. **Note**: You focus on one *specific incident* of misbehavior at a time because the same behavior could be any of the 5 mistaken goals

3. *Respond* (often counter-intuitive) vs. *react* to work against a discouraged person's limiting beliefs.

Fill out your answer to the following question. This will be discussed at your next *group* session.

When you redirect, *YOU'RE more powerful in your determination to win the other person over to seeing themselves in their true, best light. You* know if you support their fearful thought, things will *always* get worse. You win them over, respond in a different way than they expect, and **YOU lead things back on track!** Ideally, your environment will become so encouraging that you will have very little discouragement, as well as well-met needs and few incidents of misbehavior. In the event that you do, the tool *Redirect* allows you a true alternative to the punishment and reward approaches. Consider this: What do you think about responding to negative behavior using compassion?

E + R = O

"When in doubt, observe what is happening not what is being said."

Alfred Adler, Psychiatrist

Many times, the words a person speaks will contradict what is really going on. Start paying attention to everything. Pay attention to yourself and others. Look at how one person can influence a group of people just like the drunken laborer did in the train story. You'll be the most influential when you pay attention to body language, sighs, and tone of voice, forgetting, ignoring, and use of specific words or phrases. Interestingly, smiles and a nervous laugh are almost always recognition *responses* from the unconscious when the truth is stated out loud. These smiles are far more reliable than words. Sometimes a person will shake his or her head "no" while saying "yes" or shake his or her head "yes" while they are saying "no". There are many clues you can see or hear.

E = Event
You have little control over event.

R = Reaction or Response
Your control lies in choosing to react or respond.

O = Outcome
Your outcome is determined by whose behavior
is most informed and influential.

Initial Redirect Terms and Mechanics

Feel It Out, Don't Think It Out!

To be effective at redirect, the first rule is "don't think it out, feel it out." If you try to redirect by engaging the intellect *first*, you'll not be able to accurately identify the mistaken goal or pattern in play and you will most likely get poor results trying to redirect the wrong pattern.

Remember, a person's behavior can be identical; and depending upon the intention, can fit into all of the 5 patterns. That's why **you can't go by the behavior**! One of the things you'll be tempted to do is see a misbehaving event and immediately intellectualize about it. "Oh, he's trying to get attention" or "Oh, there she goes again engaging in a power struggle." This is the most common pitfall. The same person can be doing a particular behavior and be in one goal and the next day, do the same behavior in the same way for a completely different goal.

First, in order to focus on motives and unconscious intentions - NOT behavior - take a breath and check in to see what your emotional reactions are. And the *only* way to determine the motive, intention, and specific goal of the behavior of others is to first be aware of the *feelings elicited in you. Distinguishing your feelings* is the absolute first step in the process (if you're committed to redirect!). Like a detective, this clue sets the course for the rest of your investigation and your success in finding the most fitting path to resolution.

Fill out answers to the following table and questions. They will be discussed at your next *group* session.

Their Mistaken Goal	*Your* Feelings
Attention	
Power	
Revenge	
Inadequacy	
Significance	

1. The most challenging part of redirect is step 1: identifying what you're *feeling* when faced with negative behavior. Why is this this step the most challenging?

Reflection: Motivation modification, not just behavior modification

The Sugar (A non-helpful, knee-jerk, permissive* reaction that support the fearful beliefs of a misbehaving person)

*Permissiveness is the act of giving into a tyrannical demand of a child or another adult simply because of the pressure he or she exerts on you."

Once you have determined your *feelings* so as to accurately identify what mistaken goal is in play, the second and almost simultaneous diagnostic tool to notice is your *behavioral* knee-jerk reaction. This behavior is called the Non-Helpful Reaction or NHR. The **sugar**, if or when you give it, will actually confirm the unconscious, negative, and mistaken goals of the person who is discouraged. Each of the 5 mistaken goals has an associated NHR or "sugar." We call it *sugar* because it's an unhealthy action that's demanded and manipulated (unconsciously), which you want to avoid giving. Reacting by giving into each goal's demanded sugar is always *permissive*.

A Careful Look at *Permissiveness* and "Giving the Sugar"

You may fear being too "permissive" especially when putting away other tactics like harshness, punishment, and incentives in order to use redirect instead.   You may be tempted to err   on the side of being tough or autocratic. It's time to review permissiveness in light of redirect.

If you think about it, permissiveness is actually the act of giving in to a tyrannical demand of another simply because of pressure he or she exerts on you. Permissiveness is negative; you cave in to a demand for something that is not in the best interest of you or others. In redirect, if you give into the demanded "sugar", even if it is done punitively through what might even look like "tough love," you are actually behaving permissively. You are being strongly influenced by another person to give something harmful that will not serve him or her. It's important for you to remember harshness or neglect are two examples of permissive behavior when seen in the light of a discouraged person's *purposes* for misbehavior.

The Type Of "Sugar" You Want to Give Is a Clue

Additionally, watching for the urge to give the "sugar" gives us another diagnostic reference point in addition to our *feelings* because the "sugar" is the immediate thing to follow our feelings and is *behavior we feel most compelled to react with.* The "sugar" further helps us to recognize or identify the particular mistaken goal in play.

Fill out your answers to the following questions. They will be discussed at your next *group* session.

Their Mistaken Goal	The Sugar (*Your* Knee-Jerk Reaction/Behavior)
Attention	
Power	
Revenge	
Inadequacy	
Significance	

Upping the Ante

Upping the Ante is a term that describes the reaction of a misbehaving person when you start to redirect them. It's important to know this or you may quickly come to doubt the power and influence of the redirect tool when your action leads to the person doubling down on their negative behavior. This is actually an indication of progress! It's very important to remember people form beliefs by interpreting events, reacting to them *per their interpretation*, and make big decisions about themselves and life, work, men, women, power, etc.

When in the throes of a fearful, discouraged and limiting values and belief, the person misbehaves. They do this to provoke events that support conclusions they have that are *based in fear*. When an influential person redirects, they must remember they are impacting at the level of a person's beliefs and values and the powerful goal of the misbehaving person to provoke outcomes that validate their private logic. They do not give way initially.

The orange line cutting across the circular graph below is an indication of where the influencer is severing the mistaken goal and beliefs in play when he or she is redirecting. This person must have heightened emotional intelligence. As he or she is aware of what is felt emotionally, and what new thought to think (self-awareness), he or she then determines to redirect (self-management) because simultaneously, the dynamic in play is recognized in a pattern and this person is influential enough to interrupt behaviors based in fear and limitation. So, remember, when the misbehaving person *ups the ante*, you should be encouraged and think, "*Now, we are getting somewhere!*"

LIFEWORK SYSTEMS
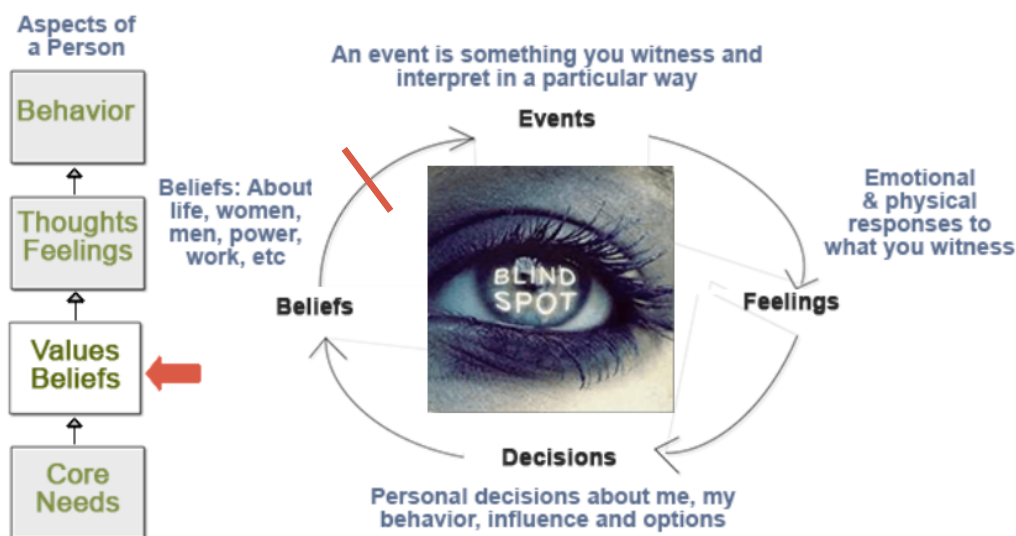
It Just Got Real!

Name _____   **Date** _____

A-Ha Idea

Challenges

Resources (How you will overcome challenges/barriers)

1 | **Next Step**

Date

A-Ha Idea

Challenges

Resources (How you will overcome challenges/barriers)

2 | **Next Step**

Date