

Redirecting Negative Behavior Part 3



Participate
Perform
Produce

Workbook

This workbook accompanies Individual Session 9 in the eLearning Series, *CultureEX™ Guided Transformation Process*.

Presented for you by



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The Mistaken Goal of *INADEQUACY*

Mistake: "I can't!"

True Need: "Have Faith, Don't give up on me!"

Nobody loves me. Everybody hates me...



Limiting Beliefs

I can't do things right so I won't do anything.
I'm just no good, leave me alone.

Behavior:
Poor Me,
Passive
Slow, Stricken
Confused
Depressed
Helpless
Defeated
Bored, Tired

Examples: underachieving, disorder, avoiding risks, poor health, poor grades, isolation, calamities.



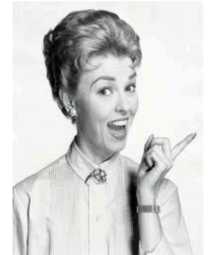
Feelings of Recipient: Pity, Despair, Concern, Burdened

Intensity of Feelings: MEDIUM

Thoughts: "Poor thing, I better help before it's dire." or "I give up. I'm going to ignore."

Non-Helpful Reactions (SUGAR)

- You coax, advise, bribe and care-take
- You take more responsibility than them
- You exempt or lower expectations
- You treat as fragile, overprotect
- You give up



The Sugar: You give demanded **Rescue or Exemption** (enabling).

When Rescue or Exemption (sugar) is given:

- They retreat further "there's no use trying."
- Become weaker, more pathetic.
- Behavior is less responsible, more passive.

What's the point?!



During Redirect, They Up the Ante:

- They become more desperate, ill or calamitous.
- They are more passive and wait you out.
- They come up with solutions likely to fail.
- They get angry and intimidating.

I can do it!
I am doing it!



REDIRECT Steps: First, FEEL your feelings then...

1. Think: "They're whole, capable."
2. Don't coax, care-take or advise.
3. Hand over responsibility (Ask "so....what will you do?")
4. Encourage (intrinsically), show faith in them.
5. Lead them to discover small successes.

Questions: Fill out your answers to all questions. They will be discussed at your next group session.

Dealing with the goal of Assumed *Inadequacy* is often difficult to recognize. Most of the time it is presented passively and can mostly be deduced by noticing how you feel and what the person is *not* doing.

1. What are some of the ways adults and children *actively* do assumed inadequacy?
2. What are some of the ways people *passively* do assumed inadequacy?

3. What are the feelings you have when a person is in this goal? Hint: Consider redirect chart.

4. What is the mistaken idea this person believes from fear and limiting beliefs? Hint: Consider redirect chart.

5. What are some things you could do accidentally (unconsciously) that might make this person believe his or her mistaken idea is true?

6. What are some things you could do on purpose in a respectful or caring way so this person will stop believing his or her fearful idea?

7. What are some images or thoughts that could help you remember the mistaken idea this person has?

8. What are things you could do to encourage him or her now that you know he or she is discouraged?

9. What could be some of the reasons a person is choosing to believe this mistaken idea?

10. Now that you know what's going on, what are some reasons punishment might not be a good idea?

11. What is the good news about a person in assumed inadequacy?

General Interventions

1. **Envision and remember for person for who he/she really is.** Picture this person as whole, capable, successful.
2. **Encourage an “I can” belief.** Take every opportunity available to help him or her change his/her self-perception from “I can’t” to “I can.”
3. **Take time to train or gain training for this person.** This person is easy to avoid or stop noticing. Make a point to make sure he or she gets help early on.
4. **Modify the way you instruct or help this person.** Broaden your methods by using concrete learning materials, computer-assisted instruction, and teaching one step at a time until he or she experiences success.
5. **Disclose the goal.** with a person who uses this goal repeatedly. Privately, when the person is not in the mistaken goal. (Refer back to the section on *disclosing the goal*)
6. **Use concrete learning tools.** Many people learn best when they use tools they can see, feel, and manipulate. Concrete learning tools include:
 - a. **Inspiring and interesting** – People love working with materials that are interesting and colorful.
 - b. **Self-explanatory** – People are motivated to work when they can determine independently tools to use.
 - c. **Self-correcting** – People discover that making mistakes is natural and okay when no one else has to know how many errors they make while learning a new skill.
 - d. **Reusable** – People can practice tasks over and over again until they’ve achieved mastery.
7. **Use mental reminders.** When you are worried, burdened or feel pity, focus on the following:
 - *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 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.*
8. **Use computer-based instruction.** Many people who wouldn’t dream of working on things in front of others can sit for hours in front of a monitor, working on basic skills. The self-explanatory, self-correcting, and reusable features enable people to take risks they would never take with other materials.
9. **Teach to the seven intelligences.** Some people are experiencing painful learning and need other approaches. Strategies that accommodate each of the seven intelligences are:
 - a. *Verbal linguistic*; journals, discussions, debates, television, computers, speakers, readings, jokes, stories
 - b. *Logical/mathematical*; graphics, outlines, analogies, problem-solving, mnemonics, research, labs, formulas
 - c. *Visual/spatial*; posters, charts, graphics, painting, drawing, demonstrations, computers, videos, television
 - d. *Body/kinesthetic*; role-playing, creative movement, dance, field trips, physical exercise, games, projects
 - e. *Musical/rhythmic*; singing, raps, poems, cheers, limericks, choral reading, instruments
 - f. *Intrapersonal*; reflection, journals, independent assignments, thinking strategies, goal setting
 - g. *Interpersonal*; cooperative learning, group projects, interviews (including appreciative interviews), cooperative games, joint storytelling, effective meetings

The Mistaken Goal of Inadequacy (Continued)

10. **Provide mentoring, coaching, tutoring.** Everyone needs regular support but these people are often caught in a failure chain. They have lost confidence and motivation, and that sets up a vicious cycle. They need help outside of themselves, and the leader may not be the appropriate person to quickly turn the situation around. Help from a mentor or tutor makes breaking that failure chain more likely.
11. **Help the person recognize and shift negative self-talk** and encourage positive self-talk by use of affirmations.
12. **Use the practice of “higher”.** This allows the entire group to curb the tendency to be negative. When someone says something derogatory about him or herself or his or her work or ideas, a person says “higher”; and that person must re-frame his or her previous statement. For example, someone says, “I know my idea is probably stupid.” You say, “higher”. The person could come up with, “My idea could be helpful.”
13. **Train all in the mastery of authentically powerful language choices.** Words are powerful and determine images that then determine outcomes.
14. **Learn and use Appreciative Inquiry (AI).** AI is particularly helpful for people in this mistaken goal, because it trains them to focus on past and present successes and envision future successful outcomes. AI is a tool that offsets the habitual behavior of focusing on failures, and problems or mistakes that discouraged people focus upon.
15. **Consistently state your beliefs in this person’s abilities.** Disagree with negative statements. Examples are:
 - “Of course, you can.” (Give specific examples of skill or character as proof of capability; e.g. “I remember when you were out sick and caught up in 2 days.) Follow up with, “So, how will you do it for this?”
 - Ask, “Can you consider, ‘I can’t right now, but I’m willing to learn how?’”
 - “You have the ability. Now decide to and your *I can’t* will become your *I can.*”
16. **Brainstorm Ask-For-Help strategies.** Some people stay stuck because they don’t know how to ask for help, especially in ways that don’t attract unwanted attention from others. During a meeting, brainstorm with others or the group about many ways each person could ask for help when it’s needed.
17. **Teach procedures for getting unstuck.** Put it on the table that everyone gets stuck at times, not knowing how to accomplish the task at hand. Teaching and brainstorming with people about what do to get “unstuck” empowers them to continue working rather than quitting.
18. **Walk through a task using sequence charts.** Sometimes a sequence of steps can be identified and charted so people can more easily follow these when they are worried they won’t fully understand what to do to succeed. The more people are involved in creating the sequence charts, the more ownership they will take and the less afraid they’ll be about getting stuck. They identify what they will do by when.
19. **Make mistakes okay.** The fear of making mistakes keeps people stuck in this goal. Make sure you model that *you* make mistakes and *celebrate* when anyone does. Post signs about how making mistakes is courageous. Help these people cut the ties between a mistake and the conclusion they will never succeed.
20. **Share information on extraordinary persons who have failed repeatedly.** Walt Disney filed bankruptcy 6 times before succeeding. Edison failed hundreds of times when creating the light bulb. Make this type of information a project for the group to share at staff meetings to solidify the concept of how mistakes lead to excellence. A good book on this is *Failing Forward: Turning Mistakes into Stepping Stones* by John Maxwell.
21. **Build confidence by waiting until they identify the path to small successes.** Lead them with questions so they choose a course of action, beginning with small successes they then build upon.

22. **Witness successes along the way.** Once the person comes up with a strategy for small successes, ask them to make definite plans to let you know by word or note about each success along the way. Stay focused on *witnessing* successes so that the evidence builds that they are achieving their goals.
23. **Keep track of successes and mention them whenever opportunities arise.** “Go to John about that; he did a great job on his project about...”
24. **Focus on assets and strengths.** Give people opportunities to identify their own and each other’s assets and gifts. Take time at a staff meeting to have them break into small groups to help each other identify them or share them together in the group setting.
25. **Avoid competition or opportunities for failure, measurement and comparisons.** Many people suffer anxiety over knowing there may be competitions in the group where they can publicly fail or gather more evidence that “*they can’t*” when so many others “*can*”.
26. **Avoid praise and rewarding** in general.
27. **Avoid Escalating the Situation.** The following, while at times producing temporary compliance, have cost a high price in negative side effects or otherwise backfire, escalating behavior into more serious expressions. Avoid:

| | | |
|---|----------------------------------|---|
| Rescuing and enabling | Talking in a sympathetic tone | Making assumptions |
| Saying, “Why do you always look so bored (or tired or distracted)?” | Dominating or punishing them | Using tense body language (rigid posture, clenched hands) |
| Acting concerned or pitying | Using sarcasm or humiliation | Overprotecting or pampering |
| Acting parental and superior | Using physical force | Making comparisons with others |
| Saying, “I’m worried about you...” | Punishing them | Preaching |
| Generalizing (“All you ___ are the same.”) | Backing the person into a corner | Focusing on mistakes |
| Nagging | Overcompensating | Advising or coaxing |
| Withdrawing | Rescuing them from struggle | Offering rewards or incentives |
| Dumbing down their work | Taking on their responsibilities | Isolating them |

Most of the above behaviors hinder a person’s sense of belonging and damage self-esteem.

What do all of the above **interventions** have in common? As much as possible, the important thing is, they help you:

1. Withhold the sugar of *rescue, exempting or giving up*.
2. Find ways to hold this person as whole and a worthy contributor.
3. Skillfully transfer responsibility to those who would otherwise quit or give less effort and,
4. Enable them to experience success so their limiting belief is reframed.

Final Summary: Don’t fall for the appearance that this person is hopeless, weak, frail or disabled. Hold the picture of them as capable and normal with tons of gifts and potential waiting to be used in the world. Help this person take his or her life back and reframe his or her picture of his or herself through responsible choices.

See four scenarios below. Fill out your answers to all questions. They will be discussed at your next group session.

INADEQUACY GOAL: 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

1. What *presentation* of misbehavior is this? (e.g., active or passive, destructive or constructive)

How do you know?

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

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).

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

Redirect Step 3: Hand over responsibility (make a statement, ask a question).

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

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

Redirecting this move might look/sound like:

INADEQUACY GOAL: 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

1. What *presentation* of misbehavior is this? (e.g., active or passive, destructive or constructive)

How do you know?

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

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).

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

Redirect Step 3: Hand over responsibility (make a statement, ask a question).

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

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

Redirecting this move might look/sound like:

INADEQUACY GOAL: 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

1. What *presentation* of misbehavior is this? (e.g., active or passive, destructive or constructive)

How do you know?

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

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

Redirect Step 3: Hand over responsibility (make a statement, ask a question).

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

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

Redirecting this move might look/sound like:

INADEQUACY GOAL: Scenario 4

A co-worker shows up at the 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 clarifying questions and talks about his fears of what could go wrong, asking questions 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 anything resembling significant progress. You feel **hopeless** and **burdened**.

Scenario 4 Questions

1. What *presentation* of misbehavior is this? (e.g., active or passive, destructive or constructive)

How do you know?

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

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).

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

Redirect Step 3: Hand over responsibility (make a statement, ask a question).

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

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

Redirecting this move might look/sound like:

The Mistaken Goal of *Significance*



Goal: Significance
Mistake: "I must be the best, *special!*"
True Need: "Help me know I'm enough"

Limiting Beliefs:

- I feel inferior so I must act superior.
- If you didn't need me, you wouldn't want me.



Behavior:

- Competitive, superior, righteous, know-it-all
- Striving, proving selves, judgmental, arrogant.

Examples: bragging, critical, points out faults or weaknesses, not a team player, must be favored, right or won't play at all.

Feelings of Recipient: Inferior, Inadequate, Judged, Insulted,
Intensity of Feelings: STRONG
Thoughts: "Who does he/she think she is. I'd like to take her down a peg or two!"



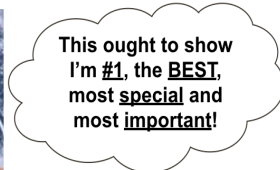
Non-Helpful Reactions (SUGAR)

- You show disgust, ignore.
- You act superior with them.
- You gossip about them & put them down.

The Sugar: You give the demanded **Competition, Invalidation (put down)**

If **Competition, Invalidation (put down)** is given, they:

- act even more self-righteous, competitive, superior.
- are more insufferable, cocky, and arrogant.
- create further sabotage of team and lose-wins.
- strive harder to stand out.



During Redirect, (Up Ante): They

- act even more competitive.
- push every button to inspire put-downs.

REDIRECT Steps (response vs. reaction):
First, FEEL your feelings then,



1. **Hold Positive Intention:** Think: You're *enough, perfect, and whole!*

2. Look for, **find** and **acknowledge specific** assets, talents, gifts and value.

3. **Mirror** back their **words** and **ideas**.

4. Lead them to use their gifts and assets to **empower** and **support others** rather than *compete*.



Questions

The goal of **Significance** is often a challenging mistaken goal because the person is generally high achieving and has high capability. At the same time, this person is very discouraged; and his or her behavior tends to discourage others.

1. What are some of the ways adults and children *actively* play out the goal of significance?

2. What are some of the ways people *passively* do significance in your organization?

3. What is the mistaken idea this person has from fear and limiting beliefs? Hint: Think Redirect Chart or slides.
4. What are some things you could do *accidentally* (unconsciously), if you weren't aware, that might make this person believe his or her mistaken idea is true?
5. What are some things you could *do on purpose in a respectful or caring way* so this person will stop believing his or her fearful idea?
6. What are some images or thoughts that could help you remember the mistaken idea this person has?
7. What are some of the things you could do to encourage him or her now that you know he/she is discouraged?
8. What could be some of the reasons a person is choosing to believe this mistaken idea?
9. Now that you know what's going on, what are some reasons harshness might not be a good idea?
10. What is the good news about a person in the mistaken goal of significance?

When you turn this goal of Significance around, the person has so many assets and gifts he/she has developed that can now be used in service. He or she has incredible determination and evidence of skill, so he/she makes excellent resources and supports.

General Interventions:

1. **Envision and remember for him or her who he/she really is.** Remember this person is perfect just as he or she is. He or she is enough and is wanted as a unique contribution to the family, workplace, or school; he or she matters in the world.
2. **Build Caring Relationships.** See beyond the ego experience he or she is putting forward and help him/her feel welcome and connected to you and others. He or she needs to know (even if he/she has fewer assets), they are wanted just for who he or she is.
3. **Look for his or her assets and gifts.** Because he or she seems so arrogant, people tend to avoid looking for and finding the many strengths of this person. This person doesn't really believe he or she is adequate, so look for all the (very specific) evidence you can collect about him or her.
4. **Share evidence of assets and gifts in a very specific manner.** Because this person is convinced he or she is not enough, if you generalize about his or her assets, he/she will discount it. You will want to be very detailed about how you communicate this. For example, "Mary, you are very talented at writing. I noticed this when I read your report in this month's newsletter (or i.e. a child – ". . . when you wrote that paper assigned for Mother's Day.")
5. **Avoid praise and competition.** Encourage and acknowledge instead. Focus on what they enjoy, not your evaluation. This person uses praise, comparison and evaluation against themselves even when on top.
6. **Acknowledge this person's ideas and words through good communication skills.** This person doesn't feel they matter despite appearances. Reflective listening to their content, their reasoning and their feelings, especially without evaluation or critique, validates they matter and are important.
7. **Begin to help them experience the joy of supporting others rather than competing with others.** This adult or child believes they must stay ahead of others to be secure and wanted. Help them get hooked on the fulfillment of helping others instead. Ask their advice on empowering others. Express how others feel when they can't do as well as this person. When they recognize others are also *feeling* not good enough, they will be moved to be a champion for them.
8. **Disclose the goal with a person who uses this goal repeatedly.** Do this privately, when the person is not in the mistaken goal of *significance*. (See section on *Disclosing the Goal*).
9. **Use Mental Reminders.** When your feelings are riled by a *significance*-seeking person and you feel insecure, insulted, dismissed, focus on the following:
 - *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.*

10. **Avoid Escalating the Situation.** The following, while at times producing temporary compliance, have cost a high price in negative side effects or otherwise backfire, escalating behavior. Avoid:

| | | |
|---|---|---|
| Competing with this person | Using a patronizing tone | Making assumptions |
| Remain unwilling to see assets | Dominating or punishing them | Invalidate them |
| Using degrading put-downs | Using sarcasm or humiliation | Attacking the person's character |
| Acting superior or bragging | Acting disdainful and rejecting | Gossip or make fun of him/her |
| Withhold acknowledgements | Insisting you are right | Preaching |
| Backing the person into a corner | Withhold, withdraw, ignore | Criticizing; taking him/her down |
| Think or name them "know it all." | Praising or compensating them | Revenge or threaten |
| Think or name them "goody-goody", "pet" or "brown nose" | Saying, "You think you know more than me? Everyone else?" | Using tense body language (rigid posture, clenched hands) |

Most of the above behaviors hinder a person's sense of belonging and damage self-esteem.

What do all of the above interventions have in common? As much as possible, they help you:

1. Withhold the sugar of *invalidation*.
2. Find ways to creatively and warmly acknowledge this person's gifts and assets.
3. Move this person from competition to *cooperation* and *support* of others.

Final Summary. Don't be tricked into buying into that arrogant persona. Remember that when this person knows he or she is valuable and precious and wanted for him or herself, he or she will take all his/her wonderful potential, determination, and assets and use all in service. Redirecting this person is a worthwhile task to take on.

SIGNIFICANCE GOAL: 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

1. What *presentation* of misbehavior is this? (e.g., active or passive, destructive or constructive)

How do you know?

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

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).

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

Redirect Step 3: Mirror his or her words and ideas.

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

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

Redirecting this move might look/sound like:

SIGNIFICANCE GOAL: 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

1. What *presentation* of misbehavior is this? (e.g., active or passive, destructive or constructive)

How do you know?

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

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).

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Redirect Step 3: Mirror his or her words and ideas.

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

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

Redirecting this move might look/sound like:

SIGNIFICANCE GOAL: 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." Page 15

Scenario 3 Questions

1. What *presentation* of misbehavior is this? (e.g., active or passive, destructive or constructive)

How do you know?

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

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).

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

Redirect Step 3: Mirror his or her words and ideas.

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

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

Redirecting this move might look/sound like:

SIGNIFICANCE GOAL: 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.”*

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Scenario 4 Questions

1. What *presentation* of misbehavior is this? (e.g., active or passive, destructive or constructive)

How do you know?

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

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).

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

Redirect Step 3: Mirror his or her words and ideas.

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

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

Redirecting this move might look/sound like:

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Set Up Regular Redirect Practice Sessions

Many people have found it helpful to have regular weekly, bi-weekly or monthly sessions lasting one or two hours where they can help work through issues and practice redirect skills. This is very important, because participants provide objectivity and perspective for one another. **Suggestion:** Reference LifeWork Systems poster of the Goal Chart.

Redirect Support Process:

- To be used with groups of two or three minimum or watching one group demonstrate
- Assists in supporting practice of redirect skills, role-playing, and empathy
- Is a guide so people in a group do not skip important steps
Is meant to be interrupted *right away* (if things go off track) because doing so encourages and quickly builds mastery
 - “Excuse me. I think we’re off track”
 - “Excuse me, I think you skipped a step”
 - “Whoops, you forgot to ask . . .”
- Has suggested length: 10-20 minutes per person (minimum) to practice and rotate the following:
 - **Volunteer** (the person with an issue)
 - **Redirector** (the person who leads the volunteer in the redirect steps)
 - **Observer** (the person who tracks along with *the Checklist*).

Redirect Support Process Steps:

1. **Welcome volunteer.** Have him/her come upfront, sit next to you and review the process.
2. **Laser the issue to a word or movie title.** One-word or sentence focuses volunteer to be specific.
3. **Ask others if they can relate.** Ask people to raise their hands if anyone else has ever had a similar problem. Seeing those hands helps the volunteer know he/she is not alone, and this helps put and support *everyone* remaining in a state of *learning*, rather than *protection*.
4. **Make sure it’s one specific incident.** Ask the volunteer to describe one particular recent incident in enough detail and dialogue (like a movie script) so group can get an idea of how to role-play the situation as a specific *example*. It’s important to avoid extensive or background details, which are a distraction. Ask, “What did *you* do?” “What did *they* do?” “Then what happened?” “What happened next?” until it is a self-contained *example*.
5. **Ask for a FEELING.** Ask volunteer, “What did you feel?” Ask group, “How many of you have felt that way?” If unsure, describe options from the Mistaken Goal Chart and ask him/her to choose the feelings that best fit.
6. **Identify the GOAL.** Based on *feelings*, have volunteer choose goal off chart. Others assist.
7. **Commit to role-play.** Ask, “Would you be willing to practice redirect?”
8. **Engage in a 1-3 minute role-play.** Volunteer plays part of misbehaving person. Role-play is brief.
9. **Process the role-play.** Ask for group to briefly share feelings and conclusions.
10. **Brainstorm other choices.** Stimulates creativity and many ways to redirect. Write answers.
11. **Commit to the new change.** Ask volunteer to choose one suggestion to try for one week.
12. **Practice the new choice.** Have volunteer then role-play the new choice to practice it in the group.
13. **Gain commitment to share outcome when you do the actual redirect.** Ask volunteer to report back to group (email or meeting).
14. **Group appreciation.** Ask group for appreciations for the volunteer and for any insights gained.

This process, when done regularly, helps all learn *how to redirect a variety of mistaken goals*. It’s not important each person introduce a problem. It’s important practice is done regularly.

Suggested Schedule: Three-people teams. Each uses 10-20 minutes (minimum) weekly to practice and rotate; *Volunteer* (with issue), *Redirector* (leads volunteer), and *Observer* (fills out Checklist).

Redirect Chart

| HOW TO REDIRECT NEGATIVE BEHAVIOR | | | | | | |
|-----------------------------------|---|----------------------|---|------------------------------------|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I Notice MY EMOTIONS | I Notice MY BEHAVIOR | I Notice MY THOUGHTS | I Determine THEIR Mistaken Goal | I Redirect MY THOUGHTS | I Redirect MY BEHAVIOR I reframe THEIR limiting beliefs | WE both HEAL & GROW |
| FEEL | REACT | OLD THINK | IDENTIFY | NEW THINK | RESPOND | RESULT |
| Annoyed Irritated | I Give Attention (speak/look) | "You're annoying!" | ATTENTION <i>Notice Me</i> | "YOU matter very much and I care!" | 1. Don't look or speak 2. Don't stop your activity 3. Give indirect attention by moving closer or with touch | They empathize knowing, "I have a lot to offer!" |
| Angry Provoked | I Give Struggle (dominate/protest) | "You're pushy!" | POWER <i>Fight with Me</i> | "YOU also have a valid viewpoint!" | 1. Say both views, theirs 1st 2. Invite win/win/win 3. Ask for their solutions 4. Create intense positive connection | They cooperate, knowing, "I use my power well." |
| Shocked Hurt | I Give Alienation (attack/withdraw) | "You're mean!" | REVENGE <i>Reject Me</i> | "YOU suffer and I'm staying!" | 1. Don't take personally 2. Don't retaliate, withdraw 3. Be kind and curious 4. Create closeness 5. Invite venting of pain | They release pain knowing, "It's ok to get support." |
| Pity Worried | I Give Enabling (rescue/exempt) | "You're a mess!" | INADEQUACY <i>Give up on Me</i> | "YOU are whole and capable!" | 1. Don't coax, care-take 2. Don't advise, treat fragile 3. Transfer responsibility 4. Ask for plan, show faith 5. They outline likely success | They reframe their self-view, knowing, "I <u>can</u> do it!" |
| Insulted Insecure | I Give Competition (criticize/demean) | "You're arrogant" | SIGNIFICANCE <i>Invalidate Me</i> | "YOU are <i>always</i> enough" | 1. Look, find, speak assets 2. Mirror words and ideas 3. Empathize with feelings 4. Lead to serve, not compete | They're a team player knowing, "I am wanted." |

Blank Redirect Chart (For practice in filling out this chart)

| HOW TO REDIRECT NEGATIVE BEHAVIOR | | | | | | |
|-----------------------------------|----------------------|----------------------|---------------------------------|------------------------|--|---------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I Notice MY EMOTIONS | I Notice MY BEHAVIOR | I Notice MY THOUGHTS | I Determine THEIR Mistaken Goal | I Redirect MY THOUGHTS | I Redirect MY BEHAVIOR I reframe THEIR limiting beliefs | WE both HEAL & GROW |
| FEEL | REACT | OLD THINK | IDENTIFY | NEW THINK | RESPOND | RESULT |
| | | | | | | |
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It Just Got Real!

Name _____

Date _____

A-Ha Idea

Challenges/Barriers

Resources (How you will overcome challenges and barriers)

1

Next Step

Date

A-Ha Idea

Challenges/Barriers

Resources (How you will overcome challenges and barriers)

2

Next Step

Date