

# Redirecting Negative Behavior

Strengthening maturity and right behavior harmlessly in all relationships



## Course Workbook

This workbook covers sessions 1 and 2 in this 8-part course.

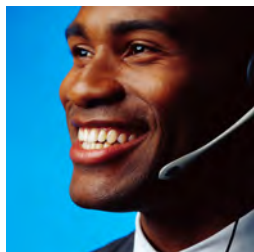
**Presented by:**



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# Gallup Research on Engagement

The Gallup Organization has really stepped up its research efforts in recent years, particularly in the areas of measuring excellence in relation to organizational culture and the conditions that lead to higher *engagement*. Their research has revealed three types of people:



## **Engaged: 29% of US Workforce** (Generates \$32K/year average)

People who are *Engaged* show consistent levels of high performance. They create more opportunities for themselves within their area of expertise because they are committed to the tasks, their companies and to others.



## **Disengaged: 55% of US Workforce** (No loss/no gain revenue)

People who are *Disengaged* are non-risk takers and have a low commitment to their work and companies. They don't feel a sense of connection with their organization or their leaders and may become more focused on the activities involved in doing their job rather than the results achieved, doing just enough to keep their job.



## **Actively Disengaged: 16% of US Workforce** (cost \$16K/year) *Actively Disengaged* people are not just unhappy at work; they act out that unhappiness. It is difficult for them to become part of the solution, because they thrive on being part of the problem.

The above descriptions have been adapted from an interview of Curt Coffman, coauthor of Gallup's bestseller *First Break all the Rules* that was published in the Gallup Management Journal. He went on to say,

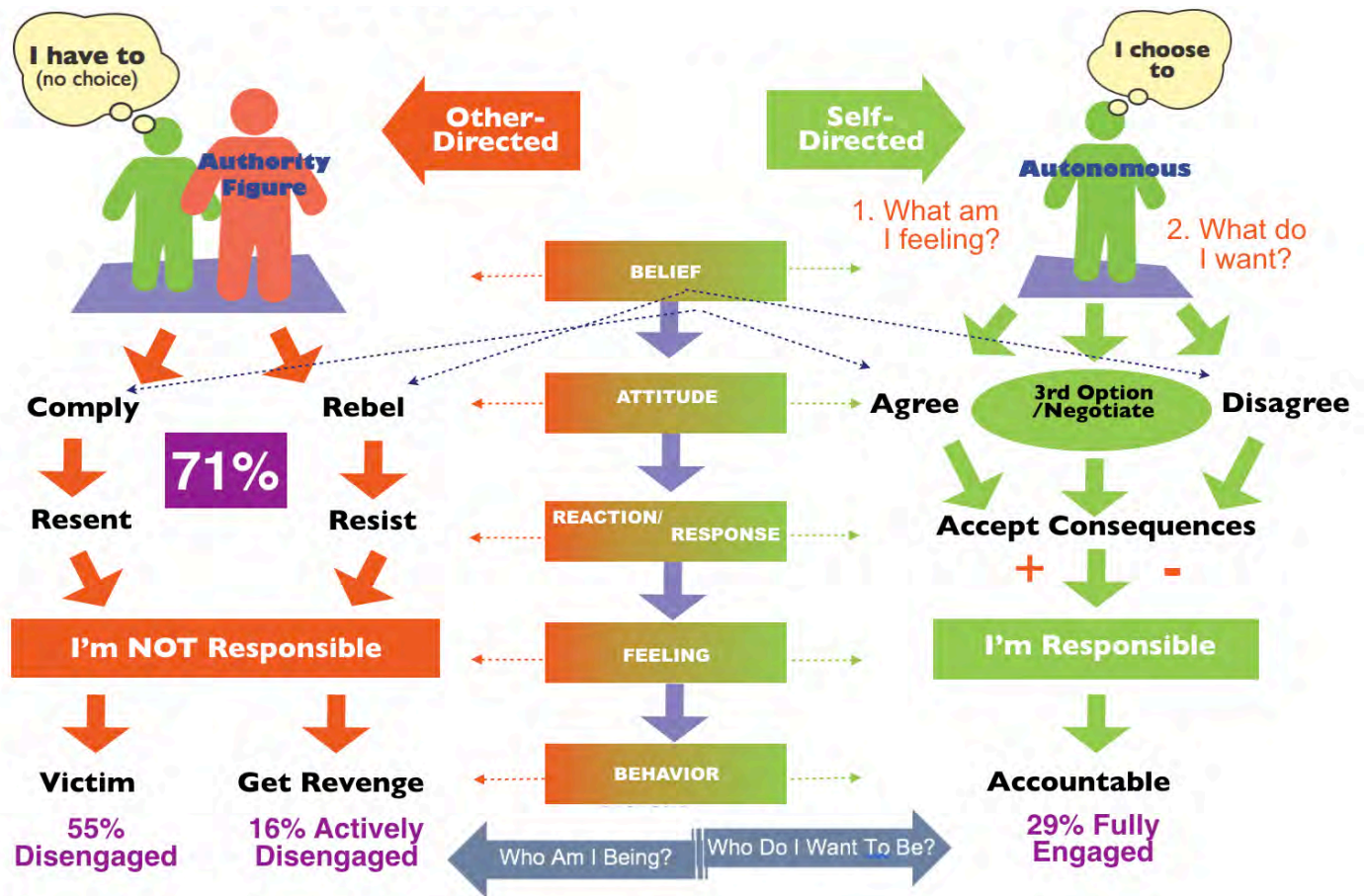
*"If 55% of all U.S. workers are not engaged, and 16% are actively disengaged, then 71% of the Americans who go to work every day aren't engaged in their roles. So, American businesses are operating at one third their capacity.*

*Think about that. What if only one third of a bank's branches opened each day? What if only one third of a manufacturing company's machines operated at capacity every day? The lost opportunity is obvious – but so is the opportunity for growth, if you can move your employees from the "not engaged" to the "engaged" category."*

**Notes:**

# Personal Responsibility

*Ability to respond*, integrity implies a chosen response for tasks, relationships, effects for self and others  
Model from Integro Leadership Institute



## Personal Responsibility Questions

Discuss the following questions with a partner. Sharing your answers with the group is optional.

1. In which situations, or with whom do you tend to react in an other-directed manner? That is, when do you feel like *you* are a victim or want to get even?
2. What tends to be the outcome when you react that way? How do you feel? How do you act?
3. In which situations, or with whom, do you tend to play autocratic roles? That is when do you expect and/or demand obedience or compliance from others?
4. What methods do you use to get others to comply, and how do you deal with them when they rebel?
5. What short term and long-term results do you get? Short Term? Long Term?
6. How can you create conditions in which people understand they have choices and want to take ownership of their decisions and outcomes? a. You as a leader? b. Those you lead? c. Your peers?
7. What are the expected results of doing this? What are the consequences of not creating a Responsibility-Based environment? a. For you personally? b. Your organization, school or family? c. Your peers?

Read this story. You will discuss your answers to the questions after it at your *group session*.

## Commitment vs. Compliance

The following story from the book *Leadership and Self-Deception* by Arvinger Institute is a great example of an adult illustrating one of many ways a lack of responsibility can show up in a real day-to-day experience *and* that it's not always easy to recognize; it can be subtle and challenging to spot and redirect this. Bud is an older man sharing his story with a new worker, Tom, at his firm.

"I was a young lawyer at the time, working long hours at one of the most prestigious firms in the country. One of the deals I worked on was a major financing project that involved about 30 banks worldwide. Our client was the lead lender on the deal.

"It was a complicated project involving many lawyers. In our firm alone, there were eight attorneys assigned to it from four different offices worldwide. I was the second most junior member of the team and had chief responsibility for the drafting of 50 or so agreements that sat underneath the major lending contract. It was a big, sexy deal involving international travel, numbers with lots of zeros, and high profile characters.

"A week after I'd been assigned to the project, my wife Nancy and I found out she was pregnant. It was a marvelous time for us. David was born some eight months later, on December 16<sup>th</sup>. Before the birth, I worked hard to wrap up or assign my projects so that I could take three weeks off with our new baby. I don't think I'd ever been happier in my life.

"But then came a phone call. It was December 29<sup>th</sup>. The lead partner on the deal was calling me. I was needed at an 'all-hands' meeting in San Francisco. "How long?" I asked. "Until the deal closes – could be three weeks, could be three months. We're here until it's done," he said.

"I was crushed. The thought of leaving Nancy and David alone in Alexandria, Virginia, left me desperately sad. It took me two days to wrap up my affairs in D.C. before I reluctantly boarded a plane for San Francisco. I left my young family at the curb. With a photo album under my arm, I tore myself away from them and turned through the doors of the airport terminal.

"By the time I arrived at our San Francisco offices, I was the last one in on the deal. Even the guy from our London office arrived before me. I settled into the last remaining guest office – an office on the 21<sup>st</sup> floor. The deal headquarters, and everyone else, was on floor 25. I hunkered down and got to work. Most of the action was on 25 – meetings, negotiations among all the parties, everything. But I was alone on 21 – alone with my work and my photo album, which sat open on my desk.

"I worked from 7 a.m. till way past midnight every day. Three times a day I would go down to the deli in the lobby and purchase a bagel, a sandwich, or a salad. Then I'd go back up to 21 and eat while poring over the documents. If you had asked me at the time what my objective was, I would have told you that I was drafting the best possible documents to protect our client and close the deal, or something to that effect. But you should know a couple of other things about my experience in San Francisco.

"All of the negotiations that were central to the documents I was working on were happening on the 25<sup>th</sup> floor. These 25<sup>th</sup> floor negotiations should have been very important to me because every change to the deal had to be accounted for in all the documents I was drafting. But I didn't go up to 25 much. In fact, after 10 days of lobby deli food, I found out that food was being served around the clock in the main conference room on 25 for everyone working on the deal. I was upset that no one had told me about it. And twice during those 10 days I was chewed out for failing to incorporate some of the latest changes into my documents. No one had told me about those either!

"Another time I was chewed out for being hard to find. And on two occasions during that period, the lead partner asked for my opinion on issues that had never occurred to me – issues that would have occurred to me had I been thinking. They were in my area of responsibility. He shouldn't have had to do my job for me."



At this, Bud sat down. “Now, let me ask you a question, Tom. Just from the little bit you now know about my San Francisco experience, would you say that I was really committed to ‘drafting the best possible documents to protect our client and close the deal’? “No, I don’t think so,” he said. “In fact, you don’t seem like you were engaged in the project at all. You were preoccupied with something else.” “That’s right,” Bud agreed. “I wasn’t engaged in it. And do you think the partner could tell?” “I think after those 10 days it would have been obvious,” he offered. “He could tell well enough to chew me out a couple of times at the very least,” Bud agreed. “How about this: Do you suppose he would say that I’d bought into the vision? Or that I was committed? Or that I was being maximally helpful to others on the deal?” “No I don’t,” Tom said.

“I think you’re right. I had become a problem. I wasn’t engaged in the deal, wasn’t committed, hadn’t caught the vision; I was making trouble for others, and so on. But consider this: How do you suppose I would have responded had someone accused me of not being committed or not being engaged? Do you think I would have agreed with them?”

Tom pondered the question. Although it should have been outwardly obvious, Bud might have had trouble seeing himself as others saw him at the time. “No. I suspect you might have felt defensive if someone had said that to you.

“You’re right. Think about it: Who left behind a new baby to come to San Francisco? I did,” he said, answering his own question. “And who was working 20-hour days? I was.” Bud was becoming more animated. “And who was forced to work alone four floors below the others? I was. And to whom did people even forget to mention basic details like food plans? To me. So from my perspective, who was making things difficult for whom?”

“I guess you would have seen *others* as being the main cause of the trouble,” Tom answered. “You better believe it,” he agreed. “And how about being committed, engaged, and catching the vision? Do you see that from my perspective, not only was I committed, I just might have been the most committed person on the deal? From my perspective, no one had as many challenges to deal with as I had. And I was working hard in spite of them.”

“That’s right,” Tom said, nodding. “You would have felt that way.” “Now think about it, Tom. Remember the problem; I was uncommitted, disengaged, hadn’t caught the vision, and was making things more difficult for others on the deal. That’s all true. And that’s a problem – a big problem. But there was an even bigger problem. The bigger problem was that I couldn’t see that I had a problem. **There is no solution to the problem of lack of commitment, for example, without a solution to the bigger problem – the problem that I can’t see that I’m not committed.**”

You will be asked to discuss your answers to these questions at your *group session*.

**Self-Betrayal:** An act contrary to what I feel I should do for another is called an act of self-betrayal. How, with whom, and when do you do this?

When I betray myself, I begin to see the world in a way that justifies my self-betrayal. Share an example with a partner. When I see a self-justifying world, my view of reality becomes distorted. Describe an example of a blind spot you’ve discovered in yourself or another person. Example: Bud agreed to go to San Francisco (even though he ignored his feelings and did not exercise his autonomy).

# Four Core Social Needs

Are You Supporting Them?



- **Empowered** - I know I am *influential* and my *potency* is *welcome*.
- **Lovable** - Who *I am uniquely*, is *delightful to others*. I am recognized, appreciated and enjoyed.
- **Connected** - I *belong* in the *organization* and I experience community.
- **Contributing** - My special *gifts and assets* are important, wanted, needed and received.

1. Of the four core needs, which two are easiest to nurture and support and why?
  
  
  
  
  
  
  
  
  
  
2. Which one is most challenging to cultivate and foster and why?
  
  
  
  
  
  
  
  
  
  
3. What practices can be **added** to nurture the 4 core needs and
4. What practices can be **removed** to nurture the 4 core needs:
  - a. In yourself?
  
  
  
  
  
  
  
  
  
  
  - b. Those you lead?
  
  
  
  
  
  
  
  
  
  
  - c. Your peers?
  
  
  
  
  
  
  
  
  
  
  - d. Your workplace, school or home?

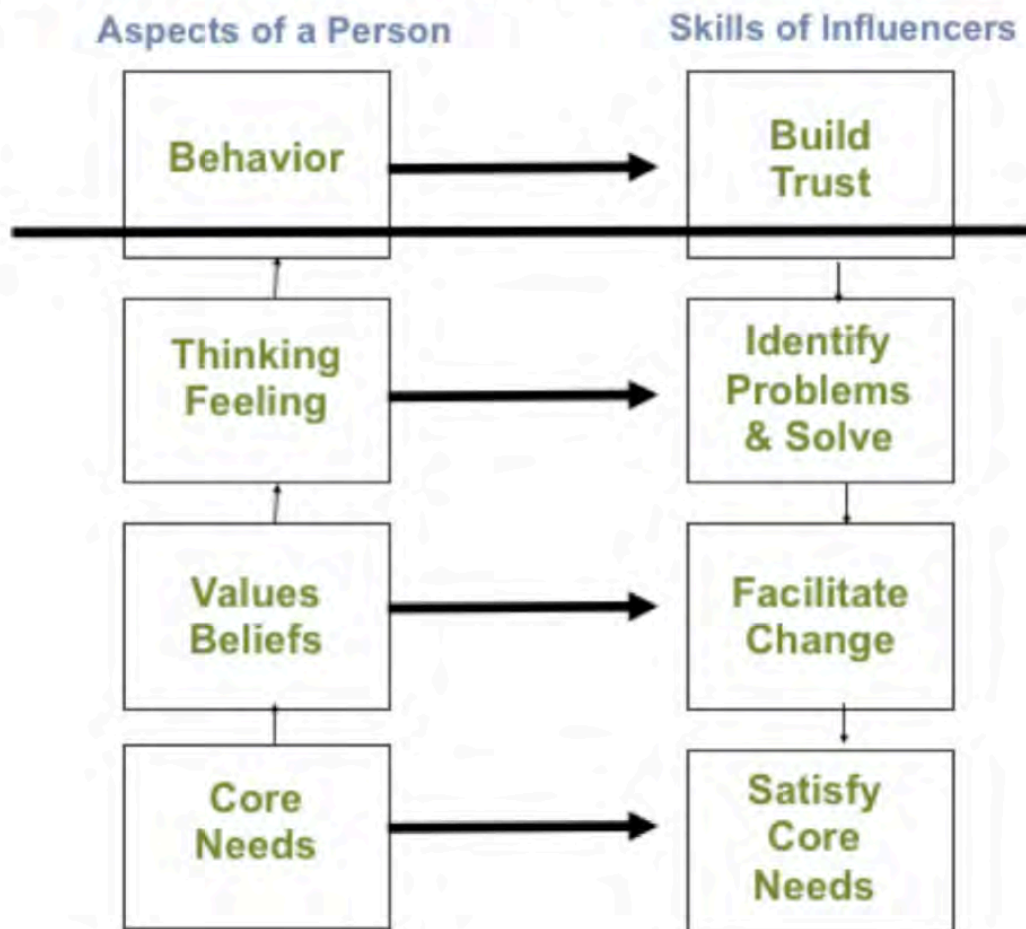
# How We Developed Private Logic

As infants and toddlers, we were constantly witnessing, interpreting events and experiences and deciding how to get all our core needs met, including our social core needs to feel empowered, lovable, connected and contributing. By the time we were four or five years old, we developed a set of beliefs and values (how we operate) as our best guess for how to get our needs met. We then organized thoughts and feelings (mostly unconscious) that support our beliefs and values. All of this is reflected by behavior, the only visible element.

**Relevance:** You can either react to the visible behavior in others or learn redirect in order to understand the private logic of another person. When you do, you can positively influence change in them at the core need level, shifting their limiting and counter-productive beliefs and values. Redirect has profound positive impacts upon many future responses of the person you influence rather than settling for simply controlling behavior one incident at a time.

## Private Logic Unseen

*We are self-determining: We create our reality*

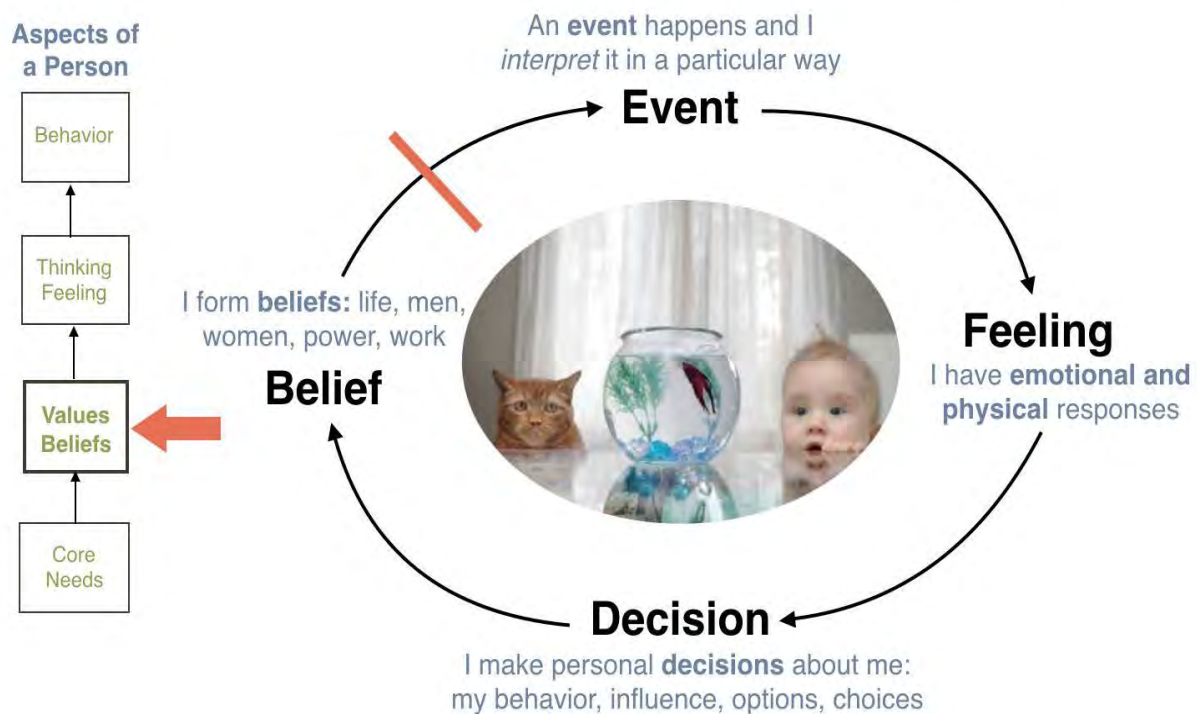


# How We Developed Values and Beliefs

As children, we witnessed events in our lives and experienced feelings about what we witnessed. Based on what we saw and felt, we made decisions about each of our experiences. From that combination of thought, feeling and interpretation, we began to form beliefs about others, life, power, men, women and more and then proceeded to filter out everything except that which supported our beliefs. We then attracted and created events that further confirmed our beliefs until, if, and when other events shatter our beliefs and replace them, thus re-framing the beliefs.

**Relevance:** We impact lives by refusing to confirm limiting beliefs and goals based in fear and discouragement.

**Adler:** We create (individual) **private logic** (we develop beliefs)



**Notes:**



## The 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, persons, routines, relationships; it's overt.



**What does active destructive misbehavior cost?**

### Active Destructive Misbehavior Examples:

**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?"

### Active Constructive Examples:

**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.

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



**What does active constructive misbehavior cost?**

## The 4 Presentations of Misbehavior Cont'd (*Active Constructive*)

**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.

### **Passive Destructive Examples:**

**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.

**Passive Destructive Misbehavior** is misbehavior in which a person passively remains unwilling to meet the needs of a situation through inactivity, or omission, and is destructive to people or things.



#### **What does passive destructive misbehavior cost?**

**Family Example 1** - 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.

**Family Example 2** - 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.

**Passive Constructive Misbehavior** is when a person uses a form of inactivity and omission in such a way that it looks as if they are intending to be constructive or cooperative.



### **Passive Constructive Examples**

**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."

#### **What does passive constructive misbehavior cost?**

## The 4 Presentations of Misbehavior Cont'd (*Passive Constructive*)

### *Passive Constructive Examples (continued)*

**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.

## THE 4 PRESENTATIONS OF MISBEHAVIOR

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



**What does active destructive misbehavior cost?**

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



**What does active constructive misbehavior cost?**

**Passive Destructive Misbehavior** is misbehavior in which a person passively remains unwilling to meet the needs of a situation through inactivity, or omission, and is destructive to people or things.



**What does passive destructive misbehavior cost?**

**Passive Constructive Misbehavior** is when a person uses a form of inactivity and omission in such a way that it looks as if they are intending to be constructive or cooperative.



**What does passive constructive misbehavior cost?**



As you view each type of misbehavior in your session slides, write in its corresponding box a) an **example** of how you have engaged in it in the recent past; b) your possible **missing needs** (see below); and c) the **costs** to you and others.

<b>Active Destructive</b>	<b>Passive Destructive</b>
<b>Example</b> <b>Missing Needs</b> <b>Costs</b>	
<b>Active Constructive</b>	<b>Passive Constructive</b>





## Four Presentations of Misbehavior

### Active Constructive Misbehavior

Did you think, "Who and what core needs may be violated?"

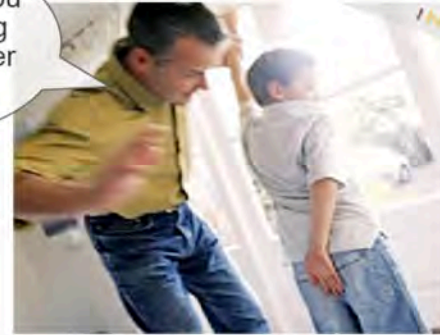
**Active Constructive Misbehavior** is behavior that's destructive but appears positive, correct or constructive and is presented actively.



What does **Active Constructive Misbehavior** cost?

### Active Destructive Misbehavior

"Didn't I tell you to stop hitting people smaller than you?"



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

### Passive Destructive Misbehavior



**Passive Destructive Misbehavior** is any behavior in which a person passively remains unwilling to meet the needs of a situation through inactivity, or omission, and is destructive to people or things.

What does **Passive Destructive Misbehavior** cost?

### Passive Constructive Misbehavior

**Passive Constructive Misbehavior** is when a person uses a form of inactivity and omission in such a way that it looks as if they are intending to be constructive or cooperative.



What does **Passive Constructive Misbehavior** cost?

# 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**