

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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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**

Gallup on Engagement and Disengagement

The Gallup Organization has really stepped up their 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:



Fully 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 areas of expertise, because they are committed to the tasks, their companies and to others.

5 Steps to Disengagement



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 jobs rather than the results achieved, doing just enough to keep their jobs.



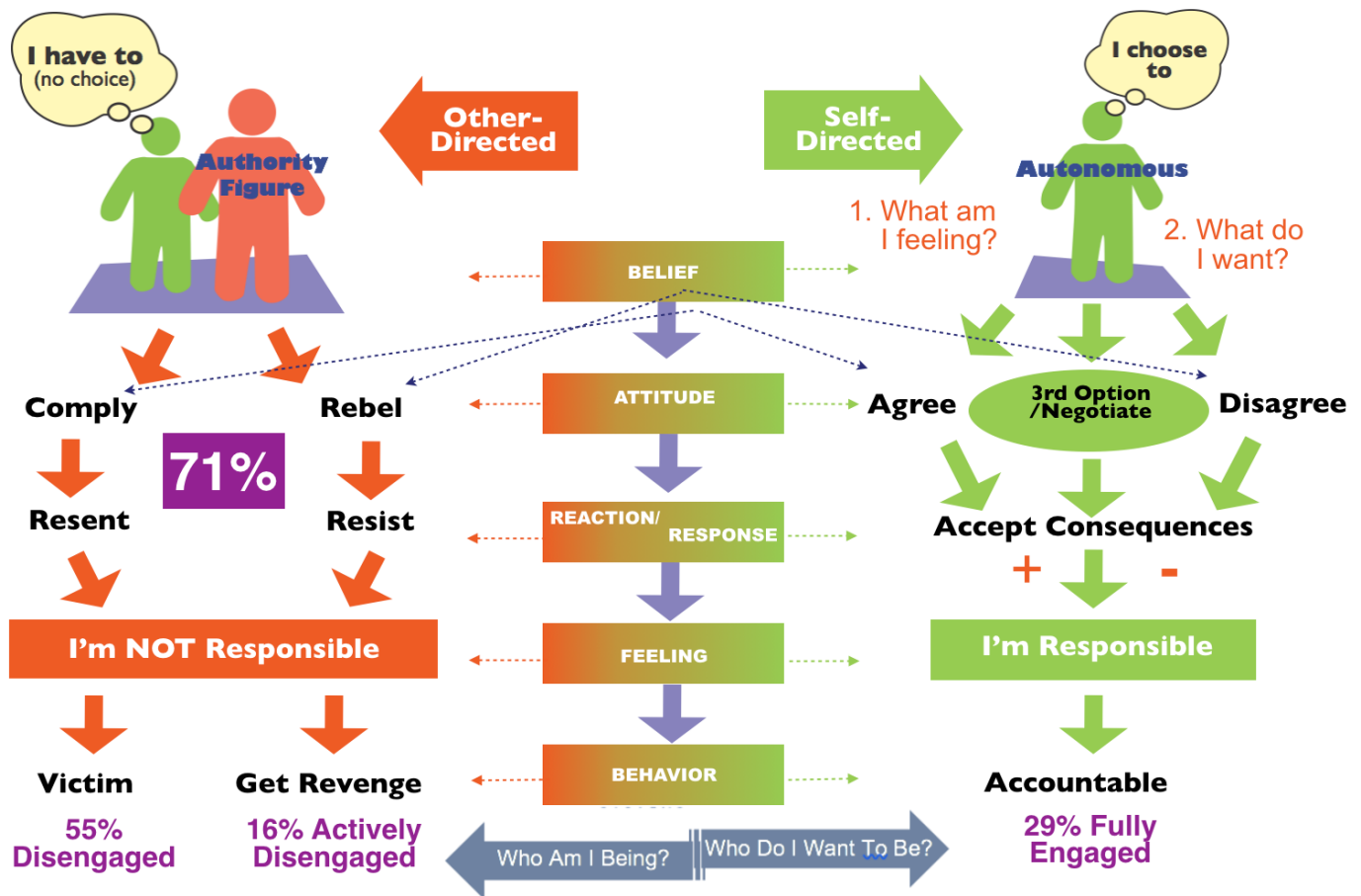
Actively Disengaged: 16% of US Workforce (cost \$16K/year)

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."

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 someone. Sharing your answers with a 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 or parent? c. Your peers?
7. What are the expected results of doing this? What are the consequences of not creating a Responsibility-Based community ad conditions? a. For you personally? b. Your workplace, school or family? c. Your peers?

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 your work, home or other community to nurture the 4 core needs and what practices can be **removed** to nurture the 4 core needs:

a. In yourself?

b. Those you lead or parent?

c. Your peers?

d. Your workplace, school, home or other?

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?”

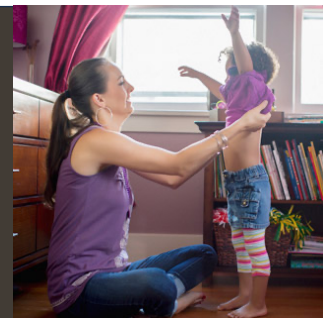
Examples of Active Constructive Misbehavior

Consider: What does *active constructive misbehavior* cost?

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.”

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



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?

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

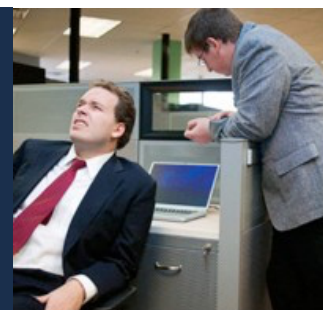
Corporate Example 2 - An employer drops health insurance for his staff without telling them.

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.

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 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.



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

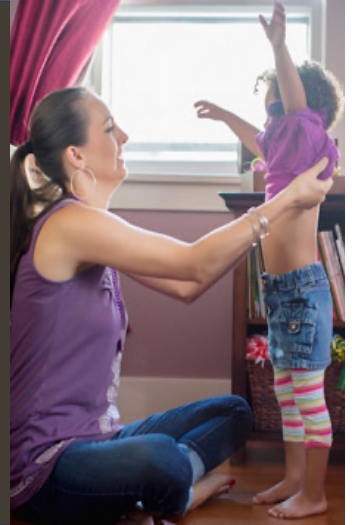
To have a definition for misbehavior and descriptions of how it might be presented actively or passively, seem constructive or destructive is helpful in recognizing what is going on. This requires you to focus inwardly on how the behavior makes you *feel* at any given moment in time.

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 most allows you to recognize that misbehavior is in play?

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.

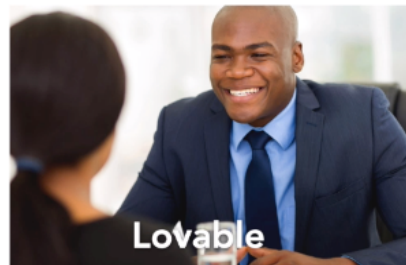
Active Destructive: is destructive to property, people, routines and relationships and it's overt. **Example: 1. "I recently gossiped."** **2. "Everything took twice as long that day. I did not feel I was contributing. I did not feel empowered because I got only 4 hours of sleep the night before."**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

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

Example of Missing Core Needs (empowered, lovable, connected, contributing) and Costs

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

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



Adler's 5 Concepts (the order of Adler's five concepts is not 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 self-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.



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:



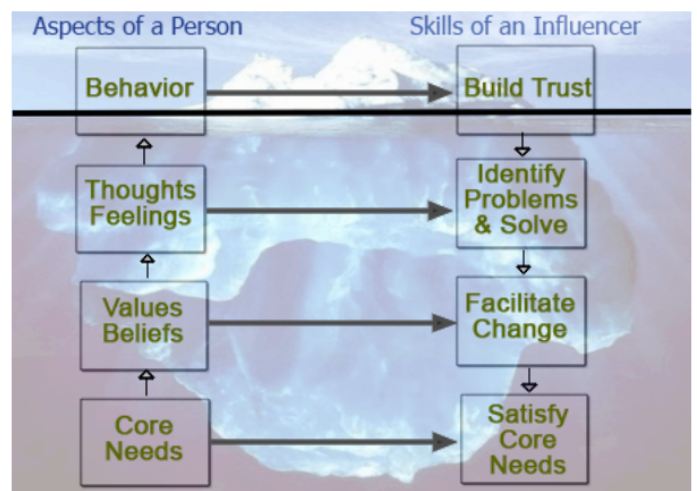
1. The Mistaken Goal of **Attention**
2. The Mistaken Goal of **Power**
3. The Mistaken Goal of **Revenge**
4. The Mistaken Goal of **Inadequacy**
5. The Mistaken Goal of **Significance**

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 private logic. 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.

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

Circle one or more beliefs below you may have adopted but had not considered before. In this space, 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

Circle your current intention focus, attitude, what's required next, and share one example, and write on next step here:

	Intention Focus	Example	Attitude expressed	Attitude Required to move up
Commitments that provide increasingly greater personal fulfillment				
	<i>Contributing to the Universe</i>	"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.
	<i>Improving the World</i>	"I will be 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 though you don't fully understand the purpose of your contribution. You seek oneness and respect for all.
	<i>Improving the Country</i>	"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.
	<i>Improving the Community</i>	"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 your power to contribute, despite not knowing what's best for all.
	<i>Being a Team</i>	"I lead, or I support the leader, as needs dictate. I put group goals above my own goals."	A willingness to commit to the task, its purpose and to the individual success of each of the other group members.	Develop appreciation for people who love to do tasks you dislike doing. Engage with people better than you.
	<i>Being a Family</i>	"I want my children to develop in a way that their life is happier."	Seeing your family as a group of unique individuals who deserve support to be who they are here to be.	Overcome any need to be connected with a group by being against an outside group.
	<i>Being a Couple</i>	"I won't do _____ because it won't make both of us happy."	Seeing your partner as a unique individual who deserves support to be his or her authentic self.	Take responsibility for the success and happiness in your relationship. Make love to create oneness, not to "get".
	<i>Task Satisfaction</i>	"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.
	<i>Personal Gain</i>	"I want to get rich."	You are more interested in what you get than in providing value to others.	Use your desire for financial success to motivate you to be useful. Avoid getting something for nothing. See your bills as your service to your community, not your burden.
Commitments that provide increasingly reduced personal fulfillment				
	<i>Proving Self</i>	"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.
	<i>Protest</i>	"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.
	<i>Survival</i>	"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.
	<i>Revenge</i>	"I argue and withhold support. I am petty. I don't get even, I get ahead."	You act with an intent to hurt others either in destructive or constructive-looking ways.	Instead of getting even, quit all battles while the other person is ahead.

Punishments and Rewards - Why We Prefer Control

Circle #(s) of one or more of 31 options ([pages 12 and 13](#)) you've most bought into



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. **People will not relinquish them until they 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.

Fill out your answers to the following questions.

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*.

Scenario 1. 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. Do punishment and rewards impact overall negative reputation of *corporate culture*?
2. How does the use of rewards and incentives result in self-centered, lackluster behavior?
3. What makes rewarding and punishment (extrinsic motivation) discouraging and counterproductive?
4. Can different levels/roles in a company be friends when punishment and rewarding is used, even if periodically? In other words, when using these, can people who have different corporate rankings be friends in a control model?

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