

Redirecting Negative Behavior

Strengthening maturity and right behavior harmlessly in all relationships



Course Workbook

This workbook covers sessions 3 and 4 in this 8-part course.

Presented by:



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5 Basic Assumptions of Adlerian Psychology

1. We are Social



2. We are Purposeful



3. We are Self-Determining



4. We are Subjective



5. We are Holistic



Rethinking Punishment and Rewards

Fill out your answers to the following questions. You may want to discuss these with others.

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 employee who is being yelled at)

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

Fill out your answers to the following questions. You may want to discuss these with others.

Scenario 2. You witness a boss telling an employee, *“If you get to work on time every day, I’ll give you a coupon for 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. Why does the use of rewards and incentives result in self-centered, lackluster behavior?

3. Why are rewarding and punishment (extrinsic motivation) discouraging and counterproductive?

4. Can different levels/roles in a company be friends? Under all conditions?

What Is Redirect?

Based on the work of Rudolf Dreikurs, MD (with modifications)

Redirect is a:

- **Technique to stop a cycle of limited thinking/behaving based in discouragement and fear**
- **Method for diagnosing and treating the true causes of negative behavior**
- **Respectful, honoring alternative to traditional punishment, bribing and rewarding**

Redirect steps include:

1. Pause, take a breath and look for clues (what you feel, think and want to do).
2. Identify 1 of 5 patterns of misbehavior (called mistaken goals from fear or limitation) depending upon the clues you recognize in yourself. **Note:** You focus on one *specific incident* of misbehavior at a time because the same behavior could be any of the 5 mistaken goals
3. *Respond* (often counter-intuitive) vs. *react* to work against a discouraged person's limiting beliefs.

Fill out your answers to the following questions. You may want to discuss these with others.

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

Consider this: What do you think about responding to negative behavior using compassion?

E + R = O

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

Alfred Adler, Psychiatrist

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

E = Event

You have little control over event.

R = Reaction or Response

Your control lies in choosing to react or respond.

O = Outcome

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

“Feel It Out, Don’t Think It Out!”

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

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

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

Fill out your answers to the following table and questions. You may want to discuss these with others.

<i>Their Mistaken Goal</i>	<i>Your Feelings</i>
Attention	
Power	
Revenge	
Inadequacy	
Significance	

1. The most challenging part of redirect is the first step of *feeling* what emotion you are experiencing when negative behavior is in play. Why is this?

Reflection: Motivation modification, not just behavior modification

The “Sugar” Or Non-Helpful Reaction

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

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

A Careful Look at *Permissiveness* and “Giving the Sugar”

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

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

The Type Of “Sugar” You Want To Give Is A Clue

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

Fill out your answers to the following questions. You may want to discuss these with others.

<i>Their</i> Mistaken Goal	Sugar (<i>Your</i> Knee-Jerk Behavior)
Attention	
Power	
Revenge	
Inadequacy	
Significance	

The Mistaken Goal of Attention

Mistake: "I must have attention"
True Need: "Involve me"

Limiting Beliefs

Attention = Love
 Keep busy with me
 I only count when I'm noticed



Behavior

Interrupts, Disrupts, Silly, Funny, Excessively-Charming



Examples: noises, coming in late, talking, tripping, combing hair, making faces, asking irrelevant questions, moving slow, dawdling

Feelings of Recipient: Annoyed, Irritated, Charmed, Amused

Intensity of Feelings:
 MILD to MODERATE

Thoughts: "He/she is annoying!"



Non-Helpful Reactions (The SUGAR)

- Making eye contact and speaking
- Interrupting your flow
- Spending undue/demanded time interacting with them

The Sugar: You give Extra **Attention**
 "The squeaky wheel gets the grease"

When Extra Attention (sugar) is given:

- Behavior stops temporarily
- But then it starts up again and again



Sugar

- Supports mistaken beliefs and goals
- Behavior gets worse until you want to react even more strongly!

Upping the Ante: Their bid for attention becomes louder or more insistent until they know you mean it

REDIRECT Steps: First, FEEL your feelings then,

1. Take a breath and **don't interrupt your flow** (continue your activity)
2. **Hold positive intention:** "I know you're there and I care about you. You're important!"



3. If possible, **don't look or speak**
4. **Give indirect positive attention through caring touch** or physical closeness (if possible)

Fill out your answers to the following questions. You may want to discuss these with others.

Questions:

1. What are some of the ways people (of all ages) actively try to get extra attention?

2. What are some of the ways you see people try to get attention by acting *charming* or *funny*, (yet annoying)?

3. What are some of the *passive* ways people try to get attention?

4. What is the primary feeling you have when a person is in this goal?

Fill out your answers to the following questions. You may want to discuss these with others.

5. What is the mistaken idea this person has?

6. What are some things you could *do accidentally* (unconsciously) that support his or her mistaken idea as true?

7. What are some things you could *do on purpose in a respectful or caring way* to shift his or her fearful mistake?

8. What are some of reasons this person may have come to believe this mistaken idea?

9. Knowing what you know, why would punishment be a poor choice? How might you encourage him or her?

10. What are some ideas for how to help adults and/or children ask for and receive attention in a respectful way?

The Mistaken Goal of *Attention* (Cont'd)

Interventions include:

1. **Envision and remember the best** - of this person when he or she cannot remember his/her value and worth.
2. **Build upon strengths** - by noticing and acknowledging self-reliance and asking for contributions.
3. **Teach responsibility** - for getting attention.
4. **Encourage** - (not praise) this person when he or she is not in the goal.
5. **Do the unexpected** – e.g. flick the lights; make a musical or other strange sound, whisper, pause for effect.
6. **Gain group support** - Teach and engage group in redirect process.
7. **Use signals** - to gain attention of all and help group avoid giving sugar.
8. **Give indirect attention** - in addition to touch or closeness, i.e. notes, scheduling individual time to talk.
9. **Clarify the desired behavior** - for win-win and directly request behavior change.
10. **Ask questions** - “Can anyone tell me what you and we would gain if everyone paid full attention on this topic?”
11. **Disclose the goal** – Follow guidelines as listed in *Disclosing Mistaken Goals*
12. **Use *mental reminders*** - When you are annoyed and irritated with someone, focus on the following:
 - *This person feels lost and unimportant.*
 - *This person needs to feel more needed and contributing.*
 - *This person is sacrificing joy and well-being to get attention.*
 - *I will feel great when I handle this person in a way that honors him/her and still honors others and me.*
 - *What I do now can help the entire group 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; I will remember this person’s value, holding intention for his or her highest good.*
 - *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 the redirect is the most helpful thing I can do.*

Final Summary: Minimize or avoid all looking and speaking and instead cultivate appreciation for him or her.

*What do all of the above **interventions** have in common? They help you to:*

1. **Maintain your stride or delivery** no matter what you are up to, and
2. **Withhold the sugar** of direct, undue, extensive and/or inappropriate **attention**.
3. **Provide alternative attention** appropriately in ways that do not disrupt anyone’s needs

The Mistaken Goal of *Attention*: A Case Study

The Robert Story (a revision of the true story told by Judy Ryan)

I was mentoring Maggie on development of her direct reports. She was coaching them on their relationships, productivity and engagement. During a session, one employee named Robert came to her office door and hovered. Maggie stopped talking with me to ask Robert what he needed and to answer his questions. I could tell Maggie was mildly exasperated so when Robert left, I asked her about him.

Maggie described that Robert, while fairly harmless, often seemed to have trivial reasons for coming to her office throughout the day. He had petty complaints, newsy comments, and seemed to need frequent support at inconvenient times. Most recently, he had started asking questions for which she believed he already knew the answers or could easily find them. She confessed Robert generally tried her patience. Just the day before, he stood in her doorway for no apparent reason. Her feelings of mild annoyance were the key to Robert's mistaken goal pattern.

I asked Maggie if she'd like some help with Robert. Her enthusiastic response... "If you can help me with Robert, I'm all ears!" I explained to Maggie it sounded like Robert was often operating out of a mistaken goal of negative behavior called the goal of "undue attention." This goal is one in which a person mistakenly believes that to connect or feel important, he or she must have extra attention. In his/her discouragement, or from feeling a lack of empowerment and contribution, he/she believes attention equals caring and confirms his/her value. I explained that the person on the receiving end of this goal feels mildly irritated and annoyed just like when a fly repeatedly lands on your nose!

I taught Maggie how to redirect Robert when in this goal. "As you see Robert coming to your office or doing something annoying:

1. Hold a positive intention about Robert. Think positive thoughts about him such as "I'm so glad you're one of my team! I'm very happy to be your manager."
2. If possible, don't interrupt your flow or disrespect your activity with eye contact or words.
3. Get closer physically to Robert or motion him to move towards you, if possible.
4. If his attention-seeking behavior does not stop, thoughtfully take an action that would indicate your desire for the behavior to cease without breaking your flow. For example, if he's tapping his pen, rather than stopping, looking or saying, "Hey can you stop that?" walk over to him, think positive thoughts, then patiently and momentarily put your hand on his pen. Then stand near him, all while continuing your dialogue. If he's at your door, point to the hall gently, like you would the dearest friend in the world. In other words, stay connected, respectful, and warm, without disrespecting your routine or needs.

In the next section (below), you will see four scenarios for the Goal of Attention. Fill out your answers to all questions. You may want to discuss these with others.

ATTENTION GOAL: Scenario 1

*You're delivering training to your team. One of your people pipes up with sarcastic or funny one-liners, occasional borderline curse words, sighs loudly, and slouches impatiently throughout your presentation. You feel **annoyed**.*

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* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Redirect Step 2: Don't interrupt your flow.

Redirect Step 3: Don't look or speak. (or keep it to a minimum).

Redirect Step 4: Give indirect attention.

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

Redirecting this move might look/sound like:

ATTENTION GOAL: Scenario 2

You're in a mentoring session, and the person you are meeting with keeps going off on a tangent not related to the topic being discussed. You bring the conversation back on track; but before long he/she is doing it again, and he/she begins to expand on his/her theme, wasting valuable time. You feel **annoyed**.

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* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Redirect Step 2: Don't interrupt your flow.

Redirect Step 3: Don't look or speak. (or keep it to a minimum).

Redirect Step 4: Give indirect attention.

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

Redirecting this move might look/sound like:

ATTENTION GOAL: Scenario 3

You are in a meeting and someone stares off as if bored out of his/her mind and puts his/her head down on the boardroom table. You and everyone else begin to hear soft snoring. Everyone keeps looking over. You feel **annoyed**.

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* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Redirect Step 2: Don't interrupt your flow.

Redirect Step 3: Don't look or speak. (or keep it to a minimum).

Redirect Step 4: Give indirect attention.

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

Redirecting this might look/sound like:

ATTENTION GOAL: Scenario 4

You've invited a vendor to participate in a client project. The client writes to say she keeps getting a lot of emails from a vendor and doesn't understand why she's getting them. This vendor is doing the same to you, too, detailing everything she's doing and doesn't seem to get she's not being helpful. She won't respond to your attempts to get her to stop either. You are **annoyed**.

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* this negative behavior (responding) look and sound like?

Redirect Step 1: Think a new thought (that does not support this person's mistaken fearful belief).

Redirect Step 2: Don't interrupt your flow.

Redirect Step 3: Don't look or speak. (or keep it to a minimum).

Redirect Step 4: Give indirect attention.

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

Redirecting this move might look/sound like:

Disclosing the Goal

Next, because this was a chronic issue for Maggie, I taught her how to “disclose” Robert’s mistaken idea and goal directly to him. **Disclosure is never done while a person is in the mistaken goal.**

What is Disclosing the Goal?

- Bringing a misbehaving person’s chronic mistaken goal into the light so they become aware of it
- A technique to create empathy in the misbehaving person so he or she willingly shift his/her behavior
- A way to teach appropriate, conscious ways to meet misbehaving person’s needs respectfully.
- Disclose the goal one-on-one at a time of peace and harmony with him or her. **NEVER** use this process when a person is in the mistaken goal. The reason for disclosing a goal at a time of calm is that it’s the best time to bring what is unconscious to consciousness. The person is not protected or defensive as he or she is when discouraged.
- Disclosure is not done to blame, judge or punish. The purpose is to bring unconscious intentions to light, so people are “at choice” about changing behavior. Additionally, once everyone becomes aware of the dynamic, discouragement and core needs can be addressed appropriately. Sometimes disclosing the goal in a caring way brings about necessary change.

Note: Children often do well when you “pretend” they are you and you are them, using role-play.

The Technique: Disclosing the Goal is when you

1. **Bring a chronic mistaken goal into the light.** Begin with questions. Ask “*Why do you think you often _____ (describe the specific misbehavior)?*” “*I don’t know*” is an ok answer. This question is necessary for the next step. Ask the question in a curious and light manner. You are raising awareness.
2. **Ask Permission.** Ask, “*Can I tell you what I think?*” Don’t blame or accuse.
3. **One or more goals are presented as possible.** “*Could it be you want _____?*” followed by the specific goal title. “*Robert, could it be you want attention?*” Do not *accuse* the person, such as “*I think you do it to get attention*”, because the person becomes discouraged, defensive and resistant to learning.
4. **Watch for a recognition response.** When you ask, “*Could it be you want _____?*” watch for a small smile or chuckle - an indication you have hit the nail on the head. Having identified and disclosed a person’s goal, you never blame the person or refer to this during regular activities.
5. **Invite empathy.** Through a light-hearted or fun story, questions or role-play, guide the person to step into your shoes or that of others. They learn their method of behaving has an effect on others.
6. **Acknowledge legitimate needs and negotiate.** Address and work out an agreement for how to meet the legitimate needs of this person in a way that’s mutually respectful. You can start with, “*It’s ok to want _____ (attention, empowerment, support, guidance, participation, etc.)*”, and then co-create how to do that in a straightforward manner.

Many times, when you bring an unconscious goal to the surface and negotiate for appropriate alternative support, the negative behavior will cease immediately or diminish rapidly over a small span of time. You have helped a person save face, get more of what they want and taken care of yourself in the process. Disclosure is valuable for these reasons:

- The person learns no matter what the behavior, they’re respectfully supported to learn and grow.
- They are encouraged to negotiate for win/win agreements.
- The leader works *with others* instead of doing things *to him or her* like being irritable, curt, avoiding, judging, or enabling inappropriate behavior.
- The leader recognizes individual needs of all can be addressed when he respectfully takes time to create a learning opportunity and invite empathy rather than using harshness or control.
- All learn it’s ok to receive attention and empowerment, express pain, get help, and be validated.
- The leader learns it feels good and is important to create respect for self, as well as a discouraged person.

Disclosing a Goal Questions

1. Which of the 4 core needs (empowered, lovable, connected, contributing) are met when disclosing a goal? Explain.
2. Which of the 8 values that build trust (honesty, straightforwardness, disclosure, receptivity, recognition, respect, seeking excellence, following through on commitments) are practiced when disclosing a goal?
3. What belief must you hold about a person to effectively, directly, bring negative behavior to his or her awareness?
4. Disclosing a goal is being *firm* and *kind*. What part is *firm*? What part is *kind*?
5. Does it matter how the other person replies to the first 3 questions asked at the start of disclosing a goal? Why?

The Change Process (Based on the work of William Howell)

Years ago, when we first taught redirecting negative behavior, we would share this information at the very end of our program. Once, someone in one of our groups started crying and she said that having this information earlier in the program would have put her mind at ease and helped her to stop judging herself so harshly.

Level	Your State	Your Experience	Action Needed to Move to Next Level
Level 1	Unconscious Incompetence Unconscious Unhelpfulness	You don't know what you don't know nor do you realize the effect of this lack. You're a loose cannon!	Needed: Information This could also be a person who is not helpful or competent because he or she does not see his/her assets.
Level 2	Conscious Incompetence Conscious Unhelpfulness	You become conscious of your responsibility and observe your incompetence or unhelpfulness when it's happening. There are gifts, intentions and needs to recognize and heal to move forward	Note: This period may be uncomfortable. You may feel worse before better. You may want to quit. Needed: Curiosity, awareness, self-acceptance and sense of humor.
Level 3	Conscious Competence Conscious Helpfulness	You know what you know. You decide right before you act or in midstream. You are still feeling a bit artificial or mechanical	Needed: Practice, Practice, Practice and encouragement. Say to self: "Oh, isn't that interesting?"
Level 4	Unconscious Competence Unconscious Helpfulness	You don't have to focus on what you know or your helpful intentions. They are a habit	Behavior becomes second nature. Needed: Enjoy the mastery!

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