

Redirecting Negative Behavior

Strengthening maturity and right behavior harmlessly in all relationships



Course Workbook

This workbook covers sessions 5 and 6 in this 8-part course.

Presented by:



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The Mistaken Goal of *Power*

Mistake: "I must be the *most* powerful"
True Need: Win/win/win Intense *positive* connection.

Limiting Beliefs:
 I must defeat and get my way
 Overpower = value/worth
 I only count when I dominate
 Might makes right



Behavior:
 Person *actively or passively* protests, rebels, defies
 "No I won't! You can't make me!"
 Person *actively or passively* controls, dominates
 "Yes you will! I can and **will** make you!"

Recipient Feels: Angry, challenged, provoked
Intensity of Feelings: STRONG
Thoughts: "He/she can't get away with that! I'll show him or her who's boss!"



Non-helpful reactions (The SUGAR):
 body language tone of voice aggressive behavior
 The "sugar" is **Struggle**

When struggle ("sugar") is given:
 Struggle gets worse
 Person is compelled to win
 They feel they've won just by getting struggle



Redirect steps:
First, feel your feelings...then,
 1. Take a breath, *don't engage in a struggle*
 2. **Hold positive intention:** "this person has a valid and important viewpoint too."
 3. Say *what you both want*, lead with theirs first*
 4. *Invite win/win/win*, watch for shift to cooperation

Note: Admit you can't control;
focus on intense positive connection



Questions: **Fill out your answers to the following questions.** You may wish to discuss them with others.

1. What are some of the ways people (of all ages) actively use power as misbehavior?

2. What are some of the ways you see people passively use power as misbehavior?

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

4. What is the mistaken idea this person has?

5. What are some things you could do accidentally (unconsciously) that support his or her beliefs and goal?

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

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

8. Knowing what you know, why would punishment or struggling with this person be a poor choice? How might you encourage him or her?

9. What is the good news about this person? How can you help them ask for, and receive appropriate power?

Interventions During the Rumbling Stage:

1. **Pay Attention to the Rumbling Stage.** Notice early warning signs; expressions, body language, or tone and ignoring, or flouting authority either passively or actively. Then . . .
 - *Acknowledge the person's power.* Say out loud "I can't control you..."
 - *Ask a favor* (satisfying their basic needs for *contribution* and *power*).
 - *Give choices* whenever possible (satisfying the basic need for *power/influence*).
 - Say, "Would you be willing to consider this or this?" If true choices are offered, this lowers resistance.
2. **State Both Parties' Wishes.** Ask for 3rd options and negotiate until cooperation is in play.
3. **Create Intense, Positive Connections on purpose.**
4. **Table the Matter.** "You may be right. Let's talk about it later today." Then make sure you do.
5. **Table the Matter with a Formal Process.** Ask people to write down complaints and schedule a group meeting.
6. **Table the Matter with a Private Meeting.** Keep a clipboard handy to invite scheduling a meeting.

The Mistaken Goal of Power (Continued)

7. **Take a Time Out.** If you find yourself getting influenced by the other person's goal of struggle and are losing your cool, you extract *yourself* from the struggle with the following type of comments . . .
 - "What's happening right now is not ok with me. I need some time to think about it. Let's talk later."
 - "I need some time to get control of my thoughts. Give me a few minutes."
 - "I'm calling a time out. I need time to calm down."
 - "I'm going to walk away now and give myself time to chill out. We'll talk later."
 - "Let's take a break together without talking, and we will resume this in a few (hours, minutes, days)?"
8. **Do the Unexpected.** Diffuse the situation by agreeing. Say, "You might be right. Now let's keep going."
9. **Do the Unexpected.** Diffuse the situation by changing subjects. Ask a question, tell a joke, discuss the weather.
10. **Do the Unexpected.** Give the Responsibility back to the person. Ask, "What are your ideas?"
11. **Dodge Issues Not relevant to the Situation.** Say, "That's not the issue; the issue we are discussing is..."
12. **Remove the Audience.** Say, "I can tell this is really important to us both. Let's talk during a break."

Interventions During the Eruption Stage:

Know that volcano's are natural occurrences, and don't make them about you. The first rule is to *remain unimpressed*. Sugar demanded is *struggle*. Remaining unwilling and unimpressed takes the sails out of their wind!

1. **Offer a calming area as a choice.** Offer it for you, him or her, or to go there together to connect. Table issue.
2. **Offer choices designed as win/win.** "Which option will work for you? What are your other ideas?"
3. **Ask questions pertaining to solutions, not problems.** "What do you suggest? What would you do to fix this?"
4. **If really out of control, do a group intervention.** Create intense, positive, connecting, and caring support.
5. **Avoid Escalating the Situation.** The following, while at times producing temporary compliance, have cost a high price in negative side effects or otherwise backfired, escalating behavior into more serious expressions. These include avoidance of:

Raising your voice	Yelling	Making assumptions
Double standard, "Do as I say, not as I do."	Commanding, demanding, dominating	Using tense body language (rigid posture, clenched hands)
Using degrading or embarrassing put-downs	Using sarcasm or humiliation	Drawing unrelated persons into the conflict
Acting superior	Using physical force	Attacking the person's character
Saying, "I'm the boss here."	Insisting I'm right	Preaching
Backing the person into a corner	Pleading or bribing	Bringing up unrelated events
Generalizing ("All you ___ are the same.")	Making unsubstantiated accusations	Holding a grudge
Nagging	Throwing a temper tantrum	Mimicking the person
Making comparisons with others	Insisting on the last word	Offering rewards or incentives

The Mistaken Goal of Power (Continued)

General Interventions

1. **Envision and remember the best.** Remember for this person he or she is powerful as a leader and supporter.
2. **Teach responsibility** by giving them ways to use their power in bigger ways to serve.
3. **Encourage** (not praise) this person when he or she is not in the goal.
4. **Gain group support.** Teach and engage group in redirect process.
5. **Control and release *your* negative emotions** appropriately yourself to model respectful use of power.
6. **Use requests and confirm agreements.** For example, “I want... Are you willing?”
7. **Clarify the desired behavior** for win-win and directly request behavior change.
8. **Allow people to save face.** When the tactics are relatively harmless (muttering, making faces, etc.), allow it.
9. **Disclose the goal** (see in section on “Disclosing a Mistaken Goal”).
10. **Use *mental reminders*.** When you are angry and provoked, focus on the following:
 - *This person has been overpowered and hurt by overpowering from others.*
 - *This person wants a closer, more intense connection with me (or others) and would even settle for struggle.*
 - *This person’s feels weak even though they don’t look it.*
 - *I will feel great when I stay connected and turn this to cooperation.*
 - *What I do now can help the entire group to grow in character.*
 - *I have control over me, and I am the primary influence rather than the reactor.*
 - *I am a good leader, and I am helping many people in this moment.*
 - *I am a powerful redirector when faced with a discouraged person.*
 - *I can handle this situation. It’s ok to slow down, breathe and feel.*
 - *Remaining calm and remembering the goal and redirect are the most helpful things I can do.*

Final Summary - Minimize use of force or power with respectful communication and positive connection.

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

1. *Withhold the sugar of struggle*
2. Find ways to creatively and respectfully connect
3. Create cooperation

The Mistaken Goal of *Power*: A Case Study

“As long as victims and bullies see themselves in diametrically opposed positions, (and they will if we don’t focus on the systems, rather than, “Who’s to blame?” or “What punishment to exact”) rather than realizing they are both in the same camp; namely feeling powerless, they will continue behaviors and thinking that keep them stuck in divisive, and non-productive reactivity.”

Judy Ryan, CEO LifeWork Systems

The power struggle of bullying

It’s a leading news story everywhere we turn: **Bullying**. In the classroom, the workplace, the home, on the road and more: People everywhere are concerned about the sheer volume of disrespect and lack of civility in our society. A **bully** is: a person who is habitually cruel, intimidating or overbearing, especially to smaller or weaker people. I broaden the definition to include **any act in which we exploit perceived weakness**. The problem is not only that bullying is so prevalent; it is that we don’t always recognize the many forms it takes, or more importantly, the harmful *systems* we have set up that lead to and support bullying.

Recognizing the status quo

Exploitation of weakness is easily recognized when one person taunts and torments another with verbal or physical threats. At the same time, bullying can be subtle and socially supported as when adults overpower children, or through the many politically correct uses of arrogance, guilt tactics, weakness and fear to compete, pressure, manipulate, threaten or intimidate. Recently in my practice, a 7-year girl admitted with a smile, “I get my dad to yell and go out of control by crying real hard and running to my mom.” For each bullying tactic we know, there are many that go unrecognized.

What dismantles power struggles and bullying?

I once coached an atypical 8th grade class in which a teacher had adopted skills to cultivate personal responsibility and leadership within her students. Her system provided many opportunities for them to regularly feel powerful, lovable, connected and contributing— critical requirements for cooperation and caring behavior. One day a student in her class rebelled against a new school-wide practice called “a peace pledge” where students put their hands on their hearts reciting, “I pledge to use my hands and my words for peace.” Unfortunately and ironically, another teacher made the pledge mandatory; threatening any child caught not participating in the pledge would be punished with a detention. This student wanted to do the pledge, but understandably objected strongly to being forced (aka bullied) to do it.

Personal responsibility

If I were looking for culpability, it may appear that this teacher was a bully and the students her victims. I first asked this student, “How do you think you and the others contributed to this teacher using threats?” Because of the mutual respect and trust within this meeting, he described an overall lack of cooperation and respect towards the teacher, whom he and others persisted in viewing and gossiping about as bad, mean and hopeless. He admitted he did nothing to provide solutions, and he made a new decision to change certain behaviors, as well as moving forward in respectfully asking her to withdraw threats. He then expressed his fear of being direct with the teacher. I explained to him that maintaining fear of her was, in itself, an act of hostility and a diversion from taking responsible action toward a helpful solution. Fear is perceived as and is an attack because fear presupposes the other person as enemy and dangerous. He agreed to speak with the teacher, working with us to design a respectful way.

We must cease support of bully and victim consciousness

What causes bullying in the first place? The problem is we set up environments that include socially acceptable harshness, competition and bullying within homes and schools using the excuse, “kids have to get used to real life. It’s a dog-eat-dog world out there, full of competition and hard knocks.” Then we are shocked and amazed we have a bullying problem that is epidemic. We collectively support bully and victim consciousness. If I was coaching the teacher that

issued the threat, I would help her to see that her behavior (in this case, use of force or control) contributes to the lack of cooperation in her classrooms, where she likely perceives herself as a victim to bullying students.

A happier ending

Regardless of the many possible choices this student could have made, if he maintained a view of himself as a weak, powerless and innocent “victim” to the big, bad, controlling “bully” teacher, he would likely either do the pledge in a state of resentful compliance (with continued passive/aggressive behaviors), feeling weak and ineffective, or directly rebel for no other reason than resisting control, settling for a sense of pseudo-power, then be left feeling mean and vengeful. Now, there will likely be positive impacts for everyone because of a system supporting emotionally intelligent, assertive and self-directed responses.

Will this boy’s behavior now be more cooperative—or less? Will he be more or less influential and respected? Now, it is very likely that what he thinks, feels, says and does will be congruent and he will experience self-respect because he has strengthened his inner authority (the very thing victims and bullies both need to develop) in a real-time situation. With integrity, this student will now more often respect others, gain greater trust from adults and peers and be seen as accountable and reliable even when challenging the status quo.

Two sides of the same coin, or a whole new system?

As long as victims and bullies see themselves in diametrically opposed positions, (and they will if we don’t focus on the systems rather than “who’s to blame?” or “what punishment to exact”) rather than realizing they are both in the same camp; namely, feeling powerless, they will continue behaviors and thinking that keep them stuck in divisive and non-productive reactivity. But, when adults and children learn to move out of the powerless mindset and become responsible, there is a positive shift, even though it may take multiple intentional interactions to completely shift a dynamic of dog-eat-dog to one of dog-feed-dog. To dismantle bullying and other negative behaviors and outcomes, you must build trust, shift responsibility and set up new systems based on honoring one another and sharing power.

Over the remainder of this workbook, you will see sections with four scenarios on each of the mistaken goals within this month. Fill out your answers to all questions. You may wish to discuss these with others.

POWER GOAL: Scenario 1

You are delivering a presentation to your boss and are ready to co-present with a colleague. Before you know it, your colleague pushes a totally new presentation forward, upstaging you and leaving you in the dust. You are **angry**. He says, "I'm sorry I'm going off plan, but I just realized I have an idea that will solve the problem quicker."

Scenario 1 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

Redirect Step 2: State his wants and valid viewpoint(s) first.

Redirect Step 3: State your wants and viewpoint(s) and ask for the win/win:

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

Redirecting this move might look/sound like:

POWER GOAL: Scenario 2

You get your paycheck and discover your health insurance coverage has changed, costing a lot more and reducing your take-home pay. When questioning this, your boss says, "Case closed. It's already done" and walks away. You feel *angry*.

Scenario 2 Questions

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

How do you know?

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

3. What would *redirecting* (responding) look and sound like?

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

Redirect Step 2: State *his* wants and valid viewpoint(s) first.

Redirect Step 3: State *your* wants and viewpoint(s) and ask for the win/win:

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

Redirecting this move might look/sound like:

POWER GOAL: Scenario 3

A friend loudly pushes her opinions about politics and religion on you. When you attempt to stop her and get her to change the subject, she tells you to stop being so sensitive and that she has a right to say whatever she wants. She continues to push her opinions on you and others. You feel **angry**. feel **angry**.

Scenario 3 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

Redirect Step 2: State *his* wants and valid viewpoint(s) first.

Redirect Step 3: State *your* wants and viewpoint(s) and ask for the win/win:

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

Redirecting this move might look/sound like:

POWER GOAL: Scenario 4

You ask an assistant to help with a huge back-to-school supply drive. She agrees to help; but when the day arrives, the work is not done. When you question her, she says, "I know how much it stresses everyone out when the office is not organized, so I decided to work on that instead. I knew it would be better for the team if I switched from working on the supply drive to working on organizing the office instead." You are **angry**.

Scenario 4 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

Redirect Step 2: State *his* wants and valid viewpoint(s) first.

Redirect Step 3: State *your* wants and viewpoint(s) and ask for the win/win:

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

Redirecting this move might look/sound like:

The Mistaken Goal of *Revenge*

Mistake: "I must hurt you and get you to go away!"

True Need: "Help me, I'm hurting!"

Limiting Beliefs (from fear):

I can't be accepted and liked.
I don't deserve closeness when I'm in pain.
I'll hurt others as I'm hurting.
I count when I hurt you.



Behavior Vindictive, Hurtful, Aggressive, Extreme

Examples: Destruction of property/relationships, violence, harshness in tone, look, words, actions. Giving the cold shoulder, ignoring, not following through, not inviting someone to an event.

Feelings of Recipient: Shock, Hurt, Angry (after)
Intensity of Feelings: STRONG
Thoughts: "How could you do this to me/us?!"



Non-Helpful Reactions (SUGAR)

- You do revenge back by either attack or turning away with disgust.
- You take it personally.
- You withhold and withdraw love.

The Sugar: You give demanded **Rejection** (alienation).

When **Rejection** (sugar) is given:

- They get even and further retaliate.
- They are compelled to hurt you/others more.



During Redirect, Upping the Ante: They

- Remain offensive and act even more intimidating.
- Further attack until certain you won't reject them.

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

- Don't take their behavior personally
Think: "He/She's hurting, in pain"
- Hold positive intention:**
Don't retaliate in any way, instead get kind and curious.
3. Don't retaliate in any way, instead get kind and curious.
4. Create closeness; establish or re-establish a relationship.
5. Help them *express pain*. Ask *encouraging questions*:
How are you? What's up? How have I hurt you? How can I help? Are you mad at me? Mmm...tell me more (get them to *empty* the wound completely)



Questions: Fill out your answers to all questions. You may wish to discuss this with others.

1. What are some of the ways adults and children *actively* do revenge as misbehavior?

2. What are some of the ways people *passively* do revenge as misbehavior?

3. What are the primary feelings you have when a person is in this goal?

The Mistaken Goal of *Revenge* (Continued)

4. What is the mistaken idea this adult or child has?

5. What are some things you could do accidentally (unconsciously) that support his or her mistaken beliefs and goal?

6. What are some things you could do *on purpose in a respectful and caring way* so he or she shifts his/her mistake?

7. What are some of the reasons this person came to believe his or her mistaken idea?

8. Why might it be a bad idea to punish this person or reject this person when he or she is in this goal?

9. How might you encourage him or her instead?

10. What is the good news about this person? How can you help him or her ask for and receive appropriate support?

Interventions During the Eruption Stage:

Know that volcanoes are natural occurrences, and don't make them about you. The first rule is to *remain unimpressed*. Sugar demanded is *rejection*. Remain unwilling to withdraw or retaliate; create closeness instead!

1. **Offer a calming area as a choice.** Offer it for you, him or her, or to go there together to connect. Intend healing.
2. **Ask questions about pain.** "How have I hurt you?" "Can you tell me more?"
3. **Offer support.** "Would you like support?" "Something's troubling you. I'm here if you want to talk about it."
4. **Be open and vulnerable.** Share about recent times when you were discouraged and wanted to lash out.
5. **If really out of control, do a group intervention.** Create intense, positive, connecting, and caring support (an Encouragement Flooding such as in the Babemba Tribe Story below).

The Story of The Babemba Tribe

In the Babemba tribe of South Africa, when a person acts irresponsibly or unjustly, he is placed in the center of the village, alone and unfettered. All work ceases, and every man, woman, and child in the village gathers in a large circle around the accused individual. Then each person in the tribe speaks to the accused, one at a time, each recalling the good things the person in the center of the circle has done in his lifetime. Every incident, every experience that can be recalled with any detail and accuracy, is recounted. All his positive attributes, good deeds, strengths, and kindnesses are recited carefully and at length. This tribal ceremony often lasts for several days. At the end, the tribal circle is broken, a joyous celebration takes place, and the person is symbolically and literally welcomed back into the tribe. Necessity for such ceremonies is rare (Kornfield, 2002, p. 42).

6. **Avoid Escalating the Situation.** The following, while at times producing temporary respite, have cost a high price in negative side effects or otherwise backfire, escalating behavior into more serious expressions. Avoid:

Raising your voice	Yelling	Making assumptions
Double standard, "Do as I say, not as I do."	Commanding, demanding, dominating	Using tense body language (rigid posture, clenched hands)
Using degrading or embarrassing put-downs	Using sarcasm or humiliation	Drawing unrelated persons into the conflict
Acting superior	Using physical force	Attacking the person's character
Saying, "You're mean."	Punishing them	Preaching
Generalizing ("All you ___ are the same.")	Making unsubstantiated accusations	Holding a grudge
Nagging	Throwing a temper tantrum	Mimicking the person
Making comparisons with others	Insisting I'm right	Offering rewards or incentives
Withdrawing	Withholding	Showing contempt or disgust

General Interventions

1. **Envision and remember the best.** Remember for this person feels very deeply, cares a lot, and is strong.
2. **Build caring relationships.** Reassure this person you care despite their actions. Separate deed from doer.
3. **Teach appropriate expression of feelings.** Model and teach him/her (everyone) to express and get support when in pain.
4. **Gain group support.** Teach and engage group in redirect process.
5. **Take charge of your negative emotions.** Control your initial negative reactivity. This person is seeking your *rejection*. Instead, choose closeness and curiosity. Commit to releasing any negative emotions/reactions when you can at a later time.
6. **Disclose the goal** (see section on "Disclosing a Mistaken Goal").

7. **Use mental reminders.** When we are shocked and hurt, focus on the following:

- *This person could use care and support because he or she is deeply hurt and discouraged.*
- *This revenge is not about me, nor is it personal, no matter how it seems.*
- *This person's goal in his or her discouragement is to prove no one cares and to alienate others and me.*
- *I will feel great when I help this person feel his or her pain and remember who he or she really is.*
- *What I do now can help the entire group grow in character.*
- *I have control over me, and I will be the primary influence rather than the reactor.*
- *I am a good manager and leader, and redirect will help this person's future relationships.*
- *I am a powerful redirector when faced with a discouraged person.*
- *I can handle this situation. It's ok to slow down, breathe and feel.*
- *Remaining calm and remembering the goal and redirect is the most helpful thing I can do.*

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

- 1) Withhold the sugar of *alienation* (rejection).
- 2) Create closeness.
- 3) Model and encourage healthy expression of pain.

Summary:

Don't take revengeful behavior personally. Choose closeness; and see the person as whole but hurting, just needing caring and respectful support. They don't feel ok being in pain or being supported while in it. With this in mind, try various strategies until you achieve success. If several attempts to redirect in this manner do not work, you may have misidentified the goal.

The Mistaken Goal of *Revenge*: A Case Study

(“The Train Story” from Daniel Goleman’s book, *Emotional Intelligence*)

In this program, you heard a story about a man named Terry Dobson, who was visiting Japan to master the martial art of Aikido (one of the most spiritual forms of martial arts in Japan) from the great masters there. While he was travelling, a drunk, grimy laborer entered the large train car he was travelling on, crowded with many people. The laborer was swearing and shoving people and the majority of those on the train were either moving away from him in disgust and fear, or getting hurt and angry with him, heading over to confront him.

In Dobson’s Aikido training, he had been taught to act in a counter-intuitive manner when facing a hostile opponent. Like calming and blending with an angry dog, he was taught *to move towards* people who are hostile, with the intent to blend and *empathize* with their worldview before acting. In Aikido, the intent of blending is so that one can shift perspective of seeing the other person as an *enemy* until one can see them as a *friend* so that whatever counter-measure is delivered, it is done with the intent of “helping” my friend, not “hurting” my offender.

This shift is only possible when one has set aside his or her own agenda, is self-aware and self-managing, seeks to understand the other person first, (while holding faith in him or her - the “opponent.”) so that the relationship is managed in the most emotionally intelligent manner. In this way, the energy used in the encounter is directed towards a healing outcome and transformation of negative energy into positive energy.

As the laborer continued to escalate his shocking, hurtful and hostile behavior (along with that of many in the crowd), Terry Dobson stood up, intending to apply his Aikido skills. The laborer saw him (Terry was the only American on the train car) and shook his finger at him angrily, saying, “You! You foreigner! You’re the cause of all my troubles!” He started to move towards Dobson in hostility and before Dobson could take the next step (to “blend”), a little Japanese man in his 80’s sang out in a joyful and curious voice saying, “Hey, what you been drinking?” to which the laborer whipped around and yelled, “Sake! What’s it to you anyway?!” (upping the ante). Rather than being put off, the old man walked confidently and joyfully over to him, smiling and saying, “I love sake! My wife and I heat up a little pot of Sake everyday and take it out to drink in our garden where we look at our beautiful persimmon trees! Do you like persimmon trees?”

To this, the laborer answered slowly (as if wondering if he knew this man), “Yeah, I like persimmon trees alright!” (Spoken in a slightly calmer tone). To which the old man said, “I bet you have a wonderful wife like mine too.” At this, the laborer said, “My wife died a month ago, and then I started drinking again, and today I lost my job.” To this the old man replied, “Oh my goodness! You’ve been through a lot! Why don’t you and I go sit down there at the back of the train and you can tell me all about it.” To the surprise and relief of the passengers, that’s what they did.

When Terry Dobson completed telling this story to Daniel Goleman, he said, “As I was leaving the train, I looked at the old man and the laborer and was surprised to see the laborer laying across the lap of the old man, sobbing.” Dobson added, “*That* was emotional brilliance!”

Over the remainder of this workbook, you will see sections with four scenarios on each of the mistaken goals within this month. Fill out your answers to all questions. You may wish to share this with others.

REVENGE GOAL: Scenario 1

During a group conference call with your regional vice president, one of your colleagues tells everyone on the call that you sometimes run late for meetings with your customers. You feel **shocked** and **hurt**.

Scenario 1 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

Redirect Step 2: Don't take the behavior personally.

Redirect Step 3: Establish or re-establish a relationship (get kind and curious).

Redirect Step 4: Encourage this person to express pain.

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

Redirecting this move might look/sound like:

REVENGE GOAL: Scenario 2

You come back from vacation and find that several deliveries of various medical supplies have been cancelled. In talking with your direct report, you learn that she “just never got around to re-ordering the supplies and can’t be expected to be perfect.” You feel **shocked**.

Scenario 2 Questions

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

How do you know?

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

3. What would *redirecting* (responding) look and sound like?

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

Redirect Step 2: Don’t take the behavior personally.

Redirect Step 3: Establish or re-establish a relationship (get kind and curious).

Redirect Step 4: Encourage this person to express pain.

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

Redirecting this move might look/sound like:

REVENGE GOAL: Scenario 3

Your boss tells you he wants everyone on your team to “start thinking outside the box” to improve customer service. He tells you he wants you to meet with corporate executives and present your ideas for positive change. Your team is excited and generates many great ideas regarding how to improve service. After hours spent on research and a plan, you all put together an impressive presentation you’re proud of. As the time arrives, your boss tells your group he has decided he will be the one to bring the presentation to the executive team. You feel **shocked**

Scenario 3 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

Redirect Step 2: Don’t take the behavior personally.

Redirect Step 3: Establish or re-establish a relationship (get kind and curious).

Redirect Step 4: Encourage this person to express pain.

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

Redirecting this move might look/sound like:

REVENGE GOAL: Scenario 4

*Rather than speaking with you directly, one of your customers has gone above your head regarding an issue with you. He tells your boss not to make a big deal out of it because you usually do such a great job. You find out when your supervisor sends you an email about the situation. You feel **shocked** and **hurt**.*

Scenario 4 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

Redirect Step 2: Don't take the behavior personally.

Redirect Step 3: Establish or re-establish a relationship (get kind and curious).

Redirect Step 4: Encourage this person to express pain.

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

Redirecting this move might look/sound like:

The Mistaken Goal of *Inadequacy*

Mistake: "I can't!"

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

Nobody loves me. Everybody hates me...



Limiting Beliefs

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

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

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



Feelings of Recipient: Pity, Despair, Concern, Burdened

Intensity of Feelings: MEDIUM

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

Non-Helpful Reactions (SUGAR)

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

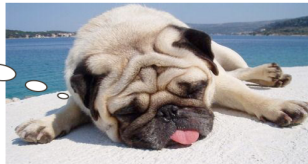


The Sugar: You give demanded **Rescue or Exemption** (enabling).

When Rescue or Exemption (sugar) is given:

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

What's the point?!



During Redirect, They Up the Ante:

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

I can do it!
I am doing it!



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

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

Questions: Fill out your answers to all questions. You may wish to discuss this with others.

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

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

2. What are some of the ways people *passively* do assumed inadequacy?

3. What are the feelings you have when a person is in this goal?

4. What is the mistaken idea this person believes?

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

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

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

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

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

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

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

General Interventions:

1. **Envision and remember for him or her who he/she really is.** Picture this person as whole, capable and successful.
2. **Encourage an "I can" belief.** Take every opportunity available to help him or her change his/her self-perception from "I can't" to "I can."
3. **Take time to train or gain training for this person.** This person is easy to avoid or stop noticing. Make a point to make sure he or she gets help early on.

4. **Modify the way you instruct or help this person.** Broaden your methods by using concrete learning materials, computer-assisted instruction, and teaching one step at a time until he or she experiences success.
5. **Disclose the goal.** with a person who uses this goal repeatedly. Privately, when the person is not in the mistaken goal. (Refer back to the section on *disclosing the goal*)
6. **Use concrete learning tools.** Many people learn best when they use tools they can see, feel, and manipulate. Concrete learning tools include:
 - a. **Inspiring and interesting** – People love working with materials that are interesting and colorful.
 - b. **Self-explanatory** – People are motivated to work when they can determine independently how the tools are used.
 - c. **Self-correcting** – People discover that making mistakes is natural and okay when no one else has to know how many errors they make while learning a new skill.
 - d. **Reusable** – People can practice tasks over and over again until they've achieved mastery.
7. **Use mental reminders.** When you are worried, burdened or feel pity, focus on the following:
 - *This person almost had me convinced they were weak and incompetent.*
 - *This person actually has ambition I can redirect into small successes.*
 - *This person will get stronger the more matter-of-fact I am with them.*
 - *I will feel great when I help this person take charge of their life by refusing to despair or give up.*
 - *What I do now can help the entire group grow in character and change the course of the future for all. I have control over me, and I will be the primary influence rather than the reactor.*
 - *I am a good leader, and redirect will help this person's future.*
 - *I am a powerful redirector when faced with a discouraged person. I can handle this situation. It's ok to slow down, breathe and feel.*
 - *Remaining calm and remembering the goal and redirect is the most helpful thing I can do.*
8. **Use computer-based instruction.** Many people who wouldn't dream of working on things in front of others can sit for hours in front of a monitor, working on basic skills. The self-explanatory, self-correcting, and reusable features enable people to take risks they would never take with other materials.
9. **Teach to the seven intelligences.** Some people are experiencing painful learning and need other approaches. Strategies that accommodate each of the seven intelligences are:
 - a. *Verbal/linguistic*; journals, discussions, debates, television, computers, guest speakers, dramatic readings, jokes, stories
 - b. *Logical/mathematical*; graphic organizers, outlines, analogies, problem-solving, mnemonics, research, labs, formulas
 - c. *Visual/spatial*; posters, charts, graphics, painting, drawing, demonstrations, computers, videos, television
 - d. *Body/kinesthetic*; role-playing, creative movement and dance, field trips, physical exercise, games, projects
 - e. *Musical/rhythmic*; singing, raps, poems, cheers, limericks, choral reading, instruments
 - f. *Intrapersonal*; reflection, journals, independent assignments, thinking strategies, goal setting
 - g. *Interpersonal*; cooperative learning, group projects, interviews (including appreciative interviews), cooperative games, joint storytelling, effective meetings

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

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

choose a course of action, beginning with small successes they then build upon.

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

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

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

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

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

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

See four scenarios below. Fill out your answers to all questions. You may wish to discuss this with others.

INADEQUACY GOAL: Scenario 1

When asked to contribute ideas or suggestions at a meeting, Mary, one of your co-workers, stays quiet. You try to get her to offer an opinion, but she shyly shakes her head, saying, "You're all so much better at this. I'd probably take us off track and just make things worse." You feel **worried** about her.

Scenario 1 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

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

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

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

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

Redirecting this move might look/sound like:

INADEQUACY GOAL: Scenario 2

One of your employees comes to work late again and does mediocre work. You try to discuss all of this with him, but he says, "You just have no idea what I'm going through" and proceeds to detail a long list of his personal problems. You feel **sorry** for him.

Scenario 2 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

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

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

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

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

Redirecting this move might look/sound like:

INADEQUACY GOAL: Scenario 3

A co-worker does not like conflict. Rather than address issues directly with people, she tears them down behind their back to you, telling you how hurt and thoughtless they are to her. Whenever you've tried to make suggestions for things she could do, she starts crying and accuses you of not understanding. She talks about being treated poorly by a fair amount of people, including her family, and she is distressed. You **pity** her.

Scenario 3 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

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

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

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

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

Redirecting this move might look/sound like:

INADEQUACY GOAL: Scenario 4

*A co-worker shows up at the staff meeting with very little progress for the week. Instead of contributing ideas and plans he was to have drafted, he asks everyone lots of clarifying questions and talks about his fears of what could go wrong, asking questions about what it would mean if the fears came to pass (many of which are highly unlikely). He tentatively offers up simplistic ideas that could have been created in an hour rather than a week. He seems conscientious and thorough, but doesn't actually deliver anything resembling significant progress. You feel **hopeless** and **burdened**.*

Scenario 4 Questions

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

How do you know?

2. What *sugar* or knee-jerk **behaviors** (reacting) *might* you do if you got caught up in the mistaken goal?
3. What would *redirecting* (responding) look and sound like?

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

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

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

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

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

Redirecting this move might look/sound like:

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