

Redirecting Negative Behavior

Strengthening maturity and right behavior harmlessly in all relationships



Course Workbook

This workbook covers sessions 7 and 8 in this 8-part course.

Presented by:



Copyright © LifeWork Systems
All rights reserved. This manual or any portion thereof
may not be reproduced or used in any manner whatsoever
without the express written permission of the publisher.

The Mistaken Goal of *Significance*



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

Limiting Beliefs:

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



Behavior:

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

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

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



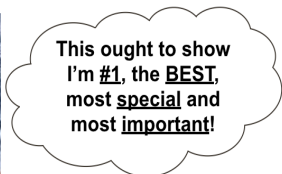
Non-Helpful Reactions (SUGAR)

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

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

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

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



During Redirect, (Up Ante): They

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

REDIRECT Steps (response vs. reaction):

First, **FEEL** your feelings then,



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

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

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

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



Questions:

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

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

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

3. What is the mistaken idea this person has?

4. What are some things you could do *accidentally* (unconsciously), if you weren't aware, that might make this person believe his or her mistaken idea is true?

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

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

7. What are some of the things you could do to encourage him or her now that you know he/she is discouraged?

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

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

10. What is the good news about a person in the mistaken goal of significance?

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

General Interventions:

1. **Envision and remember for him or her who he/she really is.** Remember this person is perfect just as he or she is. He or she is enough and is wanted as a unique contribution to the family, workplace, or school; he or she matters in the world.
2. **Build Caring Relationships.** See beyond the ego experience he or she is putting forward and help him/her feel welcome and connected to you and others. He or she needs to know (even if he/she has fewer assets), they are wanted just for who he or she is.

3. **Look for his or her assets and gifts.** Because he or she seems so arrogant, people tend to avoid looking for and finding the many strengths of this person. This person doesn't really believe he or she is adequate, so look for all the (very specific) evidence you can collect about him or her.
4. **Share evidence of assets and gifts in a very specific manner.** Because this person is convinced he or she is not enough, if you generalize about his or her assets, he/she will discount it. You will want to be very detailed about how you communicate this. For example, "Mary, you are very talented at writing. I noticed this when I read your report in this month's newsletter (or i.e. a child – ". . . when you wrote that paper assigned for Mother's Day.")
5. **Avoid praise and competition.** Encourage and acknowledge instead. Focus on what they enjoy, not your evaluation. This person uses praise, comparison and evaluation against themselves even when on top.
6. **Acknowledge this person's ideas and words through good communication skills.** This person doesn't feel they matter despite appearances. Reflective listening to their content, their reasoning and their feelings, especially without evaluation or critique, validates they matter and are important.
7. **Begin to help them experience the joy of supporting others rather than competing with others.** This adult or child believes they must stay ahead of others to be secure and wanted. Help them get hooked on the fulfillment of helping others instead. Ask their advice on empowering others. Express how others feel when they can't do as well as this person. When they recognize others are also *feeling* not good enough, they will be moved to be a champion for them.
8. **Disclose the goal with a person who uses this goal repeatedly.** Do this privately, when the person is not in the mistaken goal of *significance*. (See section on *Disclosing the Goal*).
9. **Use Mental Reminders.** When your feelings are riled by a *significance*-seeking person and you feel insecure, insulted, dismissed, focus on the following:
 - *This person believes if we didn't need him or her, we wouldn't want them.*
 - *This person feels painfully inadequate despite how they appear.*
 - *This person believes there is not enough love and caring to go around.*
 - *I will feel great when I redirect this person's mistaken goal and they use their gifts in cooperation. What I do now can help the entire room to grow in character.*
 - *I have control over me and I will be the primary influence rather than the reactor. I am a good leader who cares about the lives and growth of those I lead.*
 - *I am a powerful redirector when faced with a discouraged adult or child.*
 - *I can handle this situation. It's ok to slow down, breathe and take my time. Remaining calm and remembering the goal is the most helpful thing I can do.*
10. **Avoid Escalating the Situation.** The following, while at times producing temporary compliance, have cost a high price in negative side effects or otherwise backfire, escalating behavior. Avoid:

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

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

The Mistaken Goal of *Significance* (Continued)

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

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

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

SIGNIFICANCE GOAL: Scenario 1

Three employees each present new marketing strategies to management. The first two share theirs. Then the third employee stands up and says, *"I'm glad I finally have the opportunity to present my strategy. While the others before me made a decent attempt, after my presentation, it will be abundantly clear I've not only addressed holes in their plans, but hands down, you'll see I have the strongest understanding of our market and customers."*

Scenario 1 Questions

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

How do you know?

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

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

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

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

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

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

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

Redirecting this move might look/sound like:

SIGNIFICANCE GOAL: Scenario 2

Jim has come up with an absolutely stellar idea that could build a stronger connection between his company and its customers. He asks his manager to be a sounding board when preparing for a meeting with the CEO. Just when Jim is ready to pitch his idea, his manager comes through the door uninvited, saying, “*Jim here has quite the ambitious idea, as many idealistic young people often do. I thought I should be here to make sure he keeps his feet planted in reality so we don’t end up wasting time or money on something that is sincere but overzealous.*”

Scenario 2 Questions

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

How do you know?

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

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

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

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

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

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

Redirecting this move might look/sound like:

SIGNIFICANCE GOAL: Scenario 3

A staff member is instructed by her manager to gather employees and organize a luncheon for several dignitaries. She passes this responsibility over to the *interns*, saying to a teammate of her boss, “Surely he didn’t hire *me* to waste my skills and education choosing table linens, menus and playing hostess.”

Scenario 3 Questions

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

How do you know?

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

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

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

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

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

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

Redirecting this move might look/sound like:

SIGNIFICANCE GOAL: Scenario 4

You and your colleagues are working on an important project. There is a pertinent piece missing you need from an engineer. When you ask him for it, he says, “*Don’t worry your pretty little head like this. You’re just making more trouble for yourself than necessary. I’d help you out, but unfortunately, there is no way you’d be able to incorporate my schematic. It would be way over your head and just frustrate you. I suggest you simplify your plan.*”

Scenario 4 Questions

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

How do you know?

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

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

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

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

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

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

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

Redirecting this move might look/sound like:

Set Up Regular Redirect Practice Sessions

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

Redirect Support Process:

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

Redirect Support Process Steps:

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

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

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

Redirect Chart

HOW TO REDIRECT NEGATIVE BEHAVIOR

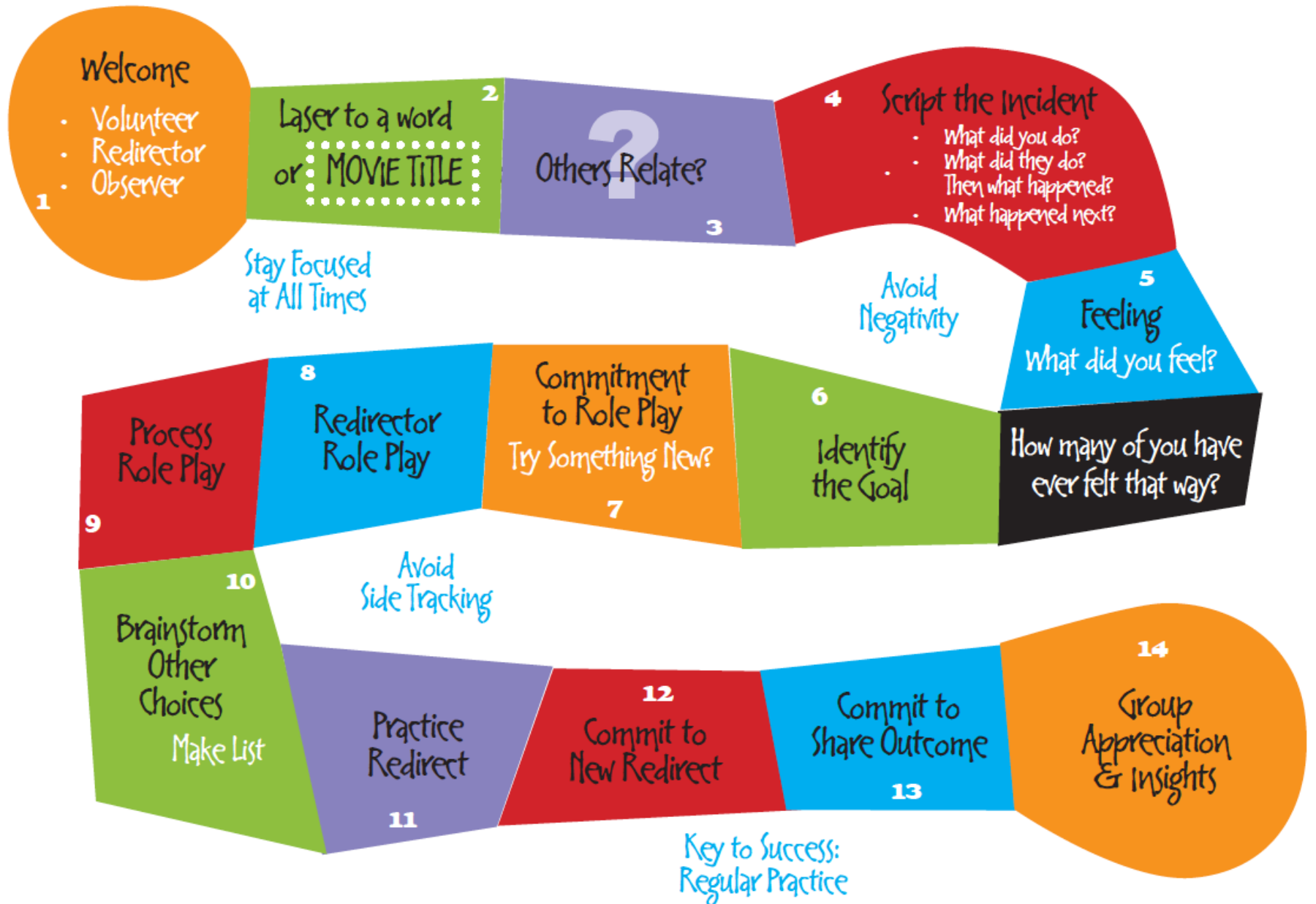
1	2	3	4	5	6	7
I Notice MY EMOTIONS	I Notice MY BEHAVIOR	I Notice MY THOUGHTS	I Determine THEIR Mistaken Goal	I Redirect MY THOUGHTS	I Redirect MY BEHAVIOR I reframe THEIR limiting beliefs	WE both HEAL & GROW
FEEL	REACT	OLD THINK	IDENTIFY	NEW THINK	RESPOND	RESULT
Annoyed Irritated	I Give Attention (speak/look)	"You're annoying!"	ATTENTION <i>Notice Me</i>	"YOU matter very much and I care!"	<ol style="list-style-type: none"> 1. Don't look or speak 2. Don't stop your activity 3. Give indirect attention by moving closer or with touch 	They empathize knowing, "I have a lot to offer!"
Angry Provoked	I Give Struggle (dominate/protest)	"You're pushy!"	POWER <i>Fight with Me</i>	"YOU also have a valid viewpoint!"	<ol style="list-style-type: none"> 1. Say both views, theirs 1st 2. Invite win/win/win 3. Ask for their solutions 4. Create intense positive connection 	They cooperate, knowing, "I use my power well."
Shocked Hurt	I Give Alienation (attack/withdraw)	"You're mean!"	REVENGE <i>Reject Me</i>	"YOU suffer and I'm staying!"	<ol style="list-style-type: none"> 1. Don't take personally 2. Don't retaliate, withdraw 3. Be kind and curious 4. Create closeness 5. Invite venting of pain 	They release pain knowing, "It's ok to get support."
Pity Worried	I Give Enabling (rescue/exempt)	"You're a mess!"	INADEQUACY <i>Give up on Me</i>	"YOU are whole and capable!"	<ol style="list-style-type: none"> 1. Don't coax, care-take 2. Don't advise, treat fragile 3. Transfer responsibility 4. Ask for plan, show faith 5. They outline likely success 	They reframe their self-view, knowing, "I <u>can</u> do it!"
Insulted Insecure	I Give Competition (criticize/demean)	"You're arrogant!"	SIGNIFICANCE <i>Invalidate Me</i>	"YOU are <i>always</i> enough"	<ol style="list-style-type: none"> 1. Look, find, speak assets 2. Mirror words and ideas 3. Empathize with feelings 4. Lead to serve, not compete 	They're a team player knowing, "I am wanted."

Blank Redirect Chart

(For practice in filling out this chart)

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

Visual of Redirect Practice Steps



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