

# Redirecting Negative Behavior Part 2



Participate  
*Perform*  
Produce

## Workbook

This workbook accompanies Individual Session 8 in the eLearning Series, *CultureEX™ Guided Transformation Process*.

**Presented for you by**



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# 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



YOU'RE GIVING ME  
A HEADACHE.

## 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)

**Answer the 10 questions on this page and the next. They will be discussed at your next group session.**

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? Hint: Think Redirect slides.
5. What is the mistaken idea from fear and limitation this person has? Hint: Think Redirect slides.
6. What are things you could *do accidentally* (unconsciously) that support his or her mistaken idea as true?
7. What are 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 ideas for how to help adults and/or children ask for and receive attention in a respectful way?

## The Mistaken Goal of **ATTENTION** (Continued)

### 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** Robert Story (a true story 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. They will be discussed at your next group session.**

## 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
<b>Level 1</b>	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!	<b>Needed:</b> Information This could also be a person who is not helpful or competent because he or she does not see his/her assets.
<b>Level 2</b>	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	<b>Note:</b> This period may be uncomfortable. You may feel worse before better. You may want to quit. <b>Needed:</b> Curiosity, awareness, self-acceptance and sense of humor.
<b>Level 3</b>	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	<b>Needed:</b> Practice, Practice, Practice and encouragement. <b>Say to self:</b> "Oh, isn't that interesting?"
<b>Level 4</b>	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. <b>Needed:</b> Enjoy the mastery!

# 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. They will be discussed at your next group session.**

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? Hint: Think Redirect slides.
4. What is the mistaken idea this person has from fear and limiting beliefs? Hint: Think Redirect slides.
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 meeting.
6. **Table the Matter with a Private Meeting.** Keep a clipboard handy to invite scheduling a meeting.
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 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 volcanoes naturally occur, 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

### 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 remember redirect will help 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 really 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. They will be discussed at your next *group* session.**

## 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,

1. Don't take their behavior personally
2. **Hold positive intention:**  
Think: "He/She's hurting, in pain"
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.** They will be discussed at your next *group session*.

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? Hint: Think Redirect slides.
4. What is the mistaken idea this adult or child has from fear and limitation? Think Redirect slides.
5. What are 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* to shift 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/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 remember 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!"

**1. What were likely outcomes (for everyone on the train) if the old man had not intervened the way he did?**

**2. What were likely outcomes (for everyone on the train) because of how he did?**

**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. They will be discussed at your next group session.**

## 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** and **hurt**.*

#### 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:**

# *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**