

ADVANCE SHEET



SUBJECT: INTERMEDIATE CLASS A - ADVANCE SHEET #2

DATE: July 4, 1996

TO: "NXChange" Program Students

Please read the presentation on "**LEVEL TRANSACTIONS & THE MODEL**" in this Advance Sheet (AVS) and complete the "TURN IN SHEET" (TIS) attached.

You are to have this TIS completed and ready to be handed in at the beginning of the next scheduled class. At the beginning of the next class you may also be given a "POP" quiz over the material included in the presentation.

Make sure you have read completely at least one of the following books by the next scheduled class:

Clark, Ramsey. CRIME IN AMERICA. [Introduction by Tom Wicker] New York: Simon & Schuster, 1970.

Silberman, Charles E. CRIMINAL VIOLENCE, CRIMINAL JUSTICE. New York: Random House, 1978.

Daggett, John and Hall, Leo. EQUAL VALUE. [Forward by Jim Campbell] Canby, Oregon: Lion House Press, 1984.

Samenow, Stanton E. INSIDE THE CRIMINAL MIND, New York: Times Books, 1984.

Wilson, James Q. and Herrnstein, CRIME AND HUMAN NATURE. New York: Simon & Schuster, Inc., 1986

Karl Menninger, M.D., THE CRIME OF PUNISHMENT. New York: Viking Press, 1972

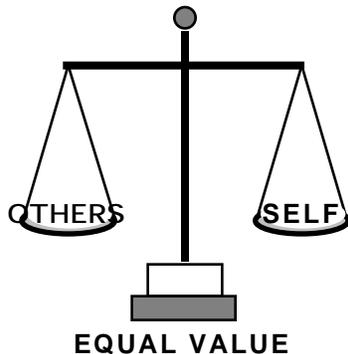
THE READ TIME FOR THIS ADVANCE SHEET IS 30 MINUTES. IT SHOULD TAKE ANOTHER 20 MINUTES TO COMPLETE THE TURN IN SHEET.

JIM CAMPBELL

Director for Research & Development

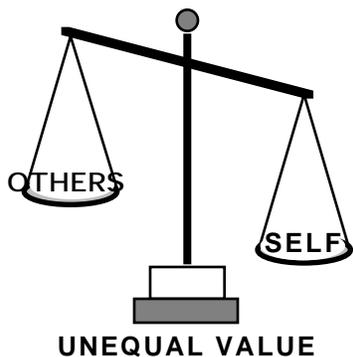
READ SHEET

EQUAL VALUE



In trying to find something for you to visualize, so that you would understand what a level transaction would be,... visualize a set of scales like we think of when we think of the scales of justice. One side of the scales represents one's self, and the other side represents other people.

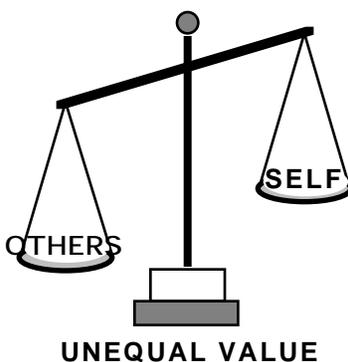
When we place too much value on our selves, and not an equal amount of value on others, the scales goes out of balance... One side becomes higher and the other side gets lower.... the scales are no longer even with each other... or IN balance.



It is only when we maintain an **"EQUAL VALUE"** on both sides that we remain level in our transactions.

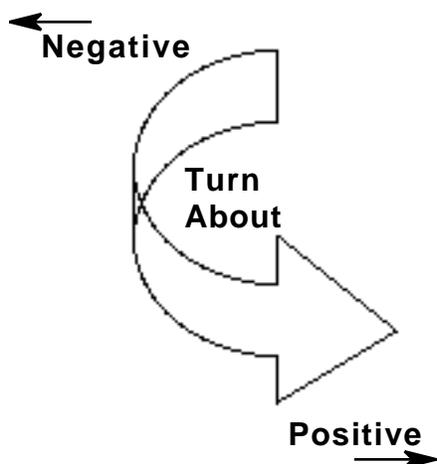
In this presentation we are going to learn how our ability to place and an EQUAL VALUE on our selves, and everything other people think, say, feel, or do, is what determines the success or failure of our personal and professional relationships.

Learning to place equal value does not mean we must agree with, or condone, what others think, say, feel, or do.... It means we learn to become more assertive than aggressive, or more caring than hostile, in the way we treat our selves and others.



Most of the time, although it is not our intent, we unknowingly relate with each other in a more self centered way. This unintended hostility causes **pain** in our relationships - emotional pain that can lead to anxiety, frustration, and divorce.

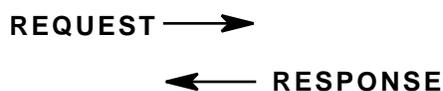
We begin developing self centered patterns in infancy. And the patterns continue to grow through childhood on into adulthood... without our knowledge and control... We therefore don't grow out of them but into them... This is a phenomena I call **NEGATIVE GROWTH**...



Negative growth is not regression. To think of it as regression implies we were previously in a more mentally fit state - and we couldn't have been mentally fit or we wouldn't be regressing. When a person learns about mental fitness, he or she chooses to start growing in a POSITIVE GROWTH direction... Turns about.... Changes into a caring and loving person... A change in thinking must occur for this to happen... NEW conclusions replace old ways to thinking.

Mental fitness principles are far more complex than can be learned in infancy or early childhood... A child has not had enough life experiences to develop a frame of reference to cognitize them... One has to experience pain to recognize pleasure, anxiety to appreciate tranquility, failure to understand success, and be the victim of the results of negative growth to choose the results of positive growth - stopping the victimization of self and others generates the proper result... One has to become Equal Value, caring, or loving... to generate success.

When our behavior is unknowingly self centered, it means we are **not** making equal value... or.. level, transactions. To overcome this we must learn,.. become aware of,.. or recognize,.. when we are being self centered and unequal in our behavioral displays. Once aware, we must **choose** to change in order for the joy and happiness, we are seeking, to come into our lives and family relationships... We must exercise our free agency... to become the kind of person we already were - the person of our intent.



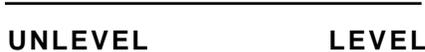
Every transaction has two parts. The first part we will call the REQUEST and the second part we will call RESPONSE.

REQUEST and RESPONSE are my words. You may prefer others. Request means the initiating part of a transaction,.. and response means the completion of the communication. Request means to ASK a question... and response means to reply or answer.



If the first person asks the second person a question,.. and the second person hears the first person's question... but chooses to ignore the first person,.. the transaction is still complete - as ignoring the first person's question is the reaction of the second person. They've each made a behavioral display in communicating. They may not be doing well,.. but they are communicating.

Now that you understand basically what a transaction is, let's look at how we can determine the good ones from the bad ones. The transactions that work for us.. compared to the ones that unknowingly work against us.... Let's increase our awareness..!



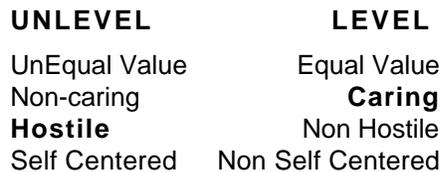
If we drew a line,.. and at one end we wrote level,.. and at the other end we wrote unlevel,.. And,.. every time we said or did something,.. we could evaluate the event,.. and made a visual recorded of the style of our transactions by placing a mark along the line between the level end, unlevel end,



As the marks began to accumulate (indicating our being more level or unlevel), we could begin to tell if our behavior was working more for us or against us... If a larger number of marks appeared at the level end, we could say our behavior was more equal value, caring, non hostile, or non self centered, and was working for us.



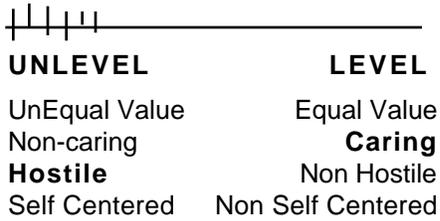
If, on the other hand, we evaluated our behavioral displays,.. and more marks were recorded at the unlevel end,.. we would say our behavior was more unequal value, non caring, hostile, or self centered, and was working against us.



The purpose in using several words,.. to describe level and unlevel transactions,.. is to allow you to select the pair of words you think best describes how you perceive the concept of Equal Value.

I normally prefer to use the words HOSTILE or NON-EQUAL VALUE to represent behavioral displays that work against us and the word CARING or EQUAL VALUE to describe behavior that works for us. You can use the words most comfortable to you. Just

make sure you understand the concept of EQUAL VALUE clearly.



Usually, when we display hostile transactions toward other people,.. they would normally be REPELLED by our BEHAVIOR. Self centered behavior, or behavior where we place more value on our selves than on the other people, causes anxiety or frustration - as the other people must put forth more ENERGY to maintain and equal value on themselves. Self Centered behavior invades another person's rights and can be annoying or aggravating. What the other person wants or needs does not mean as much to us as what we want. Trust is not transmitted.

REPELS **ATTRACTS**

When we make caring or EQUAL VALUE transactions toward other persons, they would tend to be more attracted to us. Caring behavior is where we place an equal value on the other person's rights - we are as concerned for their welfare as our own. We would not invade their rights, as their rights mean as much to us as do our own.

There is no frustration or anxiety when TRUST is transmitted. You don't need to DEFEND yourself against an equal value person.

ONENESS
vs
ALONENESS

If our behavior is more HOSTILE, and we continuously REPEL others away from us, we are left with a feeling of aloneness, a feeling of isolation and rejection.... a feeling of insecurity.

SECURE
vs
INSECURE

If our behavior is more caring, and we continuously ATTRACT others to us, we are left with a feeling of ONENESS, a feeling of being wanted and included - a more secure feeling.

The most hostile transaction a person can make is murder or suicide. When you murder someone, it means you place absolutely no value on the person's most prized possession - his or her existence. People must have their existence to live in if they are to be able to experience growth - which is the very purpose of life. You may take away any thing a person has, but when you murder someone, you

are placing NO value on that person and all on your self... your assumed right to take. It deprives the other of her or his most valuable possession.

When a person commits suicide, He or she is placing No value on her or his life. Most of us have been taught to "Love our neighbor as our **self**." Hostility turned inward is the same kind of transaction as hostility turned outward - unlevel.

**MURDER
SUICIDE**

UNLEVEL

UnEqual Value
Non-caring
Hostile
Self Centered

LEVEL

Equal Value
Caring
Non Hostile
Non Self Centered

Unfortunately, much of the teaching has not taught us to love our self, but to subjugate self to others, always turn the other cheek, humility is more virtuous than pride, or always let others go first.

By the same token, the most caring transaction a person can make.. would be to give one's life for another. There are numerous stories of valor and bravery where a person has risked death for another person, or even sacrificed their life that another person might live.... There are occasions when the person sacrificing her or his life did not even know the person she or he was attempting to rescue... A true sign of good thinking.

UNLEVEL

LEVEL

Strangely enough, every single person, whether they are male or female, old or young, starts life in what we call the **NEGATIVE GROWTH MODE**.

We start off unintentionally learning to make completely self centered behavioral displays to get our needs, wants, and ways filled.

POSITIVE GROWTH →

UNLEVEL

UnEqual Value
Non-caring
Hostile
Self Centered

LEVEL

Equal Value
Caring
Non Hostile
Non Self Centered

When a child is first born, it has no vocabulary to express itself. If it is hungry it must experiment to discover what kind of behavioral display **WORKS** to get it's hunger filled.

When the child is hungry, it may kick it's foot around - but no one understands it's asking for food and so do not respond to the kicking foot communication. The parents simply don't understand. The child may wiggle it's hands, or fingers - but again no one responds. That behavioral display means nothing to them. It may blink it's eyes or try to roll it's head back - but still no one responds.

Finally the child cries,.... and someone puts the bottle in it's mouth... The child draws a preliminary conclusion that if it is hungry it must cry to be fed. The child tests this information to see if the conclusion is valid. After several crying episodes, the child is convinced that crying is the only signal parents understand - that means it's hungry and causes them to give it a bottle... Maybe,..... the baby trains the parents....?

The child is excited at this new found discovery as it is critical, to the child, to learn how to get what it wants. It relieves some of the child's anxieties or allows pleasant feelings to be experienced. The problem is, the child is learning not to place an equal value on the parents.



For example, at 4:00 o' clock in the morning, the child awakens... and is hungry... It cries... Mother rolls over and says to father: "Be quiet and maybe junior will go back to sleep."

Mother and Father are tired. They need their sleep. The child does not realize father has to get up to go to work and needs the rest. Mother has a long day ahead of her too. It's just hungry and wants to be fed. It does not place any value on the needs of the parents.

So, the child keeps on crying until mother or father get up to bring the bottle and give the child it's feeding. The child does not intend to be unequal value, and the parents do not intend to reinforce that if the child cries longer and louder,... that's what WORKS... None the less,.. this is what they are DOING,.. and what the child is learning.



If the child gets a diaper pin stuck in it's bun, it does not have the vocabulary to say: "Excuse me folks, but I'm having a very painful experience. Could you please take the diaper pin out of my bun!" The child cannot point to the location of the pin either. It has not yet developed that much coordination. The parents are never going to say: "Oh, here now,.. that's terrible,.. let me take the diaper pin out of your bun."

The child must test methods to communicate the problem and get the pain resolved.... It must find out how and what to communicate... by trial and error.

Again, if the child kicks it's foot around,... no one responds... If it wiggles it's arms and fingers,.. no one gets the message. If it tries blinking it's eyes or rolling it's head,.. no one responds. Nothing seems to work..... So it cries from the pain... even louder... and of course,.. the parents put the bottle in it's mouth.

If the child could talk, it would say: "I'm not hungry right now folks,.. I've got this pain in my bun. Could you *please* take the diaper pin out!"

The child is perplexed. It thinks, if I cry, they'll give me something to eat,... and I'm not hungry... How in the world do I let them know the situation... So it cries louder and longer than ever before... Again, the parents put the bottle in it's mouth. They even squeeze a little milk out so the child knows it's got the food they think it wants.



"Pt touoi"... The child wastes no time spitting the nipple out of it's mouth. The child is in a real dilemma,.. it thinks it may have to live the rest of it's life with the diaper pin in it's bun... This time it really screams louder and longer as the parents try to hold the bottle in it's mouth to get it to be quiet. But holding the bottle in it's mouth doesn't seem to end the screaming... Finally, they begin to look for other causes of the child's crying... and discover,... sure enough,... there is a diaper pin stuck in the child's bun... and they take it out....!

Oh!... What a relief it is...! The child lays there and thinks,... now let's see... in order to get a diaper pin out of my bun, I have to cry as loud as I can and spit the bottle out of my mouth at least three times and then give it the real screaming meemies.... But, if that's what works,... I hope I never forget the sequence I have to go through... I guess if I just scream loud enough I can get almost anything I want. It's a good thing I'm learning about this crying and screaming form of communication. I'll sure be glad

when I learn to talk.... If I was bigger I would have hit them and that would make them get the bottle... But I'm not big enough to hit yet... I still don't know what hit means or how to do it.

We teach children to wash their hands.....

In time, they feel uncomfortable if they have dirty hands.

Children raised primarily in foster homes and detention centers learn how to get along in that environment...

When released, they often choose to return to the security of their home environment.... Efforts to have them to make it on their own, in the outside world, is viewed as a punishment.

We learn to do whatever is required to get our wants and need filled,.. or to get our way... We are not concerned about an exchange of information or value - just figure out what works and what doesn't. We go for comfort, pleasure, and try to avoid pain.

Unfortunately, the patterns we are developing are self centered or unlevel.

If you've ever observed small children, when one is playing with a toy,... and the other child wants it,... there is likely to be a lot of screaming and tugging on each end of the toy by both children. They do not care who had it first or negotiate to share.... They just want it,.. and go for it... One child may reach out and actually try to scratch the other child to get them to let go of the toy. Even at an early age they've learned about pain,... and how to inflict it on others.. There is no equal value in the transaction, so we say it is hostile or unlevel.

Parents must intercede to prevent one child from harming the other.. or to assure fairness and equal value prevail over brutality.

I'm hoping you are understanding what I'm trying to present. Basically, we ALL start off life in learning how to get what we want without an ability to REASON or place an "Equal Value" on those around us.

The first style of transactions we learn to make are the DOMINANT and SUBMISSIVE style of interactions. It's not our fault... and it's not our parent's fault either.... it's just a fact of life.

The initial set of patterns we acquire are hostile.. because no value is yet being included in our interactions. We don't inherit these patterns,... we **acquire** them on our own. Hostility is merely the absence of "Equal Value."

As we grow,. we make progress and learn the second type transaction... CONDITIONAL. Conditional transactions may contain some semblance of being level transactions - but may not be level at all. They are still not the desired quality of interactions we want to achieve.

Let's look at some to see what we mean by "CONDITIONAL."

If you clean up your plate you can have some ice cream.

If you come home on time you won't get a spanking.

If you clean up your room, I'll let you have your allowance.

THIS FOR THAT
◦
OR ELSE
◦
GET EVEN
◦
EXCHANGE

We are learning to earn what we want, or we are learning to do what other's want so we don't suffer the consequence... Get that which gives pleasure while avoiding the pain or anxiety. We can learn to be "Equal Value," in our conditional transactions, or we can learn a more sophisticated way of being self centered - which is still hostile... only gives the appearance of being equal value.

But sometimes we become so conditional, even our love becomes conditional too. If you do what I want or let me have my way in our relationship, I will love you. If you don't I'll withdraw my love and hate you. I won't have anything to do with you any more. I'll reject you out of my life and go find someone else to replace you - someone to relate with that will make me happier.

We **allow** others to control our feelings. Sometimes we are completely unaware of how conditional we can be... that we are allowing and not just tolerating. Allowing is disabling.... not enabling.

It's not our intent to do things that repel others away from us. But, because we learned to operate in dominant, submissive, and conditional, ways, and

never learned how to go on to more equal value transactions, we remain trapped in our old ways - in the pain...

There was a young woman who grew up on a farm. She had several brothers and sisters. There was an abundance of labor required by everyone in the family to get all the work done. Everyone took turns at getting up early to change the water flow in the irrigation ditches. When one family member did not get up, when it was their turn, the rest of the family members were angry with them. They would quit liking that family member until they would do their work - peer discipline.

Over a period of years the young woman learned that you EARNED LOVE by working for it. That meant if she did lot's of things for everyone, she had a RIGHT to be loved. It was only fair that if she worked for it and earned it she should get it.

One day she took a neighbor a nice hot cherry pie. The neighbor looked at it and asked: "Is that a hostile pie?"

She was perplexed as she didn't understand the question. The neighbor said "I'm afraid if I start accepting these pies, cookies, and cakes, you're bringing me, that I'm going to end up being obligated to like you and enter into a relationship with you that leads toward matrimony,... Or,.. after you have given me 10 cherry pies, 15 cakes, and 40 dozen cookies, and I'm not responding the way you want me to, you are going to feel you've earned my affection and have a right to it - and I'd better either give it to you or you will go all around the neighborhood telling everyone what a dirty rat I've been.

The question the neighbor was asking was, is this pie freely given, without anything involved except friendship and sharing, or was the pie a conditional transaction that was leading to entrapment?

The neighbor wanted to see if the young lady was aware if her behavior was conditional or equal value.

If the pie was freely given,.. out of real or unconditional love,.. the ingredients for the relationship to grow, in an appropriate way, were present. If on the other hand, it was a HOSTILE pie, the chances for the relationship to become a good one were slim.

It was not the young lady's intent to be hostile. Chances are she had never really had an opportunity to learn enough about communications to understand how her conditional behavior was in fact pushing others away from her..... There was no awareness.

Love is not earned - it is shared unconditionally.. or it's not really love at all... Conditionally,.. it's simply a hostile manipulative behavior we learned in early years,.. and never learned to overcome. And I want to point out that not all manipulation is hostile. When we say someone is manipulative, It usually means they are being unfair... perhaps we need two words - another for equal value manipulations.

Communicating is not so much how we talk and listen. It has more to do with how we THINK... How we think determines whether what we say and do will be caring rather than hostile.

We must learn how to become EQUAL VALUE... if we are to succeed.

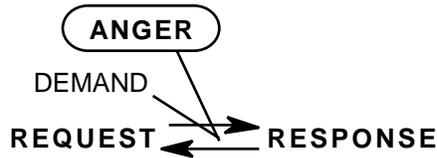
Before we go on, and talk about what equal value transactions are, and share some with you, let's look at some examples of UNLEVEL TRANSACTIONS... to better ground our thinking in the EQUAL VALUE concept.

We'll plot a few transactions on the REQUEST - RESPONSE line to make them more clear.



If I said to you: "I demand that you give me all your money, " or "I demand that you do this my way," or "I demand we go where I want to on our vacation,"... would you say I was placing any value on you,.. or was it all on my self?

I'm sure you would agree there was nothing in my demand that indicated to you that I was placing any value on you.

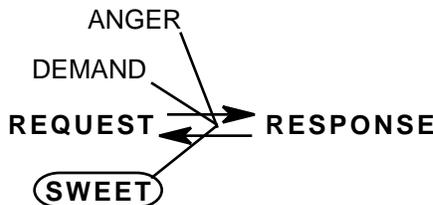


When demanding doesn't work, I switch my channel selector,.. on my behavioral display maker,.. to ANGER.. to see if that will work to get what I want. I say: " Listen,.. I mean it, you give me all your money or I'm going to hit you and beat you up real bad," or, "You are going to do this my way or I'm going to yell and scream and throw the biggest loudest temper tantrum you have ever seen in your life," or, " you've made me so mad, you're either going where I want you to go on this vacation or I'm going to pack up and leave... and I'm never coming back,.. you've really made me mad as blazes and it's your fault that I'm angry."

Would you say I've placed any value on you? Would you say I'm more hostile?

Well I've certainly changed the way I'm acting. But,.. since I was not placing any value on you when I was demanding.. and am still not placing any value on you when I am angry,.. perhaps I'm more violent, but for the sake of our discussion we'll say I'm not more hostile.

I've just switched from one behavioral display to another... to see if it works any better. Again,.. in our anger we may become more violent, but that is different from what we mean in our use of the word hostile. Let's see if I can clarify what I mean when I say I'm not more HOSTILE by switching from DEMAND to ANGER.



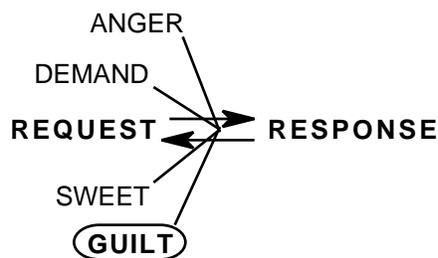
Let's suppose those two strategies did not work. So,.. I get syrupy sweet and say: Gee,.. I'm sorry I got mad. I really love you. Would you please let me have all your money? You are really a neat person. Pretty please with lots of extra sugar on it. I'll love you a whole great big bunch if you will let me have my way. Please go where I want on the vacation and you'll make me so happy I'll thank you over and over and over..... And please don't confront me that my syrupy sweet behavior is HOSTILE,... just like my

demanding and angry behavior was... When I was young I learned if you are really nice and extra polite and syrupy sweet,.. it worked better at getting things my way than getting mad.

Which is more "hostile" DEMAND and ANGER... or... SYRUPY SWEET?.. Sweetness can be just another channel, on our behavioral display maker, that we use to try to get our way. Sweetness can be just as aggressive a behavior... because we are still not placing any value on the other persons needs.

Hostility is not determined as much by the style of behavior we use as it is on the amount of value being placed on the other person.

Guilt is often used by people unknowingly as a reactive pattern to try to get their way.

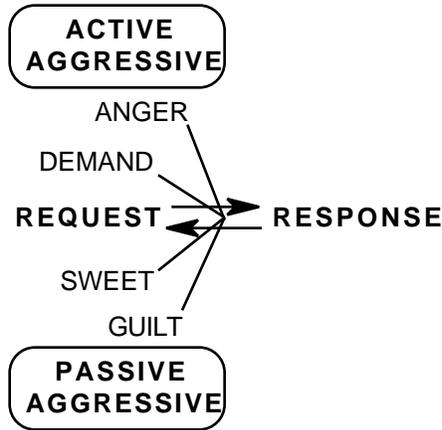


Have you ever heard someone say: "Look how hurt you've made me. See, I'm really depressed because you won't give me what I want. I thought you loved me, but I can see you don't care. One of these days I'm going to run away and then you'll really be sorry for the way you've treated me. I'm going to kill myself... and then you will know it was all your fault.. and you'll have to live forever knowing you drove me to the grave... If you would just let me get my way, I'd be happy, but you make me so depressed. Now please feel guilty for me so this works and I get what I'm after."

Anger and demanding are what we call **dominant** behavioral displays while syrupy sweet and guilt, or getting depressed are more **submissive**... Both are aggressive.. as they are behavioral displays made in a way where there is no value being placed on the other person.

A psychiatrist once told me he never clearly understood what the term passive aggressive meant until he heard this explanation. He could then see how syrupy sweet, depression, or pouting and crying, was just another way we learned, as children, to react when we got blocked off from getting our wants and needs filled.

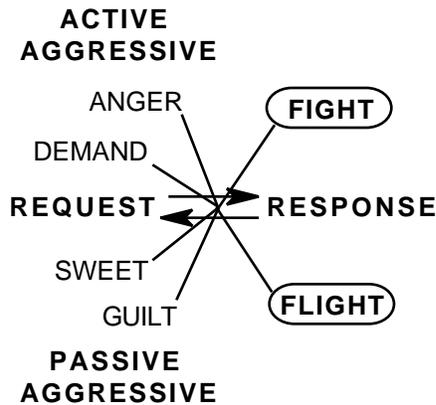
A lot of people, on hearing this information, get the feeling I'm talking specifically about them... Well, I am.... But don't feel bad as I'm also talking about everyone else too.



We all start off in a negative growth mode and very few people have had enough training and education, in the world of mental fitness, to discover their behavior is often unintentionally causing just the **opposite** results from what they are intending to achieve.

When we look at how people answer or reply to dominant and submissive behavior, being transmitted at them,... we find they normally REACT instead of RESPOND. They come back either in a fight or flight mode. The fight mode would be considered a dominant transaction while the flight mode would be considered submissive.

We are just as responsible for our reactions as we are our actions. Blaming others for our hostile behavior does not escape responsibility for our actions. And,.. assuming we are justified... doesn't change the outcome. We must learn to make level transactions... regardless of the situation.



Let's examine a type submissive transaction to amplify what we mean. Let's look at "caving in." A thing parents sometimes do with their children.

It's 8:00 p.m. and the parents have just settled on the couch to watch a little TV - after a long hard day... Both are tired and need to relax for a while before going to bed. Then their little 7 year old boy says he wants to go to the nearby Dairy Queen and get a chocolate ice cream cone.

The parents say "No!" So,... the boy lies down on the floor and begins to kick his heels and beat his fists on the floor,.. screaming: "I want an Ice cream cone."

The parents switch on a little anger and threats saying, "you quit that or you're going to get a spanking."

But the boy just ignores the warning and keeps on kicking his heels and screaming that he wants an ice cream cone. The parents say: "Look how hurt you make mommy and daddy. Can't you see we're tired and need to relax. Please don't do that."... They're hoping they can make the kid feel guilty so he'll quit.. But he just keeps right on throwing a fit until father says: "I've warned you twice... This time I mean it."... But to know avail.

Finally the parents can't stand the child's tantrums any more... and take him down to the Dairy Queen to get an ice cream cone.... so he'll be quiet and go to bed... and they can watch TV..



Based on what we've learned so far, is '**caving in**'... on the part of the parents... a caring or hostile transaction toward the child?

If you say hostile,.. you're right,.. but why and how is it hostile?

First the parents are doing it so they can watch TV.. in peace and quiet... because that's what they want. But second,.. what is 'caving in,'... doing to the child?

Aren't they really teaching him that if he just keeps screaming long enough, that what he's doing works to get his own way? Isn't this really, in a way, crippling the child? When the child gets older and married how long will he hold out to get his own way... and against what kind of opposition? What price will he pay?

He's also learning that warnings and threats have no meaning.. That when someone asks nicely they can be ignored.... He may not be aware of what he's learning, but he is learning it.

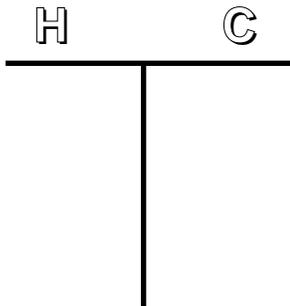
Many times parents want and need for their children to love them and approve of them to a point they never discipline the children and they lose control of the situation.



It is not until parents see clearly, how their failure to discipline their children is actually NON CARING behavior on their part,... that they start to be more willing to draw the lines children need to equip their children with more socially acceptable behavior to live with in the community in which they will grow up. Parents want to be caring - it's that they too must learn how to discipline. Most have never had classes in mental fitness.

We've discussed UNLEVEL TRANSACTIONS... and how each of us starts off in a negative growth mode. Now let's take time to look at what LEVEL TRANSACTIONS are like.

Pick a small corner of your note paper and,.. with a pen or pencil,.. draw a "T"...

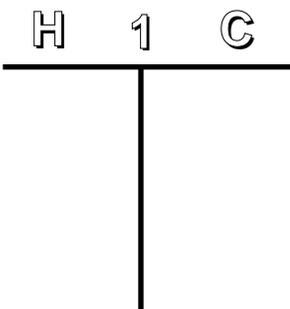


On the top of the crossbar,.. at the top of the "T".. write an "H" on the left side,.. and a "C" on the right....

The "H" stands for hostile and the "C" stands for caring.

I'm going to model SIX (6) transactions which I want you to evaluate and then score each one by making a small tick mark on either the hostile or caring side of the "T"... You will end up with a total of 6 tick marks displayed on either one side, or the other. Let's see how well you do.

A father and daughter are interacting.... In the first interactions the daughter says: **Dad can I have the car tonight?**



Think about it for a second and quickly record your mark on either the Hostile or Caring side of the "T".

You should now have only one tick mark on the "T."

The second transaction: the father responds **Gee, hon, I'd really love to let you use the car, but I have a meeting down at the office tonight, I have people in from all over the country. I'm chairing the meeting. It's absolutely**

essential that I be there. I'm really sorry but I have to use the car.

Think about it for a second,.. and quickly record your second mark on either the Hostile or Caring side of the "T".

The third transaction, the daughter says: **"Oh daddy please,... can I have the car- pretty please,... with sugar on it?"**

Again quickly record your third tick mark on the "T".

Now,... the fourth transaction:

The father says, **"Now my darling daughter that was being syrupy sweet... And I'm not going to 'cave in' and let you get away with it.. You must learn to face reality... And that is,... I have a meeting down at the office. I absolutely have to be there. I must use the car,... And,.. just because I don't let you have the car,... does not mean that I do not love you".**

Again quickly record your tick mark. You should now have a total of 4 tick marks on your "T".

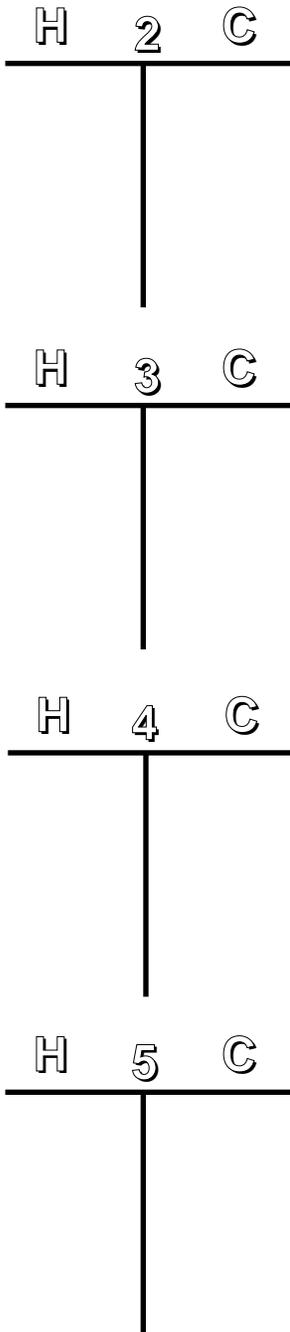
The fifth transaction.

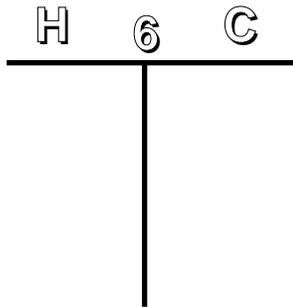
The daughter says, **"Oh daddy dear,... I love you so... You're the greatest father in the whole world... Please, please, please, let me have the car. I'll really love you to pieces,"** and then she gives him a big hug."

Record your fifth tick mark on the "T".

The sixth and last transaction.

Father says: **"Oh for crying out loud... Don't you hear anything I say?... Don't you understand I have to be at that meeting... It's my job... I work like a dog to put food on the table and clothes on your back,.. and you don't care if I live or die. Take the stupid car**





and I'll find some way to get to work - even if I have to crawl or take a cab. Slamming the door as he leaves.

Record your final answer on the "T". You should now have a total of 6 tick marks.

Well..... let's look at how many hostile and how many caring transactions you determined they made in this little family episode.

If you have all 6 tick marks on the hostile side.... you are correct... according to our evaluation.

Surprised?... Most people have scored 3 on the Hostile side and 3 on the Caring side... Well,.. let's look and see if you wouldn't score them as Unlevel too,.. after we explain what would constitute a more level transaction.

A level transaction is one that **transmits** equal value. It's behavior that tells the other person you care. So we're going to see if these transactions could be improved if they contained some element of behavior that transmitted equal value. Let's look at the first one.



TRANSMITS..!

The daughter said: "Dad, can I have the car tonight?"

Compare it to our way of converting her request to one that *transmits* equal value. Visualize the daughter saying, "**Dad, were you planning to use the car tonight?**"

In this transaction the words of the request are far less self centered and she is asking for information in a way that transmits to father that she is interested in his needs..... as well as her own.

This illustration is a little weak, perhaps,.. but let's look further at the second transaction to give you more of the idea of what we mean.

This time, as we restate the answer father makes, I want you to see if at any time father uses any words of any kind that asks the daughter what **she** needs to

**WORDS, CLAUSE,
OR PHRASE THAT
CONTAINS
EQUAL VALUE**

use the car for?" She obviously has a need for the car... let's see if he picks up on her need. The father said: "Gee hon, I'd really love to let you use the car but I have a meeting down at the office tonight, I have people coming in from all over the country. I am chairing the meeting. It is absolutely essential that I be there. I'm really sorry, but I have to use the car."

Do you find any words that would have asked: "Gee hon, what is your need,"... or was he merely building his own case to use the car?

Remember, he does not have to get angry or depressed to be hostile. **Hostility is merely..... the absence of equal value.**

A more level transaction from father... or one that transmits equal value might have been: **"I sure do hon, I've got a pretty important meeting at the office tonight,.. that I really have to attend... What did you need the car for?"**

Is that comparison making more clear why we would score what he said the first time as more hostile.... rather than more caring? There were no sentences or words, in the first paragraph, that asked about her needs..!

Then, in the third transaction the daughter says, "Oh daddy,... please can I have the car,... pretty please with sugar on it."

That's obviously hostile and you probably scored it that way too.

But then we threw some wrenches into the works.... or sabotaged your scoring a bit.. We made it appear that father was going to instill a little discipline in the family.... and you cheered because he didn't cave in... But look again,.. and see if he tries to find out what her needs are. See if you find any *phrase* or *clause* that transmits the real 'I love you' and 'care about your needs'.. message to the daughter.

Father said: "Now my darling daughter that was being syrupy sweet and I'm not going to cave - in and

let you get away with it". "You must learn to face reality and that is that I have a meeting downtown at the office. I absolutely have to be there. I must use the car and just because I don't let you have the car does not mean that I don't love you."

Were there any words anywhere in the sentence that asked "What do need the car for" or was he merely further defending his need for the car?

Naturally the last two transactions indicated these two had probably been through this sequence a time or two before.... as the daughter knew how to finally defeat father.... and get what she wanted.

Let's look at some dialogue that might have occurred if they were a "Together" Family that knew and understood how to communicate their true feelings... as I have no doubt this daughter loves her father and the father loves her too... They just haven't learned how to convert their intent to more appropriate behavior.... or behavior that works for them instead of against them.

Daughter says: "Dad were you planning to use the car tonight?"

Father says: "I sure was hon, I've got a pretty important meeting at the office tonight that I really need to attend. What did you need the car for?"



Daughter: "I've got a play practice at school... This is the last full dress rehearsal before we go live... I need to be there by 8:00 too... What time did you need to be at your office?"

Father: "Gosh,.. my meeting starts at 8:00 too. Would you object if I dropped you off about 15 minutes before your play practice starts so I could still get to the office on time... I've got people coming in from all over the country and it's pretty important for me to be on time... so that I can set a good example."

Daughter: "Gee Dad,... that would be fine. Our rehearsal this time might last a while since it's our last chance to get ready.... What time would your meeting be over?"

Father: "Oh, it shouldn't take too long, I'd say maybe 9:30 or so. When do you expect you'll get done with play practice?"

Daughter: "Oh Gosh, not until 10:00 or 10:30. Tonight we really need the time... Would you care to come by and watch what we are doing?"

Father: "Gee hon, I'd love it. Chances are I'll be on the road when your play is presented and this will give me a chance to see you perform... Do you think they will object if I came in quietly and sat in the back until you're finished?"

Sound like there's love at home?

Sound like they've got it "together"?

Each transaction contained information the other needed and an element that transmitted to the other person an "I'm interested in your needs too!" message,.. The "I love you" and "Care about you " words that are essential to give the other person a knowledge that YOU CARE. It's more than INTENT - IT'S BEHAVIOR.

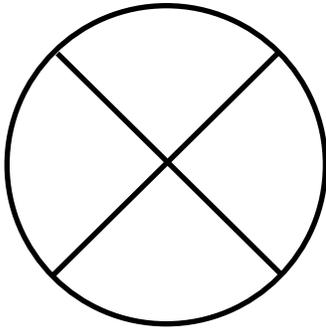
This concludes the part on.... EQUAL VALUE.

BEHAVIORAL STRATEGIES

THE MODEL:

INTRODUCTION:

In order to avoid confusion,.. we have thus far presented only 3... of the 4.. behavioral strategies - Equal Value, Dominant, and Submissive.... The 4th is called NON-EQUAL VALUE.

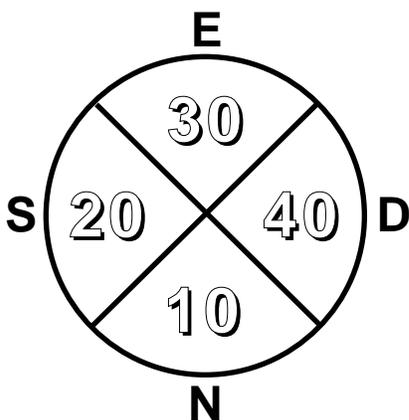


We have chosen to visualize the 4 behavioral strategies by using a circle divided into four equal quadrants by two diagonal lines passing at right angles through the center of the circle - what we call the **MODEL**.

REPORTING:

In our training classes, the MODEL is used to record evaluations of observed behavior.

In reporting about the 4 strategies, displayed on the MODEL, we always follow the clockwise sequence of Equal Value (E), Dominant (D), Non-Equal Value (N), and Submissive (S).



For example, if I told you that I had observed a 10 minute session, where a person was attempting to resolve a problem, and I scored the observed behavior as: E-30, D-40, N-10, and S-20. You could tell what percentage of his or her behavior I thought was Equal Value, Dominant, Non-Equal Value, and Submissive.... That would be my opinion... It might not be how another person would score the same 10 minute sequence.

The MODEL gives us a simple way to express information graphically or numerically.

So what are the similarities, and what are the differences, in these 4 strategies, and how can you learn to distinguish one from the other?

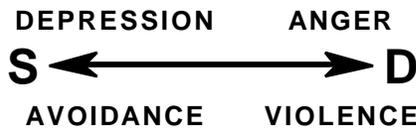
It is certainly going to take more than this one chapter for you to achieve a complete knowledge of, and ability to identify properly, the 4 strategies. This chapter provides only the basic information you will need to begin studying the subject of "Mental Fitness" and affecting changes in your life.

EVOLUTION OF THE MODEL:

FIRST GRAPHIC - THE CONTINUUM

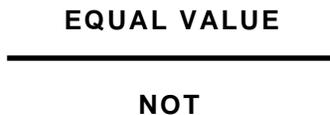
Before going any further, I think I need to give you a bird's eye view of Non-Equal Value. I hope you already understand the other 3 strategies.

When I first started studying the subject of "Mental Fitness," I Thought there was a single continuum with Dominant at one end and Submissive at the other. I thought all behavioral displays had to fall somewhere along that single line.



Anger or violent behavioral displays would be scored at the Dominate end,... while depression or avoidance would be scored at the Submissive end. We thought that "Equal Value" was located somewhere in the middle of the continuum.

Then it became apparent there could be as much FORCE in an Equal Value transaction as one that is Dominant or Submissive. An equal amount of force is required to maintain an Equal Value relationship. So where do you plot very forceful transactions.

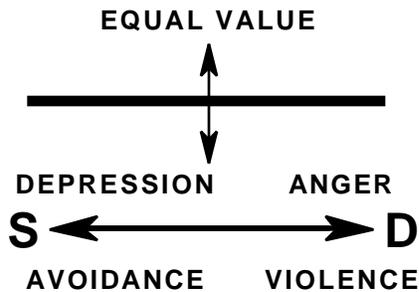


This insight brought about the conclusion that **all behavioral displays are either Equal Value or they are NOT.**

That conclusion still remains valid - although the graphics have changed several times to more effectively portray the new variations graphically.

SECOND GRAPHIC - THE BAR

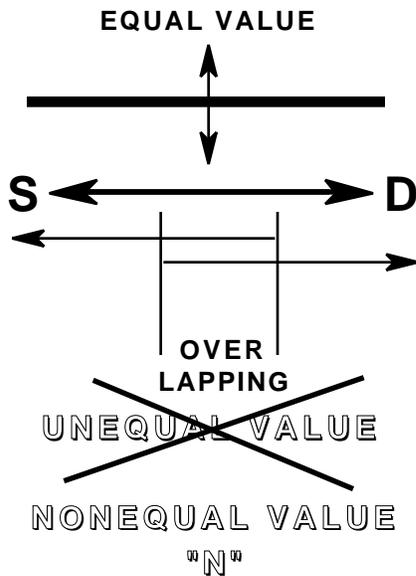
So the graphic was changed. The second one contained a BAR with a continuum underneath. Those behavioral displays that were Equal Value would be plotted above the bar,... and those that were NOT... could be plotted on the Dominant Submissive continuum underneath the bar.



THIRD GRAPHIC - UNEQUAL SEGMENT

The next evolution came about because students, observing the same piece of **questionable** behavior,.. differed widely in their opinions of where, along the continuum, the behavior should be recorded.

They all agreed easily the behavior was NOT Equal Value. But some thought it to be more Dominant while others thought the behavior to be more Submissive. The arguments wasted a lot of class time. So we evolved to a part of the continuum being called Unequal Value. This became the third graphic.



Unequal Value was considered to be the center 1/3 of the Dominant Submissive Continuum. This was the area where "OVERLAPPING" behavior was plotted - overlapping meant a piece of behavior everyone knew was not Equal Value, but could not agree on whether the behavior was more Dominant or Submissive.

Then an inmate at Oregon State Penitentiary suggested that Dominant, Unequal Value, and Submissive, were all "UNEQUAL VALUE" behaviors. That gave rise to the term NON-EQUAL VALUE. This was the term used to provide for *overlapping* behavior.

FOURTH GRAPHIC - QUADRANTS

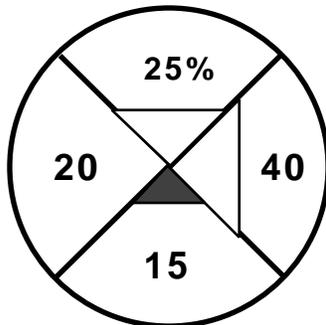
The last evolution of the graphic (circle with quadrants) caused the NON-EQUAL VALUE quadrant to become a completely separate strategy of behavioral displays.

The circle allowed for each strategy to have the same starting value (0). As behaviors occurred, the separate quadrants would reflect the amount of behavior, occurring in each strategy, by filling in or shading the quadrant from the center out - with 100% of the quadrant able to be filled (graphic portrayal). The second way of expressing it was to write a percentage figure in each quadrant (numeric portrayal).

NON-EQUAL VALUE STRATEGY

In scoring thousands of situations, we came to the conclusion that OMITTED behavior was a separate type behavior from Equal Value, Dominant, and Submissive... It didn't fit on the graphic... It was unique.

For example, Let's say that you told a friend that you would meet her or him on a street corner at exactly 9:00 a.m..... Then you simply forgot the commitment... The friend had to stand in the rain for 30 minutes waiting for you..... You can't say that your behavior was "EQUAL VALUE." And you didn't get angry... or depressed...! So where do you score OMITTED behavior...? You might say this is one of those overlapping behaviors,... but I presently believe it deserves a completely separate strategy.



**OVERLAPPING
OMITTED
UNEMOTIONAL**

The 3 things I teach students to record, in the NON-EQUAL Value quadrant, are behaviors that are: 1) Overlapping, 2) Omitted, and 3) Non emotional - and let's look at what we mean by Non-emotional

Let's say a stranger went into an office and asked the man sitting there if he was Mr. Bill Boyd... And,..when Bill indicated that he was,... the stranger merely pulled out his pistol and shot him through the heart. The stranger then said: "Sorry about that.. I'm being paid to kill you... Hope I didn't ruin your suit...!".. Bye.

Did the stranger get angry...? Was the stranger Depressed...? Was the Stranger being Equal Value..? Then where do you plot the display.

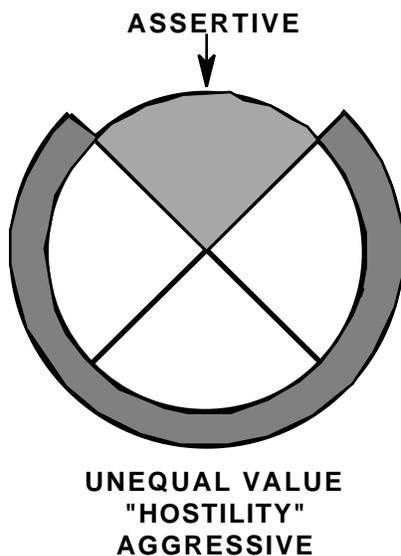
You could say Dominant because he was being quite **FORCEFUL**. But all 4 behavioral strategies can contain the same amount of force.

FORCE:

For example, Here are two men with pistols shooting at each other. Are both making Dominant behavioral displays...?

What if one is the stranger trying to kill a police officer attempting to make an arrest for the murder... Does the police officer have a right to use deadly force against this stranger attempting to take his life.

Both are equally **violent**. .. But I believe the police officer is being Equal Value,.. and the stranger's behavior is either Dominant or Non-Equal Value - depending on whether the stranger was trying to kill the police officer (in an angry rage) because he hated police officers,.. or because he was just merely (non-emotionally) eliminating a person who could testify against him in a trial.



I hope this example helps you understand that **FORCE** is not what determines if a behavioral display is Dominant....

"Hostility" is the absence of Equal Value..... All forms of hostility can be scored in one of the 3 **UNEQUAL VALUE** strategy quadrants - D, N, or S.

The more mental fitness is achieved, by both parties communicating, the less force occurs in resolving differences and the easier it is to experience a loving state... It is essential to achieve equal value.

Force is the amount of physical, emotional, or intellectual **energy**, and the **time** used to persuade or influence a person, or condition, from one position to another... It represents the degree of value a person places on an issue or conclusion... Force can both generate and overcome resistance....



MEMORANDUM
JUSTICE

People have been led to believe it is wrong to use force and the word force is a more negative than a positive word - when it is imperative to use a balancing amount of force to achieve "Equal Value" relations....

DEFINITIONS & DESCRIPTIONS

So, I ask again, what are the similarities, and what are the differences, in these 4 strategies, and how can you learn to distinguish one from the other? Let's examine them in more detail.

SIMILARITIES:

1. All 4 strategies can be identified by analyzing a single behavioral display, a pattern of behavioral displays, or a complete behavioral strategy.
2. Although you must take a person's INTENT into consideration, it is the behavior, or what the person is **DOING**, that ultimately determines into which of the 4 quadrants the behavior will be POSTED.
3. Each strategy is used in the belief (even if it is used unknowingly) that it will get wants filled.

DIFFERENCES:

1. EQUAL VALUE:
 - A. Is the only strategy considered to be ASSERTIVE rather than Aggressive - characterized primarily by caring behavior .
 - B. Is almost completely a learned and acquired way of thinking and acting - far more than the style inherited from parents and culture.

FEEDBACK

- C. Is the style that is the most effective way to cause positive results to come to the individual displaying the behavior - and others in that individual's environment.
- D. Contains only the exact amount of force required to be appropriate to the situation - to keep interactions on an equal value plane.

2. DOMINANT:

- A. Is considered to be the ACTIVE AGGRESSIVE mode of behaving - characterized primarily by some degree of anger.
- B. Encroaches on another person's space, rights, or time, in a manner the other person withdraws, defends, or is required to resort to assertive behavior to address the issue and bring the interaction to a point of equal value....
- C. Causes delay or destruction in the process of resolution - generates emotional PAIN in relationships.

3. NON-EQUAL VALUE:

- A. Is considered to be the NON-EMOTIONAL AGGRESSIVE mode of behaving - characterized primarily by some degree of detachment.
- B. Encroaches on another person's space, rights, or time, in a manner the other person withdraws, defends, or is required to resort to assertive behavior to address the issue and bring the interaction to a point of equal value....
- C. Causes delay or destruction in the process of resolution - generates emotional PAIN in relationships.

4. SUBMISSIVE:

- A. Is considered to be the PASSIVE AGGRESSIVE mode of behaving - characterized primarily by some degree of depression.
- B. Encroaches on another person's space, rights, or time, in a manner the other person withdraws, defends, or is required to resort to assertive behavior to address the issue and bring the interaction to a point of equal value....
- C. Causes delay or destruction in the process of resolution - generates emotional PAIN in relationships.

STYLE:

1. It's not did a person interrupt, but, **how** did they interrupt - to butt in (Dominant),... beg and plead to be allowed to speak (Submissive).... ask permission to interrupt (Equal Value),... or just change the subject without finishing the first one (Non-equal).
2. It's not does a person have hurt feelings, but **how** are they expressing them - anger, shouting, hitting (Dominant),... depression, crying, whining (Submissive),.. explaining them and checking their conclusions (Equal Value),.. forgetting, avoiding, not caring enough to say or do anything to let the other person know (Non-equal Value),...
3. It's not what they said as much as **how** they said it... or the meaning of it,.. that determines style.

V O C A B U L A R Y :



RESISTANCE:

The observable actions of an individual evading responsibility and accountability for hostile behavior - blaming, justifying, avoiding, denial, lying, fleeing, running, faulting, trancing, procrastination, playing dumb, ignoring, blocking off, cluttering the issue, emotionalizing, beating the point to death,



controlling, placating, pinging, super pinging,... and similar mechanisms that require the other person to have to act assertively to gain closure on the problem.

Resistance is the condition a normal person is unaware he or she is in as they begin this training.

LOVE:

Is a conclusion in action - with accompanying behaviors that yield stable emotions - not pain.

Is not the act of sex, but more how you go about it.... or **DON'T** go about it. NOT having sex when you shouldn't is an act of love.

Is based on reality conclusions - like: people are persons and not patterns; who you are is far more your identity than what you do; a person is a permanent, growing, challenging, joy filled, and resolving, spiritual being having a human experience.

Rather than having it's base in error data filled conclusions (that people are patterns, physical attraction, social status, love is conditional, or that life is a painful state).... love is an achieved state of mind where condemnation is replaced by helping.

Love understands that to condemn is to live in that feeling and thus to diminish the light of one's own candle.... That you can be forgiving and still not tolerate the behavior. A recognition that feeding a problem is not loving behavior.

Love is being assertive and not aggressive.

Love is tranquil.

ZING ZANG:

Just as we indicated the word FORCE was often misunderstood to be only a Dominant style of behavior, the word MANIPULATE is maligned.

When someone say to me: "you are very manipulative..!"

I say: "Thank you...!"

I try to encourage as many people as I can to study the subject of "Mental Fitness",.. and to do many things for their own good. That is being manipulative..... and it's OK.

When a parent spansks the 2 year old child, for continuously running out into a busy street, where the child would be struck by a car, that is certainly using force and being manipulative.... And what's wrong with that..?

There is aggressive manipulation... and assertive manipulation. It's impossible for any person to **not** be manipulative. Everyone is manipulative.

In the classes I use a graphic to show how the emergence of the subject of "Mental Fitness" gives us ways to express ourselves more accurately.

I make a square divided into quarters.

In the top left quarter, I write DOMINANT.

In the bottom left quarter I write SUBMISSIVE.

Down the left side I write the word HOSTILE.

Down the right side I write the word EQUAL VALUE.

To the outside of the word Hostile, I write the word AGGRESSIVE.

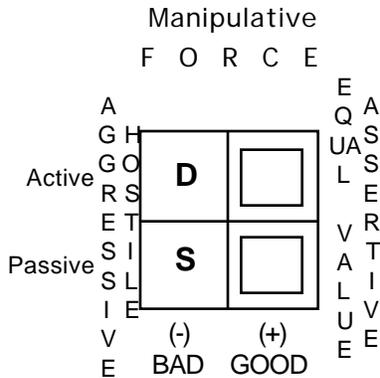
To the outside of the word Equal Value, I write the word ASSERTIVE.

At the top of the word Aggressive, I write the word ACTIVE.

At the bottom of the word Aggressive I write PASSIVE.

All the way across the top of the square I write the word FORCE. Above the word Force, I write the word MANIPULATIVE.

At the bottom Left half of the square I make a MINUS SIGN and write the word BAD. At the bottom right half of the square make a PLUS SIGN and write the word GOOD.

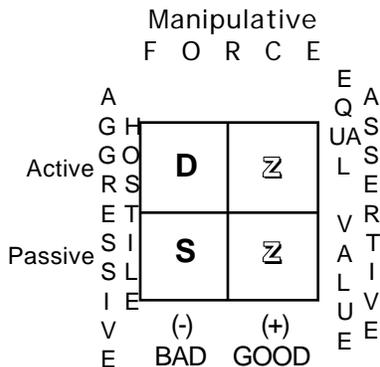


Now the question is, if we are going to have the word Dominant represent ACTIVE AGGRESSIVE behavior, and Submissive represent PASSIVE AGGRESSIVE behavior,... then what are the ENGLISH WORDS that would be entered in the right two quarters - opposite Dominant and Submissive.

And I've asked that question in front of audiences, with hundreds of people in them, over and over. And the room becomes silent.... There are no words in the English language to describe "Mentally Fit" behavior.

Discovering there were "holes" in our language was probably one of the most exciting things that has happened to me since I started out to make a study of the subject of Mental Fitness.

I chose to use the words ZING and ZANG to temporarily fill the two quadrants - until someone comes along with words that are more proper.



Again, Assertive behavior is both as forceful and manipulative as the situation requires to maintain an Equal Value on one's self and the other person.

There are many courses that claim to teach assertiveness, when they are actually teaching people to be more aggressive.

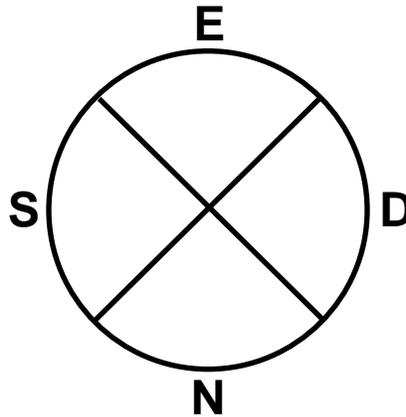
The primary ingredient of good Equal Value behaviors centers around learning to 'THINK' in a mentally fit manner, and using good "PROBING SKILLS" to gain closure on problems.

**THIS ENDS THE CHAPTER ON MODEL & BEHAVIORAL STRATEGIES
NOTES: WRITE OUT QUESTIONS YOU WISH TO BRING UP IN CLASS**

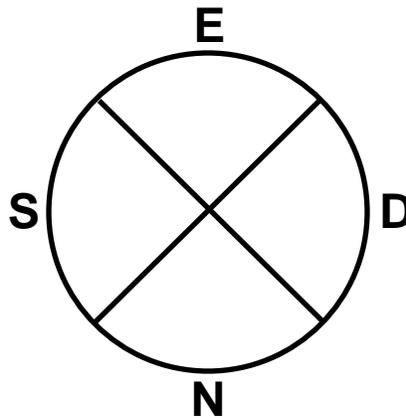
TURN IN SHEET

CLASS # _____ PERIOD _____ STUDENT'S NAME _____

1. In the MODEL below, indicate the percentage of your behavior you believe is Equal Value, Dominant, Nonequal Value, and Submissive, in the appropriate quadrant.



2. In the MODEL below, indicate the percentage of your behavior you think OTHER PEOPLE believe would be Equal Value, Dominant, Nonequal Value, and Submissive, in the appropriate quadrant - what you think they think.



QUESTIONS TO ASK IN CLASS:

Be prepared to discuss your evaluations with the other members of the class.

1. Explain why everyone starts off in a "Negative Growth" mode...!

2. Explain what has to occur for a person to begin "POSITIVE GROWTH

Be prepared to discuss your explanations with the other members of the class.
TURN THIS SHEET IN AT THE BEGINNING OF YOUR NEXT SCHEDULED CLASS.

