

PARADIGMS

A Paradigm (PAIR-A-DIME) is a SHARED or MODEL perception.

If I asked, “What is the most famous fast food restaurant in the World?”... most people would say, “McDonalds”. Ninety out of 100 people would give that same answer. They would share in that conclusion. Those 90 people make up what is called a paradigm.

If I asked, “What significant event happens when a person reaches age 16?”... 50% would say: “getting a driver’s license.” 30% would say: “Dating.” And 20% would list one of several other conclusions.

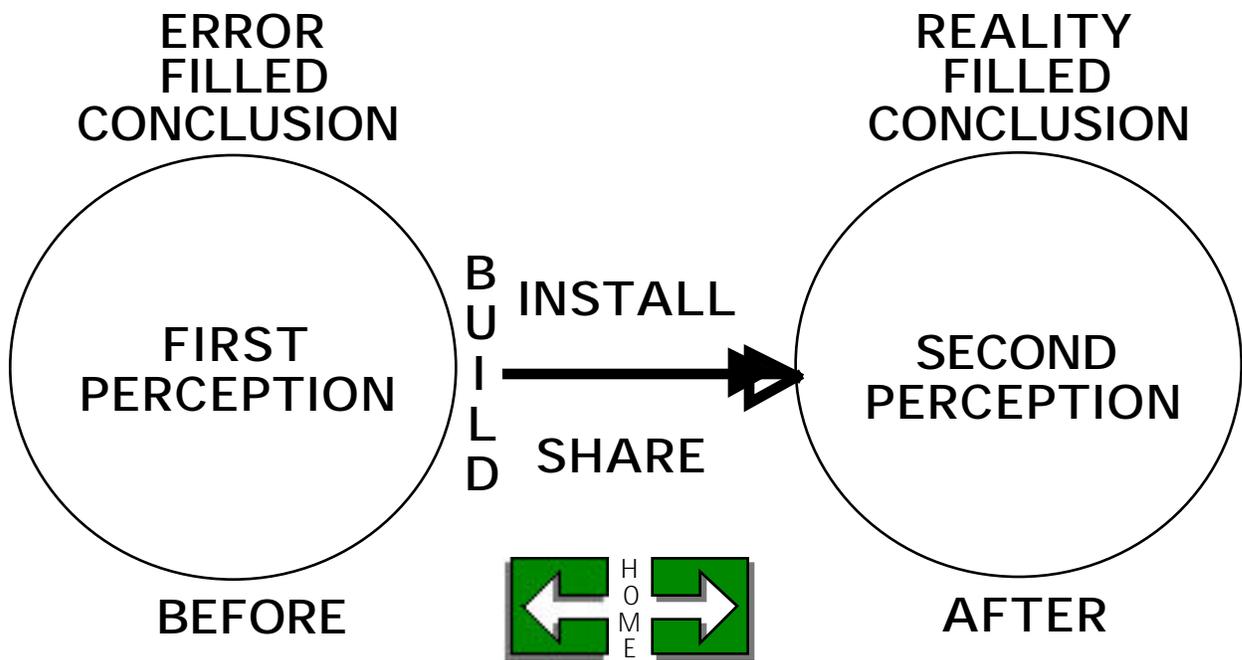
Because more people share the same conclusion or perception about the “Driver’s License” than those with the “Dating” perception, the driver’s license paradigm is *stronger* than the paradigm about dating.

Before people start to learn skills of communication, many **THINK, BELIEVE**,... or have the conclusion that **other people or outside situations make them angry or depressed**. That is their *first perception*,... it is what they think *Before* they complete the program.

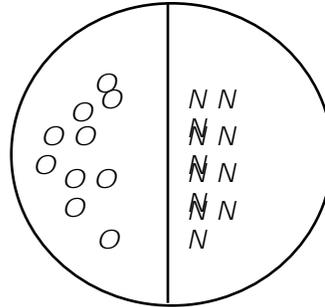
After they complete the program, they do NOT THINK others control their emotions. Their perception or conclusion has changed. They now understand who controls their emotions.

Their first perception contained some error information. We call it the “**BEFORE**” conclusion.. Their second perception contains reality information. We call it the “**AFTER**” conclusion.

The purpose of this program is to **share** some new precepts and concepts that will enable you to develop **CONCLUSIONS** to help you communicate more effectively with yourself and others.



CBR CONCEPT



OLD NEW

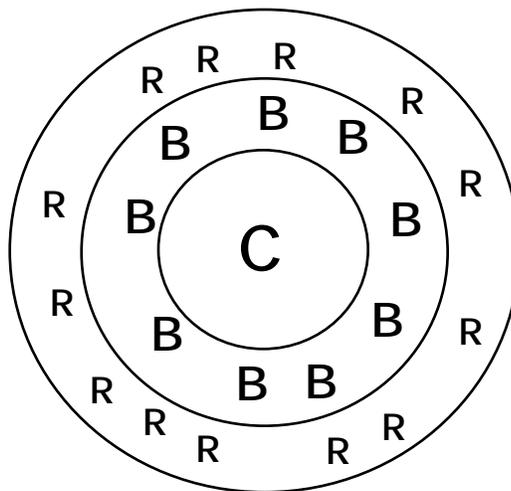
Our conclusions give rise to our behaviors.
Our behaviors yield results.

When we attempt to modify another's behavior,
we take on the role of disciplinarian.

When we help others develop NEW conclusions,
they become self disciplining.

If we use OLD conclusions, to operate with,
we can expect emotionally painful results.

If we use more realistic NEW conclusions, we can
change painful relationships to rewarding ones.



CONCLUSIONS - BEHAVIORS - RESULTS

DISTORTION GAP & CIRCLES

READ SHEET

The objectives of the presentation called **Distortion Gap** and **Circles** are:

1. To list and explain the difference in each of the 5 steps involved in the process of communication.
2. Make a sketch of the "Distortion Gap" graphic and explain the different parts.
3. Explain why it is not normally a person's "Fault" they may be communicating in a hostile manner.
4. Explain why people run the same pattern whether they are justified or unjustified.
5. Explain what the term "NX" means.
6. Make a sketch of the "Circles" graphic and explain the different parts.
7. To successfully answer all the check up questions following the exam and team discussion.

The first part of the presentation will show there is a **Distortion Gap** present in virtually every single interaction between people. Usually other people form their conclusions about who we are and what we are trying to communicate by observing our behavior. We form our conclusions about ourselves based on our intent. Often our perception of ourselves is different than the perceptions others develop - a distortion gap.

The second portion of the presentation, called **Circles**, will use a situation that allows us to examine the 5 step process of interacting with others. We will see how our interactions are often unknowingly controlled by the way our mind works... by the way we think. You will discover learning to communicate more effectively will require some significant adjustments to the way we think - a process that will happen quite naturally as you learn and understand the material in the presentations.

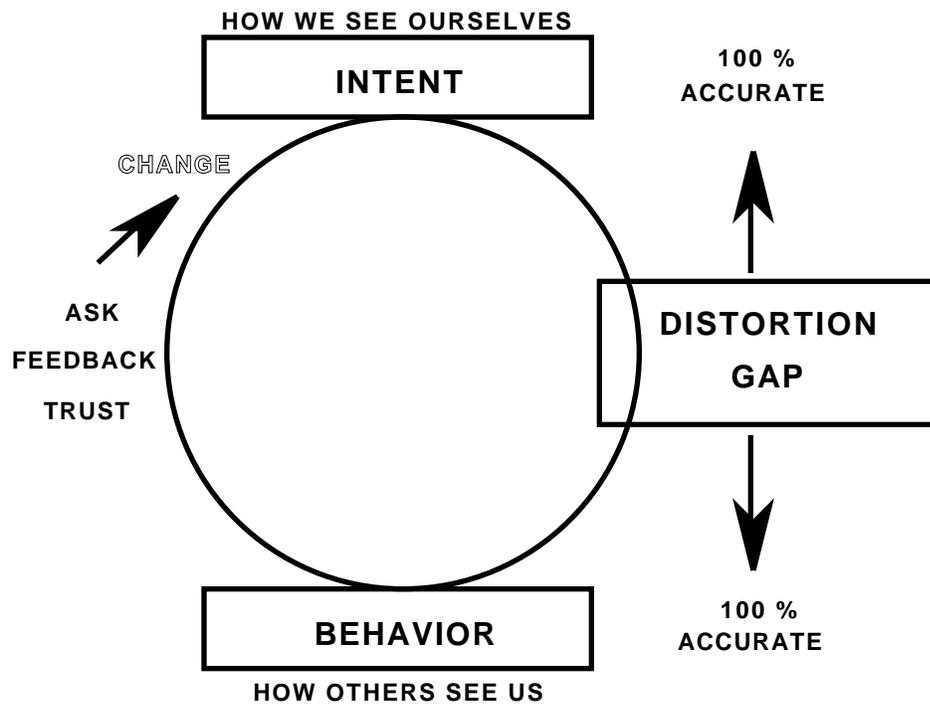
In the "Circles" presentation, we will use an actual story of a woman who blamed others for the bitterness in her life. We do so only to teach a point. Please do not conclude that SOC is prejudiced against women. We are not. We believe women definitely need to be liberated. During the remainder of the course, we will use several illustrations about men and children to balance the examples. You will find the examples really do not have anything to do with whether people are male or female, young or old, as the examples we use have to do with individuals and how people think... Regardless of whether you are a male or female, you will find the examples apply to you.

If possible, you should plan to view the presentation or listen to the audio tapes several times - until you know you understand completely and are able to use the precepts and concepts taught in this lesson. Some suggestions to help you in learning more effectively are:

1. Look at the graphics for DISTORTION GAP & CIRCLES while the presentation is playing.
2. Write notes to remind yourself what each line or part of the graphics means - so you will be able to answer more effectively the questions following the presentation.
3. Be sure to write down points on which you are not clear. Later discussions may provide clarification. If not, see your facilitator.
4. Do not allow yourself to get bored or to let your mind wander. Plunge in and try hard to understand and remember everything so your team will score higher on the 25 question exam following the presentation.. Do not be alarmed, we do not collect the exams or ask you to divulge your score.

PLEASE BEGIN THE 45 MINUTE VIDEO PRESENTATION NOW...

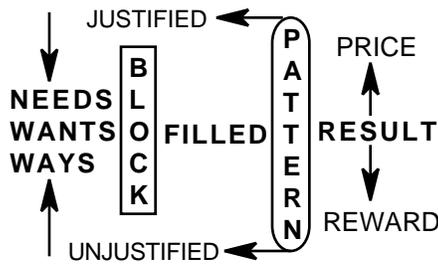
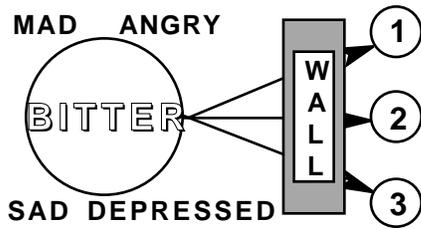
DISTORTION GAP GRAPHIC



NOTES

CIRCLES GRAPHIC

5 STEP PROCESS



4,5,6,7,8,9,10,11,12
RANDOM

**LEARN
UNPRACTICE**

NOTES

TEAM ASSIGNMENT SHEET

Team A

Name _____

Team B

Name _____

Team C

Name _____

Team D

Name _____

EXAMINATION INSTRUCTIONS

Write your name on your exam. The exams will not be collected or reviewed by the facilitator or any other class member. Your exam is for your benefit only.

Circle only one letter (A, B, C, D, or E) for the answer you believe **BEST** answers the question. There may be more than one correct answer,.. but there is only one **BEST** answer.

When finished taking the exam, record your answers on the attached answer sheet. This will speed up discussion and scoring in the remainder of the activity - "Team Discussion".

Do not talk to other students about the exam,.. until "Team Discussion" begins.

This is not an open book exam. Place your books under your chair or where you cannot see them.

You will have 20 minutes to complete each exam. You must be finished by _____ hours.

Check to make sure your exam has all the pages.... There are 25 questions on the "Circles" exam.

If you understand these instructions,.. you may begin completing the exam.

TEAM DISCUSSION INSTRUCTIONS

Once everyone has finished taking the exam, the class will divide into teams and go into separate team rooms or team areas to discuss the examination questions.

Through team discussion,.. your team should come up with the team's answer to each question - based on what the **team** believes are the **best** answers. The team answers should be recorded on the answer sheet along with your individual answers.

1. **DO NOT VOTE** to determine an answer,.. except as a last resort.
2. Try to communicate with other team members to **get all their ideas and opinions before making the team decisions** on what is the best answer.
3. **Do not change your individual answers,..** as the team develops team answers. When scoring is done, both your individual score, prior to team discussion, and the team score resulting from the discussion, will be used to evaluate how effectively the team interacts.
4. If the team gets "bogged down" on one question,.. **go on and discuss all the rest** - and come back to that one,.. so that time is not spent unwisely. The remaining discussion may provide more insight or the answer to the question that is bogging down the team.
5. Have **one team member keep track of time** and keep the team posted on the amount of time remaining.
6. If the team finishes early,.. either stay in the team room,.. until the other teams are finished,.. or **quietly take a break**. Do not make noise or disturb the other teams.
7. You have **25 minutes** to complete the team discussion at _____.

CIRCLES EXAM

Student's Name _____

1. The purpose of the presentation called "Circles" is to:
 - A. show clearly that women have more problems than men.
 - B. show how probing skills could have solved her problems.
 - C. teach people that they are responsible for their own feelings, actions, and reactions.
 - D. make her aware that she was justified in divorcing her first three husbands.

2. The difference between "First Perception" and "Second Perception" is:
 - A. an increase in awareness through learning in a counseling environment.
 - B. her feelings of being justified.
 - C. apparent after she has unpracticed her patterns.
 - D. determined by who really built the cage.

3. Mad, angry, sad, and depressed are:
 - A. patterns caused by husbands.
 - B. justified reactions in view of the situation.
 - C. component patterns of bitterness.
 - D. things she quits doing when she becomes aware.

4. A blaming arrow is:
 - A. an indicator of whose fault the bitter feelings are.
 - B. something that always points towards the victim.
 - C. an indicator of whose fault she perceives it is in her first perception.
 - D. fired by indians at wagon trains to set them on fire.

5. The numbers 4,5,6,7,8,9,10,11,12, were put on the chart to:
 - A. show that perspective husbands selected at random would also be guilty of causing the bitterness.
 - B. prove to her that it was not other people making her bitter -- it was her problem.
 - C. shows that "process" always follows in the sequence regardless of the person involved.
 - D. show that if she could pick the "RIGHT" person to marry she would have no more problems.

6. Process:
 - A. is made up of four parts.
 - B. most often follows in the same sequence.
 - C. is made up of six parts starting with needs, wants and ways and ending with price.
 - D. is made up of five parts.

7. The reason the wall was built was to:
- A. isolate her from her three husbands to ask her some questions.
 - B. show her what her behavior was doing to the relationships.
 - C. keep the husbands from damaging her any further.
 - D. block her from getting her needs, wants and ways filled.
8. The blaming arrow becomes a pushing arrow when:
- A. she becomes aware of how her behavior affect others.
 - B. it is shown that it is all her fault.
 - C. it is fired by settlers at indians to return their animosity.
 - D. other people quit trying to help her.
9. The difference between a person and a pattern is:
- A. the perception before and after the counseling process takes effect.
 - B. a person is who you are and a pattern is what you are doing.
 - C. one you can talk to and the other you cannot.
10. The "BLOCK" is:
- A. the first step in process.
 - B. the second step in process.
 - C. the third step in process.
 - D. the last step in process.
11. The joy and happiness lines outside the cage were placed there to show:
- A. this is what she transmits in the first perception.
 - B. this is what she transmits in the second perception.
 - C. this is what others are transmitting at her but the cage blocks out the feelings.
 - D. that these feelings cannot come into her life as long as she thinks other people built the cage.
12. What patterns did divorce resolve?
- A. her bitterness.
 - B. the dominant ones first.
 - C. none of them.
 - D. both the dominant and the submissive ones.
13. Good mental health is:
- A. something you learn to have through good counseling programs.
 - B. something you can only obtain through a qualified psychologist.
 - C. currently being taught in the high schools.
 - D. something that costs a great deal of money to achieve.

14. The first thing that must happen for a person to get out of the cage is:
- A. unpracticing.
 - B. trying harder.
 - C. learning.
 - D. becoming a person.
15. The second thing that must happen for a person to get out of the cage is:
- A. learning.
 - B. becoming a person.
 - C. unpracticing.
 - D. trying harder.
16. The reason the person got bitter was because:
- A. of the way she was treated.
 - B. of her home environment.
 - C. her thinkertoy was not working right.
 - D. she had whirlykitchens disease.
17. Needs, wants, and ways expresses:
- A. something we are after.
 - B. the second step in the process.
 - C. why we have temper tantrums.
 - D. our frustration at not reaching our goals and objectives.
18. When a person is "JUSTIFIED" they:
- A. are guilty.
 - B. are vindicated.
 - C. are entitled to be bitter.
 - D. will live in bitterness if they choose to experience it.
19. When a person is "UNJUSTIFIED" they:
- A. are guilty.
 - B. are vindicated.
 - C. are entitled to be bitter.
 - D. will live in bitterness if they choose to experience it.
20. When father beats his wife and children to get the house clean he:
- A. is being level.
 - B. pays the price.
 - C. may have to do that to get the house clean.
 - D. is guilty.

21. "UNPRACTICE" means to:
- A. start a good pattern.
 - B. stop running a pattern.
 - C. recognize our behavior.
 - D. internalize our feelings so we stop pushing others away from us.
22. If a person becomes "AWARE" of his problems but does not "UNPRACTICE" he:
- A. is only half way out of his problem.
 - B. could not be aware or he would stop doing it.
 - C. still pushes others away from him with his behavior.
 - D. may feel guilty about what he has done to other people.
23. Motivation to do something about a problem is most significantly increased when:
- A. a person becomes aware.
 - B. a person is in real deep pain.
 - C. others become aware of the problem and help the person unpractice.
 - D. the person develops a good friendship with the group.
24. If you have a feeling of condemnation toward another person:
- A. you may well be justified.
 - B. you will run a bad pattern.
 - C. you are living in it.
 - D. it is your fault.
25. The things we could lose by not developing good mental health are:
- A. family.
 - B. friends.
 - C. job.
 - D. all of the above.

CIRCLES EXAM ANSWER SHEET

	Ind.	Team		Ind.	Team
1.	_____	_____	14.	_____	_____
2.	_____	_____	15.	_____	_____
3.	_____	_____	16.	_____	_____
4.	_____	_____	17.	_____	_____
5.	_____	_____	18.	_____	_____
6.	_____	_____	19.	_____	_____
7.	_____	_____	20.	_____	_____
8.	_____	_____	21.	_____	_____
9.	_____	_____	22.	_____	_____
10.	_____	_____	23.	_____	_____
11.	_____	_____	24.	_____	_____
12.	_____	_____	25.	_____	_____
13.	_____	_____			

CIRCLES EXAM SOLUTIONS

- | | | | |
|-----|---|-----|---|
| 1. | C | 14. | C |
| 2. | A | 15. | C |
| 3. | C | 16. | C |
| 4. | C | 17. | A |
| 5. | B | 18. | D |
| 6. | D | 19. | D |
| 7. | A | 20. | B |
| 8. | A | 21. | B |
| 9. | B | 22. | C |
| 10. | C | 23. | A |
| 11. | D | 24. | C |
| 12. | C | 25. | D |
| 13. | A | | |

SYNERGY EVALUATION

TEAM NAME A _____ B _____ C. _____ D. _____

**HIGH
INDIVIDUAL** _____

TEAM SCORE _____

**SYNERGY
SCORE** _____

